



Ashfield Girls' High School



“Each different. Each talented. All valued.”

Behaviour for Learning and Positive Behaviour Policy

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Executive Summary

The aim of Ashfield Girls' High School is to provide each pupil with a programme of education which meets their needs and prepares them for life beyond school. In seeking to fulfil this aim the school endeavours to promote behaviour for learning and positive behaviours.

The Positive Behaviour for Learning Policy is deeply connected to numerous laws and educational guidelines, ensuring a holistic approach to creating a welcoming and inclusive educational atmosphere. Key legislative documents such as the Children (NI) Order 1995, the Human Rights Act 1998, and the Education (NI) Order 1998 form the backbone of this policy, focusing on safeguarding, equality, and quality education for all. This policy aligns various school policies, including those addressing anti-bullying and pupil wellbeing, ensuring a unified approach to fostering positive behaviour, safety, and overall student development in school.

Ashfield Girls' High School promotes behaviour, which is ready, respectful, and responsible.



Section A (Aims of the Policy)

This policy serves as a comprehensive reference document for all stakeholders about Behaviour for Learning and Positive Behaviour.

Objectives:

- Establish clear processes for all stakeholders involved.
- Encourage pupils to demonstrate behaviour reflecting readiness to learn, respectfulness and responsibility (3Rs).
- Safeguard the learning environment of others, ensuring teachers can teach and learners can learn effectively.
- Provide supportive pastoral care to foster a safe and nurturing learning environment.
- Recognise, reward, and advocate positive behaviour.
- Implement a system to reward students for their achievements.
- Establish fair and consistent processes for managing behaviours.
- Cultivate an atmosphere where pupil voice is valued and encouraged.
- Involve parents in their daughter's learning journey and school experiences.

The Positive Behaviour Policy applies at all times whilst in school, when travelling to / from school in school uniform and whilst on Educational Visits.



Section B (Legislative Context and Linked Policies)

Children (NI) Order 1995
Education (NI) Order 1998 (Part II Article 4(1))
Human Rights Act 1998
Children's Services Co-operation Act
Articles 3 and 5 of the European Convention on Human Rights
Special Educational Needs and Disability Order (2005)
Equality Act 1995
Health and Safety at Work Act (NI) Order 1978 • Education (NI) Order 2003
DENI: Pastoral Care in Schools: Promoting Positive Behaviour
DENI: Every School a Good School (2009)
DENI: Every Child (2023)
ETI: Inspection and Self Evaluation Framework (2017)
Children and Young Peoples' Emotional Health and Wellbeing Framework (2021)
Children and Young People's Strategy 2020-2030
Safeguarding and Child Protection in Schools (Updated September 2023).
DENI Circular 2021/13 – Restraint and Seclusion
DENI Circular 1998/25 – Promoting and Sustaining Good Behaviour In Schools:
Summary of New Legislative Provisions
Circular 2021/04 – Suspensions and Expulsions Arrangements for pupils in grant-aided schools in Northern Ireland.
DENI Circular 2015/19 – Notification of Pupil Suspension to the Education Authority
DENI Good Behaviour At School leaflet: <https://www.education-ni.gov.uk/sites/default/files/publications/de/english.pdf>
Guidance on Identifying and Supporting Learners with Social, Emotional and Behavioural Difficulties (2014)

Linked Policies

Safeguarding and Child Protection Policy
Use of Reasonable Force Policy
School Uniform Policy
Health and Safety Policy
Anti-Bullying Policy
Pupil Wellbeing Policy
Mobile Phone Policy
Medical Needs Policy
Substance Misuse Policy
Equality and Inclusion Policy
Pupil Voice Policy



Section C (Policy and Procedures)

The 3Rs – Promoting Behaviour for Learning and Positive Behaviour

Our ethos is that behaviour is underpinned by the 3Rs.

Everyone should within the school community should:

- Be Ready
- Be Respectful
- Be Responsible

Some examples of these 'Rs' for pupils are:

Be Ready
<ul style="list-style-type: none">✓ Come prepared for school every day✓ Ensure that you have completed your homework / coursework✓ Arrive to into school and at class, on time
Be Respectful
<ul style="list-style-type: none">✓ Be respectful towards all members of the school community✓ Listen to staff and pupils✓ Consider the impact of what your say and do✓ Respect the opportunity to learn – set personal goals and always work to achieve your full potential.
Be Responsible
<ul style="list-style-type: none">✓ Ensure high standards of safety within the school community by behaving responsibly✓ Take responsibility for your own learning✓ If things go wrong, act responsibly and seek help✓ Act responsibly, promoting the reputation and positive image of our school at all times – take pride in our success.



Consent / Boundaries

Consent and boundaries are crucial aspects of creating a safe and respectful environment within Ashfield Girls' High School. This creates a learning environment conducive to fostering academic success and personal growth. Teaching pupils about consent involves emphasising the importance of respecting personal boundaries and seeking permission before engaging in any physical or emotional interaction. This includes understanding that consent must be freely given, ongoing and can be withdrawn at any time.

The school aims to foster an atmosphere where pupils feel empowered to communicate their boundaries without fear of judgment or reprisal. By incorporating discussions and activities about consent into the preventative curriculum, helps pupils to develop healthy relationship skills and navigate social interactions with respect and empathy. Additionally, promoting a culture of consent and respecting boundaries helps to prevent instances of conflict, bullying, and other behaviour incidents, contributing to a positive and inclusive learning environment for all.

Behaviour for Learning – Teachers Teach and Learners Learn

At Ashfield Girls' High School, we emphasise the importance of behaviour for learning, where teachers serve as facilitators and guides while learners actively engage in their learning. Through clear expectations, consistent enforcement of rules, and nurturing relationships, teachers cultivate an atmosphere where pupils feel respected, supported, and motivated to excel. By instilling a culture of mutual respect, responsibility, and accountability promoting our school ethos 'Each different. Each talented. All valued', Ashfield Girls' High School empowers pupils to take ownership of their learning journey while staff provide the necessary guidance and resources for pupils' academic and personal development. Through this collaborative approach and connecting with parents/carers, the school ensures that all pupils can thrive academically and socially.

Supportive Pastoral Care

At Ashfield Girls' High School, supportive pastoral care is in place to ensure the wellbeing and holistic development of every pupil. Through trauma-informed approaches outlined in the Pupil Wellbeing Policy, the school provides a nurturing environment that promotes healing, resilience, and growth. Additionally, Ashfield Girls' High School implements restorative practices to resolve conflicts and build positive relationships within the school community. This involves fostering empathy, accountability, and understanding among pupils and staff. Furthermore, the school collaborates closely with outside agencies and professionals to provide specialised support tailored to the unique needs of pupils, ensuring they have access to the resources and interventions necessary for their wellbeing and academic success. Through these proactive and collaborative efforts, Ashfield Girls' High School demonstrates its commitment to fostering a supportive and inclusive environment where every pupil can thrive.



Pupil Voice

At Ashfield Girls' High School pupil voice plays a central role in shaping behaviour and fostering a positive school environment. Following the principles outlined in the Pupil Voice Policy, the school prioritises the active participation of pupils in decision-making processes and encourages them to express their concerns openly. Through various channels outlined in the policy, including Student Councils, and regular feedback sessions, pupils have the opportunity to raise issues and contribute ideas to improve school life. Importantly, Ashfield Girls' High School ensures that every pupil's voice is heard and valued, with staff members actively listening and responding to their input. By involving pupils in the development and implementation of policies and initiatives related to behaviour, the school empowers them to take ownership of their learning environment and encourages a sense of responsibility. This collaborative approach not only enhances communication and mutual respect between pupils and staff but also fosters a culture of inclusivity and empowerment where every pupil has a stake in shaping their educational experience.

Parent / Carer Engagement

At Ashfield Girls' High School, fostering strong relationships between parents / carers and the school is recognised as vital to supporting positive pupil behaviour and overall academic success. The school emphasises the importance of open communication and collaboration between home and school. Parents and carers are actively encouraged to contact if the school they have any concerns about behaviour, ensuring that issues can be addressed promptly and effectively. By maintaining a transparent and supportive dialogue with families, Ashfield Girls' High School creates a sense of partnership in nurturing students' development. This collaborative approach not only strengthens the support network around each pupil but also reinforces consistent expectations and values between home and school. Through these efforts, the school cultivates an environment where students feel supported, valued, and motivated to succeed.

Regular Professional Learning for a Fair and Consistent Approach

At Ashfield Girls' High School, staff training in behaviour management approaches is a fundamental to creating and maintaining a positive learning environment. Through regular professional development opportunities, staff are equipped with the knowledge and skills necessary to implement a fair and consistent approach to behaviour management. Training sessions cover proactive strategies for creating a supportive classroom culture and setting clear expectations, as well as reactive techniques for addressing challenging behaviours effectively. Staff members are keenly aware of the importance of early intervention and are trained to identify and address issues before they escalate. Through continuous improvement and professional development, Ashfield Girls' High School ensures that its staff are well-prepared to support the social and emotional wellbeing of all students.



Rewards

Rewards at Ashfield Girls' High School aim to:

- ✓ Ensure fairness and consistency
- ✓ Promote self-esteem
- ✓ Establish and maintain a climate where pupils understand acceptable and positive behaviour
- ✓ Contribute to the school's ethos of "Each different. Each talented. All valued."
- ✓ Offer recognition opportunities for all pupils displaying positive behaviour
- ✓ Encourage pupils to take responsibility
- ✓ Promote emotional literacy
- ✓ Foster involvement of the whole school community

Examples of rewards may include:

- Verbal praise
- Communicating praise to parents via phone call or written correspondence
- Certificates, prize ceremonies, or special assemblies
- Positions of responsibility, such as prefect status or leading a particular project
- Whole-class or year group rewards, such as participating in a popular activity

Acknowledging good behaviour encourages repetition and reinforces the school's expectations and values for all pupils. Positive recognition and rewards provide an opportunity for all staff to uphold the school's culture and ethos. These reinforcements should be applied consistently and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

Staff, alongside Student Council, continually develop appropriate strategies and review rewards to ensure they remain relevant and suitable for specific age or social groups



Implementation of Rewards Overview of Implementation Structure

Whole School Community

(Pupils, Staff, Parents, Pupil Council, School Prefects)

Subject-based Rewards

Subject Teacher

Heads of Department

Non-subject-based Rewards
(including Extended Schools
Activities)

Form Tutor

Head of Progress



EXAMPLE REWARDS:

BASIC REWARDS

Positive comments in Pupil Planner
Verbal/nonverbal recognition
Positive comments in daily progress report sheet
Display of pupil work
Photographic record display
Term report
Record of Achievement
Message to parents/carers
Special responsibility e.g. pupil mentor
Award at Annual Prize Day
Reward vouchers
Bespoke certificates
Praise postcards
Success assemblies

Positive comments in Pupil Planner
Verbal/nonverbal recognition
Positive comments in daily progress report
Display of pupil work
Photographic record display
Bespoke Certificate
Record of Achievement
Recognition in House / Year Assemblies
Letter to parents/carers
Special responsibility e.g. Form Captain
Reward vouchers
Praise postcards
Positive feedback on reports
Attendance/punctuality awards

HIGHER LEVEL REWARDS

Annual Prize Distribution (e.g. Courtney Award for Positive Contribution to School Life)
The Principal's Award (given for goal setting and engagement in school life)
Nomination for National Awards



Sanctions

When a member of school staff becomes aware of poor behaviour, they should respond predictably, promptly, and assertively in accordance with the Positive Behaviour policy.

The priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff across a school respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed.

The aims of any response to poor behaviour should be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence. De-escalation techniques may be used to help prevent further behaviour issues from arising and recurring.

To achieve these aims, a response to behaviour may have various purposes.

These include:

Redirect: sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.

Correct: to support pupils to understand and meet the behaviour expectations of the school.

Engage: Efforts are made to reengage pupils in meaningful education, considering factors like boundary testing, emotional management challenges, or misinterpretation of rules.

Escalate: In cases where pupils fail to realise the impact of their behaviour, this may be escalated to a Head of Department or Head of Progress. This reiterates the importance of following the 3Rs.

Support: Pupils should be supported to understand and follow the rules. This may require more intensive support, such as that of outside agencies.

Reflect: Serious events or repeated instances of poor behaviour may warrant suspension, allowing pupils time to reflect on their actions and plan for improvement.

Sanctions help to uphold the 3Rs provide pupils with clearly defined boundaries and, in so doing; encourage acceptable and appropriate behaviour.

Sanctions may be given for incidents which occur in school, when travelling to or from school in school uniform and whilst on Educational Visits.



Ashfield Girls' High School aims to ensure that sanctions are:

- fully understood by the whole school community.
- applied consistently.
- are applied promptly after the incident.
- separate the behaviour from the pupil.
- are proportionate to the incident.
- defuse and de-escalate the situation.
- treat pupils respectfully.
- consider the age, maturity and special needs of the pupil or any other relevant circumstances.

Sanctions must not:

- be applied to entire classes or groups of pupils, when the pupils who have displayed poor behaviour have not been identified.
- degrade pupils or cause them public or private humiliation.
- involve physical force.

Ashfield Girls High School promotes a model of inclusion in education, and it is only in the case of serious incidents that a pupil will be suspended or permanently excluded from school. There is no prescriptive list of such misdemeanours, and each case will be considered carefully before such action is taken.

It is important however to state that the following behaviours are not acceptable in our school community and could fall into the "serious" category:

- Unwanted physical contact.
- Bullying and bullying-type behaviour.
- Stealing.
- Fighting / physical abuse.
- Inappropriate language / verbal abuse.
- Vandalism.
- Using or having illegal substances or substances that are not permitted in school. (Substance Misuse Policy).

Please note that these 'non-negotiables' are most likely to result in suspension.

If a specific serious incident is repeated by the same pupil / pupils, it is likely the school will proceed with the expulsion process. Information on this process is available in the DENI Circular 2021/04 – Suspensions and Expulsions Arrangements for pupils in grant-aided schools in Northern Ireland.

Implementation of Sanctions / Behaviour Management Strategies

Whole School Community

(Pupils, Teachers, Non-teaching staff, Staff, Parents, Pupil Council, School Prefects)

Subject-based Sanctions

Non subject-based Sanctions
(including out of hours learning and free movement around school)

Subject Teacher

Form Tutor

Heads of Department

Head of Progress

COMMUNICATION

EXAMPLE SANCTIONS

BASIC SANCTIONS

Verbal or non-verbal warning
Rule reminder
Subject counselling
Withdrawal of privileges
Phone call to parent
Change of seating plan
Detention with Subject Teacher
Detention with Head of Department
Completion of additional relevant work
Referral to a member of the Senior Leadership Team
Daily report
Special Educational Needs referral
Secondary Pupil Support Service referral
Parent/pupil interview
Temporarily working in another classroom (Behaviour Plan)
Referral to a member of the Senior Leadership Team

Verbal or non-verbal warning
Rule reminder
Withdrawal of privileges
Phone call to parent
Parent/pupil interview
Pupil guidance
Detention with Form Teacher
Detention with Head of Progress
Carry out a reflective task
Participation in restorative conversation
Daily report
Target diary
Special Educational Needs referral
Secondary Pupil Support Service referral
Temporarily working in another form room (Behaviour Plan)
Referral to a member of the Senior Leadership Team

HIGHER LEVEL SANCTIONS

Detention with Vice Principal
Suspension
Expulsion (Permanent exclusion from school)
Outside Agency involvement* (*also as a support)

Staff Process for Dealing with Poor Behaviour

Curriculum - incident happens in the classroom / related to classroom learning

Subject Teacher

Head of Department

Vice Principal (Curriculum)

Pastoral - incident happens in form time, in the corridors, at break/lunch, on the way to/from school or at any other time

Form Teacher

Head of Progress

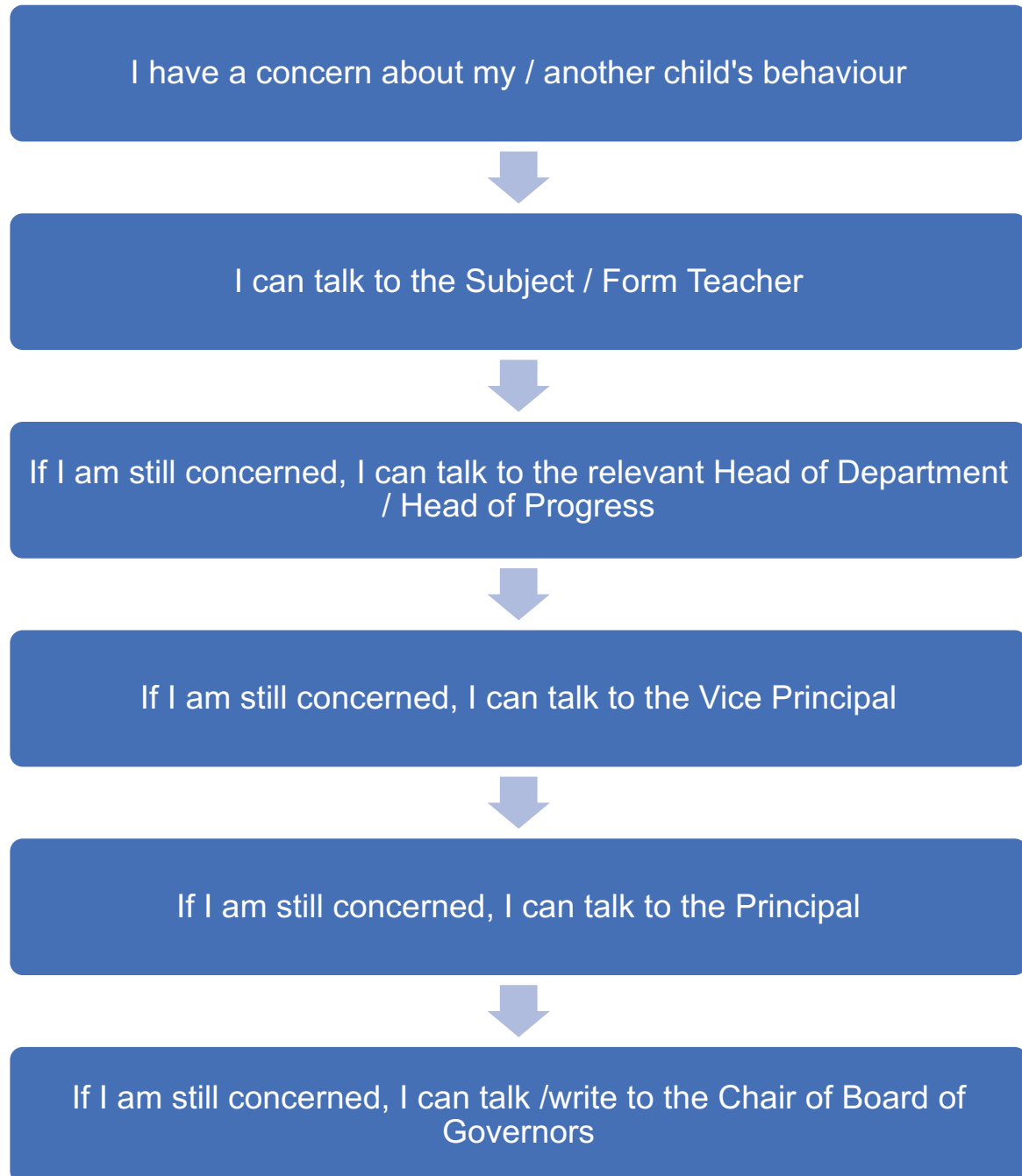
Vice Principal (Pastoral)

Principal



How a parent can raise a concern about behaviour

If a parent has a concern about behaviour. They should follow the steps below:



If you have escalated your concern as set out in the above flowchart and are of the view that it has not been addressed satisfactorily, you may revert to the school's Complaints Policy.



Section D (Roles and Responsibilities)

Board of Governors:

- Have a written Behaviour for Learning and Positive Behaviour Policy in place.
- Ratify the policy and ensure that it is reviewed every two years, or when guidance changes.
- Monitor the effectiveness of the policy

Principal:

- Has operational responsibility for the policy and its implementation.
- Ensure that the policy follows the appropriate DENI guidance.
- Ensure that staff are aware of the policy and its procedures.
- Provide professional learning opportunities.
- Ensure that the application of the policy is consistent and fair.
- Ensure the review of this policy, updating it when there is new guidance.

Vice-Principals:

- Ensure that the procedures outlined in this policy are followed.
- Provide professional learning about behaviour and the processes to follow when responding to concerns.
- Support staff when dealing with behaviour concerns.
- Ensure that preventative curriculum is being delivered, to ensure pupils are equipped to respond to challenges they may face.
- Monitor, evaluate and review the policy's implementation and effectiveness.

Staff:

- Are aware of this policy, linked policies, and apply them consistently.
- To demonstrate professional conduct
- To demonstrate and role model the 3Rs behaviour (ready, respectful, responsible)
- To promote a safe and caring environment
- Should communicate the school expectations, routines, values and standards.
- Manage behaviour both inside and outside of the classroom.
- Should use rewards and sanctions, as outlined in this policy.
- Should participate in the monitoring, evaluation and review of this policy and its procedures.

Parents:

- Should be aware of the contents of this policy (and linked policies) about promoting positive behaviour and support staff in the implementation of the policy.
- Ensure their child to display '3R' (ready, respectful, responsible) behaviours.
- Recognise the need for regular attendance, good punctuality and readiness for the day ahead at school.
- Ensure their child to follow the school rules.
- Should report any concerns they may have regarding the behaviour of their child, promptly.



- Should report any concerns they may have regarding the behaviour of another child, promptly.
- Accept that rules at home may differ from agreed rules in school – school rules, outlined in this policy, apply to all.

Pupils:

- Should be aware of the school rules – available in their planner.
- Should demonstrate the 3Rs (ready, respectful, responsible)/
- Should be aware of the expected high standards of positive behaviour and how this affects the rights of others.
- Treat others with respect and value all members of the school community.
- Accept ownership of their own behaviour and learning and develop the skill of working independently.
- Respect school property
- Reflect on their own behaviour.



Section E (Consultation, Communication, Monitoring and Evaluation of the Policy)

This policy has been developed in consultation with governors, staff, pupils and parents.

The policy will be monitored via a range of methods. It is based on addressing presenting issues, established by a range of methods including following Department of Education Northern Ireland guidance, pupil surveys, pupil discussions, those raised at Pupil Council meetings and parent discussions.

The Positive Behaviour Policy will be reviewed by all stakeholders and, if required, updated:

- following any incident which highlights the need for such a review.
- when directed to by the Department of Education Northern Ireland and in light of new guidance
- Every two-years (as identified on the front cover of this policy)

To appropriately monitor the effectiveness of the policy, the Board of Governors shall:

- be updated regularly on any regulation changes, respective of behaviour in school
- identify current issues, trends and priorities for action
- assess the effectiveness of strategies aimed at ensuring that pupils' needs are met in relation to Positive Behaviour.

APPENDIX 1: Behaviour Level Matrix

Level	Sanction	Level of Authority
1 Re-direct	Warning e.g. Verbal Reminder / Move Seats / speak to at the end of class	Class Teacher / Form Teacher
2 Correct	Detention Afterschool (15 minutes) – School Comms – (24 hour notice)	Class Teacher / Form Teacher
3 Engage	Detention Afterschool (15 minutes) – <u>Telephone Call Home</u> (24 hour notice) *recorded on CPOMS	Class Teacher / Form Teacher
4 Escalate	Detention Afterschool (30 minutes) <u>Telephone Call Home</u> – (24 hour notice) Individual Subject Report / Individual Pastoral Report Curriculum Meeting (HOD and Parent) / Pastoral Meeting (HOP and Parent) *recorded on CPOMS	Head of Department / Head of Progress
5 Support	Detention Afterschool (60 minutes) <u>Telephone Call Home</u> – (24 hour notice) Curriculum Meeting (VP and Parent) / Pastoral Meeting (VP and Parent) *recorded on CPOMS Support from Outside Agencies, where appropriate.	Vice- Principal Curriculum / Vice Principal Pastoral Care
6 Reflect	Suspension Recorded on SIMS (details recorded on CPOMS)	Principal
7	Expulsion Recorded on SIMS	Education Authority on the recommendation of the Principal and the Board of Governors.

**Severe Clause – a behaviour can be escalated to any level dependant on the behaviour.
Consistency is desirable; however, a degree of flexibility is required to cover for individual circumstances**



APPENDIX 2: Behaviour Plan



Ashfield Girls' High School

BEHAVIOUR PLAN

Why Do We Need A Behaviour Plan?

- To ensure successful teaching and learning.
- To be consistently fair to all members of our school community.

Rules/Expectations

- That the behaviour displayed is:
 - Ready.
 - Respectful.
 - Responsible.

Rewards

- Verbal praise from teacher and peers.
- Positive comment in the pupil planner, form file and work books.
- Postcards / letters sent home.
- Phone calls home / Texts sent home.
- Class prizes.

Consequences

Warning – may include being moved seats.

Contact with home.

Detention.

Meeting with parent/carer.

Suspension - may lead to expulsion.

APPENDIX 3: School Rules

School Rules

Girls must:

- Be in form rooms by 8.50am for morning registration.
- Go to form room when the bell rings at 1.00pm each day for afternoon registration.
- Be in class, on time, every period.
- Ensure hair is a natural colour. No extreme styles are permitted.
- Wear correct school uniform, every day.
- Inform school of reasons for absences.
- Show respect to all members of the school community, to visitors and those who they meet on the way to and from school.
- Remain in school unless agreed with your Form Tutor or Head of Progress.
- Complete homework/classwork/controlled assessment tasks on time.
- Switch off mobile devices during the school day. These should be stored in your school bag or blazer pocket.

Girls must not:

- Have any facial piercing or jewellery except one small pair of stud earrings, one plain ring and a watch. Stretcher earrings with spiked backs are not permitted.
- Smoke or bring cigarettes including electronic cigarettes, matches or lighters to school.
- Bring chewing gum, nuts or energy drinks to school.
- Bring into school any illegal substance.
- Use bad language.
- Use threats, name-calling, or any other form of bullying behaviour.
- Involve other girls in activities which endanger their personal safety.
- Use mobile devices during the school day.
- Use the school lift unless permission has been given and a lift pass been issued.

Consequences:

School must ensure that the rules are adhered to. If rules are not followed a range of sanctions can be used including:

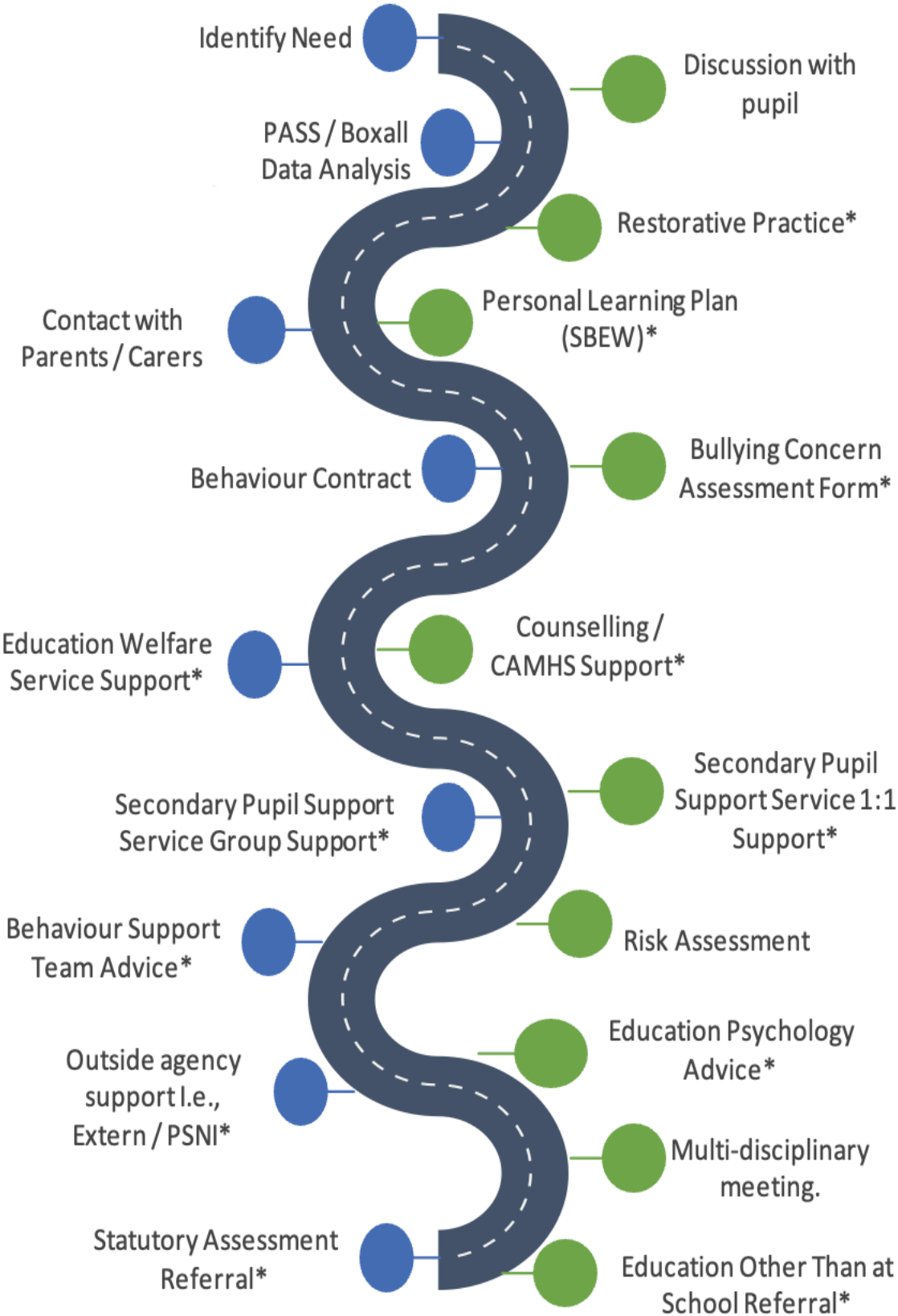
- Warning - may include being moved seats.
- Contact with home.
- Detention.
- Meeting with parent/carer.
- Suspension.
- Expulsion.

APPENDIX 4: Ready, Respectful and Responsible Behaviour Examples

Rules	All Settings	Classroom	Corridor	Toilets	Canteen
Ready	Be prepared Wear school uniform Arrive on time	Arrive on time Be ready to learn Have materials needed for class	Line up ready to be brought into the classroom	Use the toilets at break and lunchtime, where possible	Have account topped up Get utensils and food before sitting at a table Follow instructions of staff
Respectful	Follow all directions from staff Meet expectations of Ashfield Girls' Treat others with respect Listen and respond to others appropriately Use appropriate language Respect school property	Enter quietly Participate positively Raise hand your hand if you have a question Use encouraging, polite and kind words Remain quiet when instructed to do so by your teacher Listen when another pupil is sharing their ideas	Be considerate of others Use appropriate language Walk quietly in the corridors during class time Use the bins provided if you have litter	Keep the toilets clean Report any issues Throw any rubbish in the bin Respect others privacy Behave appropriately	Line up at the end of the lunch line Use appropriate language Follow directions from staff Keep area clean and put rubbish in the bin or recycling areas Be considerate of those around you
Responsible	Act responsibly Report any inappropriate or concerning behaviour Report any unsafe activity or location	Follow directions from staff Behave in a responsible way Complete classwork Submit homework / coursework on time	Remain in the corridor until you are brought into a classroom Take the most direct route to the classroom Walk safely in the corridors	Report any problems immediately Keep the bathrooms clean Put any litter in the bin Return to class promptly	Behave responsibly Remain seated, where possible



APPENDIX 5: Behaviour Support Map



**If relevant*



APPENDIX 6: Specific Issue Statements

Special Education Needs and Disability

Every Child (2023) states that schools should: *'Support children and young people with SEN to access the curriculum, enabling them to participate at a level that meets their individual learning needs and goals'*.

This policy, alongside the Special Educational and Disability Needs policy, considers the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils. Having a good behaviour culture, this will create a calm environment which will benefit pupils with SEND, enabling them to learn.

School needs to manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the support provided will be considered. Other mitigations may include:

- A Personal Learning Plan highlighting individual needs and supports
- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- training for staff in understanding conditions such as autism.

Any preventative measure should consider the specific circumstances and requirements of the pupil concerned.

Neurodiversity

This behaviour policy aims to enable an inclusive and understanding environment which supports the needs of all pupils. Supporting neurodiverse pupils may include:

- Positive reinforcement helping to build self-esteem and encourage positive behaviour.
- Consistency helping to reduce anxiety and provide a stable environment.
- Professional Development for staff to ensure they are equipped to support pupils effectively.
- Personal learning plans (refer to the SEND Policy).
- Clear communication.
- Collaboration with families.
- Peer support systems.
- The use of restorative practice to resolve conflict and provide emotional support.

Risk Assessment

The use of a risk assessment is a strategy that is used whenever there is a risk to self or others within the school community. Where a pupil repeatedly demonstrates behaviour (or a significant event has occurred) a risk assessment may be completed. This enables school to identify potential risks and put strategies in place to mitigate these.

If a risk assessment is completed in relation to an individual pupil, this will be shared with the parent / carer.



Behaviour Contract

The school may implement a behaviour contract following a significant incident / repeated incidents. This will outline responsibilities of the school, of the pupil and of parents / carers.

Police Service Northern Ireland

School may be in contact with the PSNI in relation to inquiries about a crime (usually occurring outside of school). The PSNI also work with school as a preventative measure to educate pupils about safety risks.

If the PSNI are involved, the school's ability to investigate or give sanctions for an incident may be affected as a police investigation takes precedence over a school matter.

Outside Agency Support

- Post Primary Behaviour Support Team (PPBSP)
- Secondary Pupil Support Service (SPSS)
- The Education Psychology Service
- The Educational Welfare Service (EWS)
- Family Support Hub
- Social Services
- Autism Advisory and Intervention Service (AAIS)
- Familyworks Counselling / uHub Counselling
- Child and Adolescent Mental Health Service (CAMHS)
- Education Authority Youth Service
- Youth Justice Agency
- Police Service Northern Ireland (PSNI)

Contact details can be found in Appendix 8.

Online Behaviour

If interacting with other pupils or staff online, pupils should always be kind and respectful to each other and respectful to staff, always remembering that that staff are professionals and appropriate boundaries need to be in place.

Pupils should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online, via Teams or any other platform will be taken seriously, and sanctions will be applied. This is also the case for any online bullying behaviour, at any time during term time, that is disclosed to the school. All behaviour should be respectful.

Pupil Belongings / Possessions

A pupil may be asked to 'turn out' their belongings, if the member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item. The pupil will be asked for their consent and two members of staff, would usually be present, if the pupil has agreed. If the pupil refuses, then the parent or the police may be contacted depending on the reason for the request. The member of staff should assess how urgent the need is and should consider the risk to other pupils and staff.



Detentions

Detention (outside of school hours) can be used as a possible sanction. School recognises the importance of communicating with parents and will inform them of any detention given. This may be phone or using SchoolComms and notified at least one day in advance. (Rarely, a lunchtime detention may be given. Pupils will be given reasonable time for the pupil to eat, drink and use the toilet).

The sanction is the time after school. It will be the pupil's responsibility to bring some useful work with them to do (e.g. Homework, revision, study, controlled assessment).

The teacher who requests the detention may provide work, which will take precedence over any work the pupil may bring themselves. If a pupil does not bring work, they will be expected to complete some standard work which will be provided by the teacher, e.g. revision of the school rules.

Reasonable Force

As outlined in the Reasonable Force Policy,

The use of force can be regarded as "reasonable" only if:

- The circumstances of the particular incident warrant it
- The degree of force used is in proportion to the incident and is no more than is needed

Consideration should be given as to whether the intervention is **reasonable, proportionate and necessary**.

Reasonable force might involve staff:

- Physically interposing between pupils
- Blocking a pupil's path
- Leading a pupil by the hand or arm
- Shepherding a pupil away by placing a hand in the centre of her back
- In extreme circumstances using distraction techniques (e.g. patting/ slapping a pupil on the back),
holding, pushing or pulling a pupil (e.g. to separate pupils in a fight)

Restraint and Exclusion

DENI Circular 2021/13 will be followed.

The Education (Northern Ireland) Order 1998, Article 4, outlines the powers a member of school staff can use in restraining pupils. However, **reasonable force/restraint will only be used as a measure of last resort**.

Staff will only use reasonable force/restraint:

- to prevent a pupil from committing an offence;
- to prevent a pupil causing personal injury to, or damage to the property of, any person (including the pupil herself);
- to prevent a pupil from engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils.

The legislation extends to the premises of the school and when a member of school staff has lawful control or charge of the pupil concerned.



Placing a child or young person involuntarily in any environment in which they are alone and/or physically prevented from leaving. Physical prevention from leaving can be through the use of a locked door, a blocked door, or an exit held closed by a staff member. Enforced seclusion is also a situation where a pupil believes they cannot leave a space although no physical block is evident. Enforced seclusion, specifically to control behaviour, will **not** be used in educational settings in Northern Ireland.

Children should never be locked in a room or left unaccompanied and must be able to leave when they want to.

Suspension and Expulsion

Suspensions and expulsion may be used in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

DENI Circulars 1995/09 and 2021/04 will be followed.

Serious incidents include (but not limited to):

- Verbal abuse of pupil or staff
- Physical assault of pupil or staff
- Defiance
- Bullying behaviour
- Unwanted physical contact
- Persistent infringement of school rules
- Substance misuse

Expulsion from school will be used as a last resort.

Issue	Linked Policy / Notes
Bullying Behaviour	Anti-Bullying Policy
Educational Visits	Educational Visits Policy
School Uniform	School Uniform Policy
Special Educational Needs	Special Educational Needs and Disability Policy
Online Behaviour	Anti-Bullying Policy Mobile Phone Policy Safeguarding and Child Protection Policy
Unwanted Physical Contact	Safeguarding and Child Protection Policy
Potential Criminal Behaviour	In relation to prohibited or illegal substances, weapons, or any other item that does not fall into the categories above.
Reasonable Force	Reasonable Force Policy
Restraint and Seclusion	As outlined in the Review of the Use of Restraint and Seclusion in Education Settings in Northern Ireland (March 2022)
Substance Misuse	As outlined in the Substance Misuse Policy
Suspensions and Expulsions	As outlined in Department of Education Circular 1995/09 and 2021/04



APPENDIX 7: Preventative and Responsive Strategies to Address Behaviour

Preventative Strategies	Responsive Strategies
<ul style="list-style-type: none"> • (Early Intervention) • 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/feedback • Greet each individual by name and with eye contact • 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 • Ensure all learners experience success and affirmation each day • Have meaningful conversations • Use of PASS data to identify support needed 	<ul style="list-style-type: none"> • (Trauma Responsive Practice) • (Solihull Approach) • (Restorative Practice) • De-escalation • Simple brief directions (finish with "thanks" or "please" and use the pupil's first name) • Non-verbal reminders • Rule reminders • Use "I" messages not "You" • Give "take up" time • Make consequences clear (with choices) • Describe the reality of the situation • Focus on the misdemeanour rather than the pupil • Allow the right to reply • Partial agreement • Defuse rather than escalate the situation • Reduce embarrassment of the pupil and encourage a more positive attitude in the future • Take account of the age and degree of maturity of the pupil and special needs • Follow through with sanctions • Follow up, if necessary



APPENDIX 8: Outside Agency – Contact Details

Agency	Contact Number
Autism Advisory and Intervention Service (AAIS)	028 9078 4230
Child and Adolescent Mental Health Service (CAMHS)	028 9404 0365
Education Authority Youth Service	028 9056 4000
Family Support Hub	028 9045 6766
Familyworks Counselling	028 9182 1721
Police Service Northern Ireland (PSNI)	101
Post Primary Behaviour Support Team (PPBSP) – Locality East	028 9056 4093
Secondary Pupil Support Service (SPSS)	028 9032 3986
Social Services (Gateway)	028 9050 7000
The Education Psychology Service	028 9056 4000
The Educational Welfare Service (EWS)	028 9056 4000
uHub Counselling	028 9188 8448
Youth Justice Agency	028 9031 6418



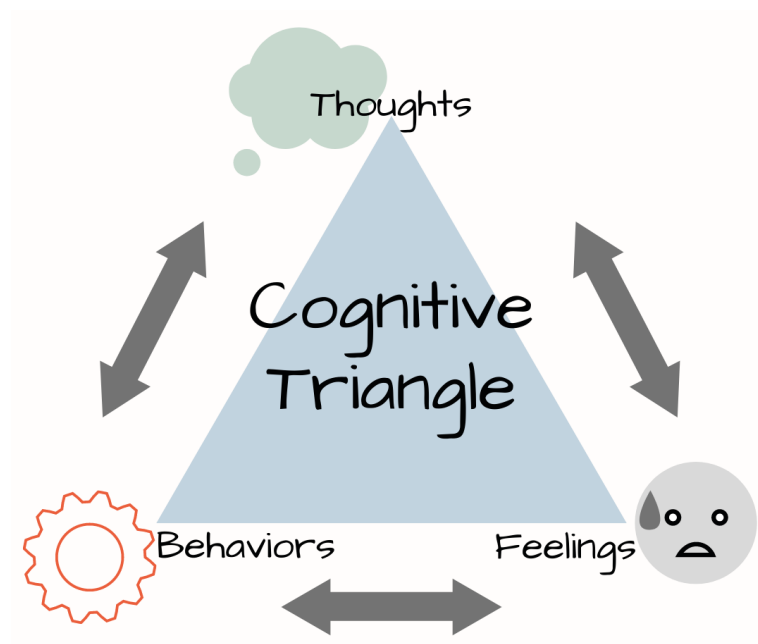
APPENDIX 9: Trauma Responsive Practice

Staff will aim to identify the underlying causes of behaviour, with consideration given to the following research and approaches:

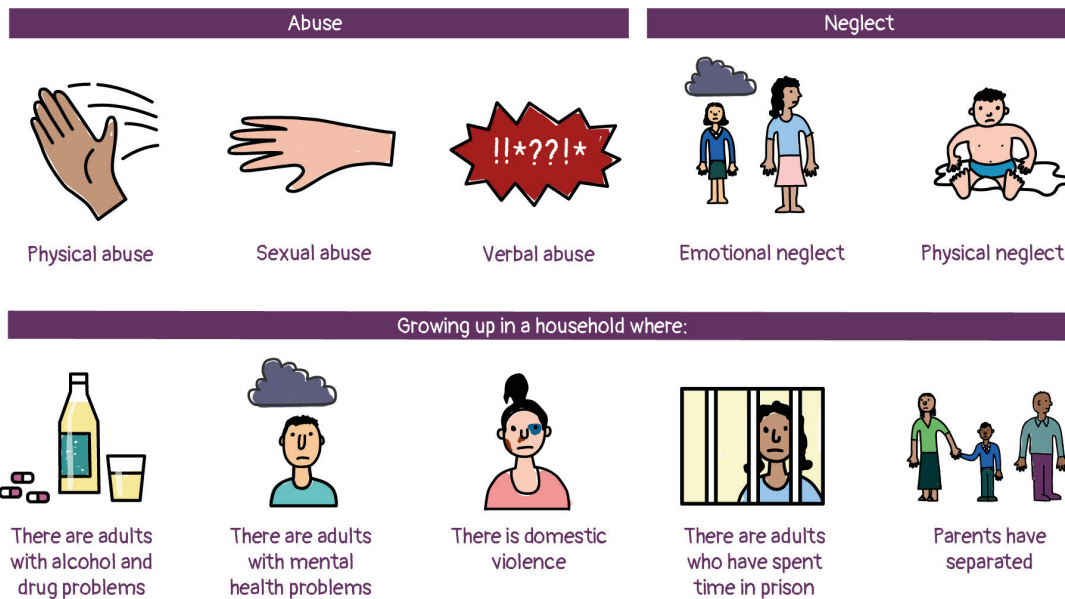
Maslow's Hierarchy of Needs (Maslow, 1943)



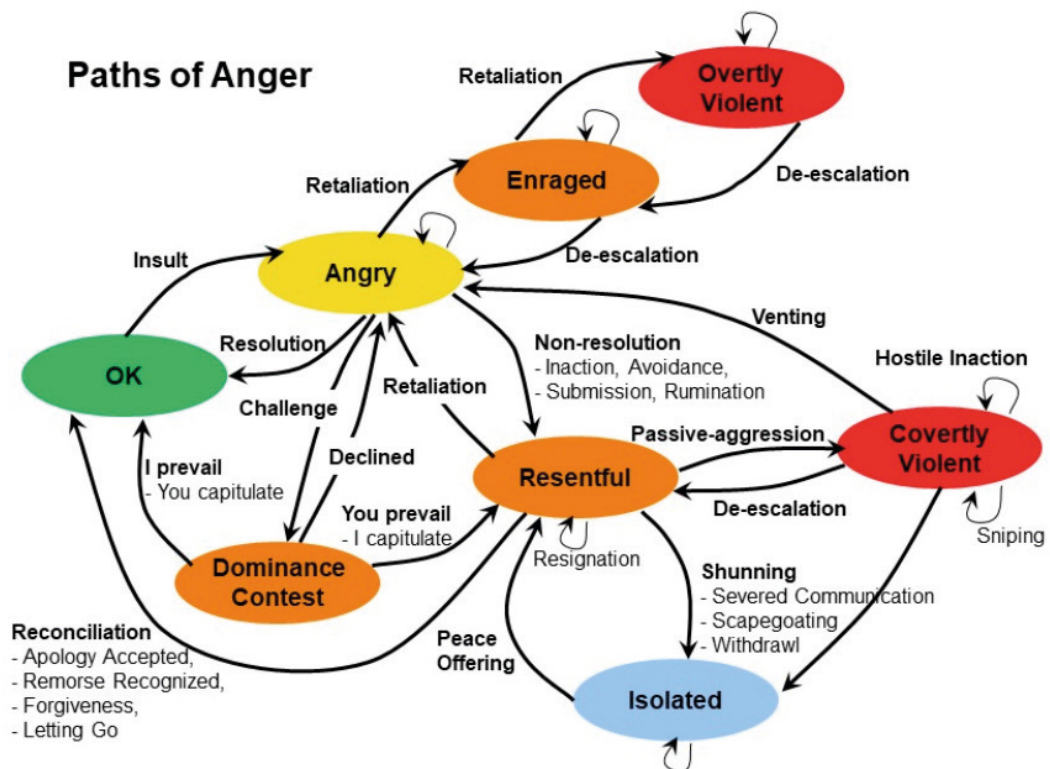
The Cognitive Triangle (Beck, 1967)



Adverse Childhood Experiences (CDC-Kaiser, 1997)



Paths of Anger (Beaumont, 2006)





Every School a Good School (2009) specifies that schools should develop ‘*A climate which fosters effective learning both within class and about the school, is at the heart of the education process*’. This in turn will promote positive behaviour, keep pupils safe and create a welcoming environment where learning can take place.

Every Child (2023) states that school should ‘*provide all children and young people with the opportunity, knowledge, skills, experience and support to equip them to make a positive contribution to the economy and society*’. In addition, school provides ‘*An inclusive curriculum that gives equal emphasis to skills and knowledge and empowers all children and young people to achieve their potential and to make informed and responsible decisions throughout their lives*’.

School acknowledges that children have a range of different experiences which may have an impact on their behaviour.

Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience; e.g. exams, school trip, etc. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode.

As a result of these varied experiences children may present with behaviour difficulties, including;

- anxiety
- lack of confidence
- challenging behaviour
- fight or flight response
- anger
- shouting
- crying
- hyperactivity and difficulties maintaining attention

For some pupils, including those with attachment concerns or Special Educational Needs, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment.

School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem.

The school will make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

Children with Special Educational Needs are recognised as being particularly vulnerable and therefore have a need to be re-integrated back into school as soon as reasonably possible.

School will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary, school will seek external support from outside agencies such as Educational Psychologists or the Secondary Pupil Support Service.



APPENDIX 10: Empowerment Curriculum (Reviewed Regularly)			
	Term 1	Term 2	Term 3
Year 8	Induction Days Team building day Young Enterprise Study Skills Year Ahead Induction Days Year 8 Homework Club Year 8 Reading Buddies Team building day Translink Road Safety Bus Love for Life Progress Pathways / PASS Familyworks counselling available uHub counselling available AwareNI Health and Safety and Safeguarding Assemblies Walk and Talk with Sixth Form Buddies Secondary Pupil Support Service Project Lunch Club Year 8 Health Checks	Study Skills Period Dignity Talks Parent Consultations Health Appraisal talk HIP Psychology Workshop 1&2 Year 8 Homework Club Year 8 Reading Buddies Progress Pathways Familyworks counselling available uHub counselling available Walk and Talk with Sixth Form Buddies Safer Internet Day Secondary Pupil Support Service Project Lunch Club	Study Skills Progress Pathways Familyworks counselling available uHub counselling available Walk and Talk with Sixth Form Buddies Year 8 Homework Club Year 8 Reading Buddies Secondary Pupil Support Service Project Lunch Club
Year 9	Study Skills Progress Pathways / PASS STEM Robotics Cancer Focus – vaping risk assembly Familyworks counselling available uHub counselling available Health and Safety and Safeguarding Assemblies Secondary Pupil Support Service Project Lunch Club	Study Skills Progress Pathways Study Skills Progress Pathways Junior Academy Programme Health Appraisal talk Familyworks counselling available uHub counselling available Safer Internet Day Secondary Pupil Support Service Project Lunch Club	Study Skills Progress Pathways Familyworks counselling available uHub counselling available Secondary Pupil Support Service Project Lunch Club



Year 10	Team building day Entwined Futures Cancer Focus – vaping risk assembly Progress Pathways / PASS Health and Safety and Safeguarding Assemblies – consent Aspire Familyworks counselling available uHub counselling available Secondary Pupil Support Service Project Lunch Club	Progress Pathways Options and Parent Consultation Progress Pathways Careers in IT event Queens Junior Academy Entwined Futures NI Screen event Aspire Familyworks counselling available uHub counselling available Safer Internet Day Secondary Pupil Support Service Project Lunch Club	Love for Life Progress Pathways Familyworks counselling available uHub counselling available Aspire Secondary Pupil Support Service Project Lunch Club
Year 11	Digital Resilience - Thrive Academy Progress Pathways / PASS Study Skills Familyworks counselling available uHub counselling available Health and Safety and Safeguarding Assemblies Secondary Pupil Support Service Project Lunch Club Thrive Academy	Study Skills Progress Pathways Junior Academy Familyworks counselling available uHub counselling available Safer Internet Day Secondary Pupil Support Service Project Lunch Club	Familyworks counselling available uHub counselling available Secondary Pupil Support Service Project Lunch Club
Year 12	Study Skills Progress Pathways Familyworks counselling available uHub counselling available Health and Safety and Safeguarding Assemblies Secondary Pupil Support Service Project Lunch Club	Study Skills Progress Pathways Year 12 Option Fair Familyworks counselling available uHub counselling available Staff Mentors Safer Internet Day Secondary Pupil Support Service Project Lunch Club	Study Skills Progress Pathways Familyworks counselling available uHub counselling available After School Support Clinics Staff Mentors Secondary Pupil Support Service Project Lunch Club



Year 13	Induction Days University visits Induction Days Love for Life Nexus Workshop Cara Friends- Anti Bullying Familyworks counselling available uHub counselling available Health and Safety and Safeguarding Assemblies Target Setting Step – Promoting Healthy Lifestyles Safe Motoring Navigating Sixth Form Mindfulness Sexual Health and Alcohol Awareness	Work and Apprenticeship Talk Action Mental Health SistersIN Careers Speaker Familyworks counselling available uHub counselling available Safer Internet Day	Familyworks counselling available uHub counselling available
Year 14	Familyworks counselling available uHub counselling available Ignite Programme UCAS support workshop Health and Safety and Safeguarding Assemblies Team Building Walk and Talk with Year 8	Work and Apprenticeship Talk Action Mental Health Careers Speaker uHub counselling available Familyworks counselling available Safer Internet Day Walk and Talk with Year 8	uHub counselling available Familyworks counselling available Walk and Talk with Year 8







Challenging girls today; creating women of value in the future



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