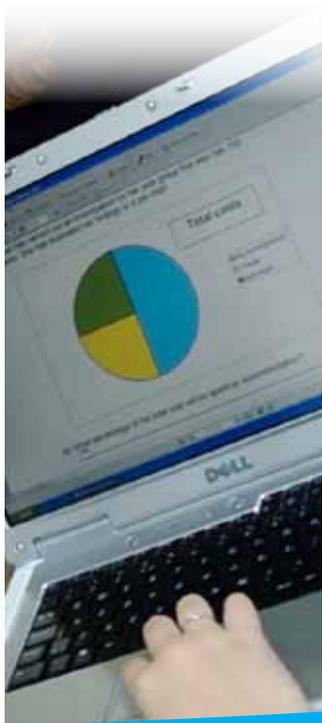




# Ashfield Girls' High School

## Discipline & Positive Behaviour Policy





**Ashfield Girls' High School**  
**Positive Discipline Policy**

***"Each Different, Each Talented, All Valued"***

## Content

School Mission Statement .....	4
School Aims .....	5
Positive Behaviour Policy Statement.....	6
Rights and Responsibilities .....	7
Six Rules for Success.....	9
Behaviour management - Rewards .....	10
Implementation of Reward System .....	11
Implementation of Reward System – Structure Overview .....	12
Behaviour management – Sanctions .....	13
Implementation of Sanctions – Structure Overview .....	14
Positive Behaviour Management.....	15
Behaviour Plan.....	16

## **School Mission Statement**

***Ashfield Girls' High School aspires to help all members of the school community to improve the quality of their lives through learning, living, caring and the need to leave our mark on the world in which we live.***

## Aims

The aim of the school is to provide each student with a secure and supportive learning environment for a programme of education which meets her individual needs and which brings her success and fulfilment in her school life and prepares her for life beyond school.

In seeking to fulfil this aim, the school will endeavour to

- Create an information rich environment where each student may reach her full potential
- Provide a pastoral care system which gives support and guidance at all times
- Promote self-confidence, self-respect, self-discipline, self-motivation, initiative and positive attitudes
- Promote strategies which enable students to develop a language for life and learning
- Provide a curriculum which affords opportunities for students to develop a range of skills which promotes intellectual, social, emotional, aesthetic, spiritual and moral growth
- Provide guidance which will prepare students for the challenges of changing patterns of work and leisure
- Forge strong links with outside agencies and with the local community which it serves

## Positive Behaviour Policy

This policy is based on the Department of Education ‘Pastoral Care in Schools; Promoting Positive Behaviour’

The policy aims to:

Create an environment of receptive students who can acquire the skills and knowledge enabling them to become lifelong learners in the global economy.

Create an environment where teachers feel empowered to teach effectively.

Create an environment based on mutual respect between all members of the school community where pupils develop the interpersonal skills needed to work cooperatively with others and have the ability to resolve problems or conflict in daily life.

Create an environment where pupils are empowered. They take ownership of their own learning, they set personal targets and they take responsibility for their own actions.

Create an environment where parents are empowered. They actively support the teaching and learning policies of the school and embrace the concept of lifelong learners.

Create an environment of kindness and caring, a community in which pupils, parents and teachers feel valued and have an important role in promoting positive behaviour.

## Rights and Responsibilities

Ashfield Girls' School community recognises the Rights and Responsibilities of all members. It is important that the key rights and responsibilities identified below are understood and form the basis of everyday interactions.

Rights	Responsibilities
<p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>□ To be respected and valued as members of the school community.</li> <li>□ To be treated fairly.</li> <li>□ To be taught in a pleasant, safe and well-managed environment.</li> <li>□ To be listened to.</li> <li>□ To be consulted on matters that affects them.</li> <li>□ To get help and encouragement in their learning.</li> <li>□ To experience a broad and balanced curriculum.</li> <li>□ To make mistakes and learn from them.</li> </ul>	<p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>□ To empathise with, respect and value other members of the school community.</li> <li>□ To behave safely.</li> <li>□ To obey the school rules</li> <li>□ To work to the best of their ability in class.</li> <li>□ To seek help with work they have not fully understood.</li> <li>□ To come to school on time and to be suitably equipped for lessons.</li> <li>□ To accept ownership of their own behaviour and learning, and develop the skill of working independently.</li> </ul>
<p><b>Staff</b></p> <ul style="list-style-type: none"> <li>□ To be respected and valued as members of the school community</li> <li>□ To express their views and</li> <li>□ To contribute to the teaching and learning policies and strategic planning in the school.</li> <li>□ To have opportunities for professional development alongside career pathways</li> <li>□ To have adequate and appropriate teaching resources.</li> <li>□ To have support from all members of the school community.</li> </ul>	<p><b>Staff</b></p> <ul style="list-style-type: none"> <li>□ To empathise with, respect and value other members of the school community.</li> <li>□ To behave in a professional manner at all times</li> <li>□ To ensure that lessons are well prepared and challenging taking into account the ability and special needs of the pupils</li> <li>□ To record, celebrate and reward pupil achievement</li> <li>□ To liaise with parents sharing successes or concerns they may have about a pupil's progress.</li> <li>□ To be a good role model in terms of their enthusiasm and enjoyment of learning</li> <li>□ To create an environment where all</li> </ul>

	<p>pupils can learn and, if this environment is in danger of breaking down, seek help and support from their H.O.D. Year Head or Head of Pastoral Care.</p>
<p>Parents</p> <ul style="list-style-type: none"> <li>□ To be respected and valued as members of the school community</li> <li>□ To have a welcoming, safe, well-managed and stimulating environment for their child's education</li> <li>□ To be involved in key decisions regarding their child's education</li> <li>□ To be informed promptly if their child is ill or has an accident or if the school has concerns about their child</li> <li>□ To have a well planned, broad, balanced and appropriate curriculum</li> <li>□ To be well-informed and have opportunity to input into school procedures</li> <li>□ To have concerns dealt with promptly and sympathetically.</li> </ul>	<p>Parents</p> <ul style="list-style-type: none"> <li>□ To recognise the need for regular attendance, good punctuality and sound preparation for the day ahead at school</li> <li>□ To liaise with school staff keeping them informed of any relevant information effecting their child's ability to learn</li> <li>□ To work in partnership with the school attending planned meetings, interviews and school functions</li> <li>□ To be a positive role model for their child in their relationship with the school and in valuing teaching and learning.</li> </ul>

## **Six School Rules for Success in Ashfield Girls**

1. Show respect and consideration to all members of our school community.
2. Value the opportunity to learn – set personal goals and always work to achieve your full potential.
3. Ensure high standards of safety within the school community by behaving responsibly.
4. Promote the reputation and positive image of our school at all times – take pride in our success.
5. Show high standards of preparation for a successful school day in terms of equipment, home study, punctuality and attendance.
6. Resolve worries or problems by asking for help.

(These six Ashfield rules are translated within every subject department and extracurricular activity of the school)

## **Behaviour Management - Rewards**

Rules and procedures protect rights and define responsibilities. Rewards and sanctions are necessary to encourage and maintain the Six Rules for Success in Ashfield.

Objectives;

Ashfield Girls' High School system of rewards aims to,

- Be fair and consistent.
- Promote self-esteem.
- Establish and maintain a climate in which pupils come to appreciate what constitutes acceptable and positive behaviour.
- Contribute to the ethos of the school – “Each different, each talented, all valued.”
- Provide opportunity for all pupils to gain recognition for positive behaviour.
- Encourage pupils to take responsibility.
- Promote emotional literacy.
- Provide opportunity for involvement of the whole school community.

The school community uses a full range of rewards including non-verbal, verbal, tangible or intrinsic. Staff continue to develop appropriate strategies and review rewards that may become out-dated and considered inappropriate to particular age groupings or social groupings.

## Implementation of Rewards

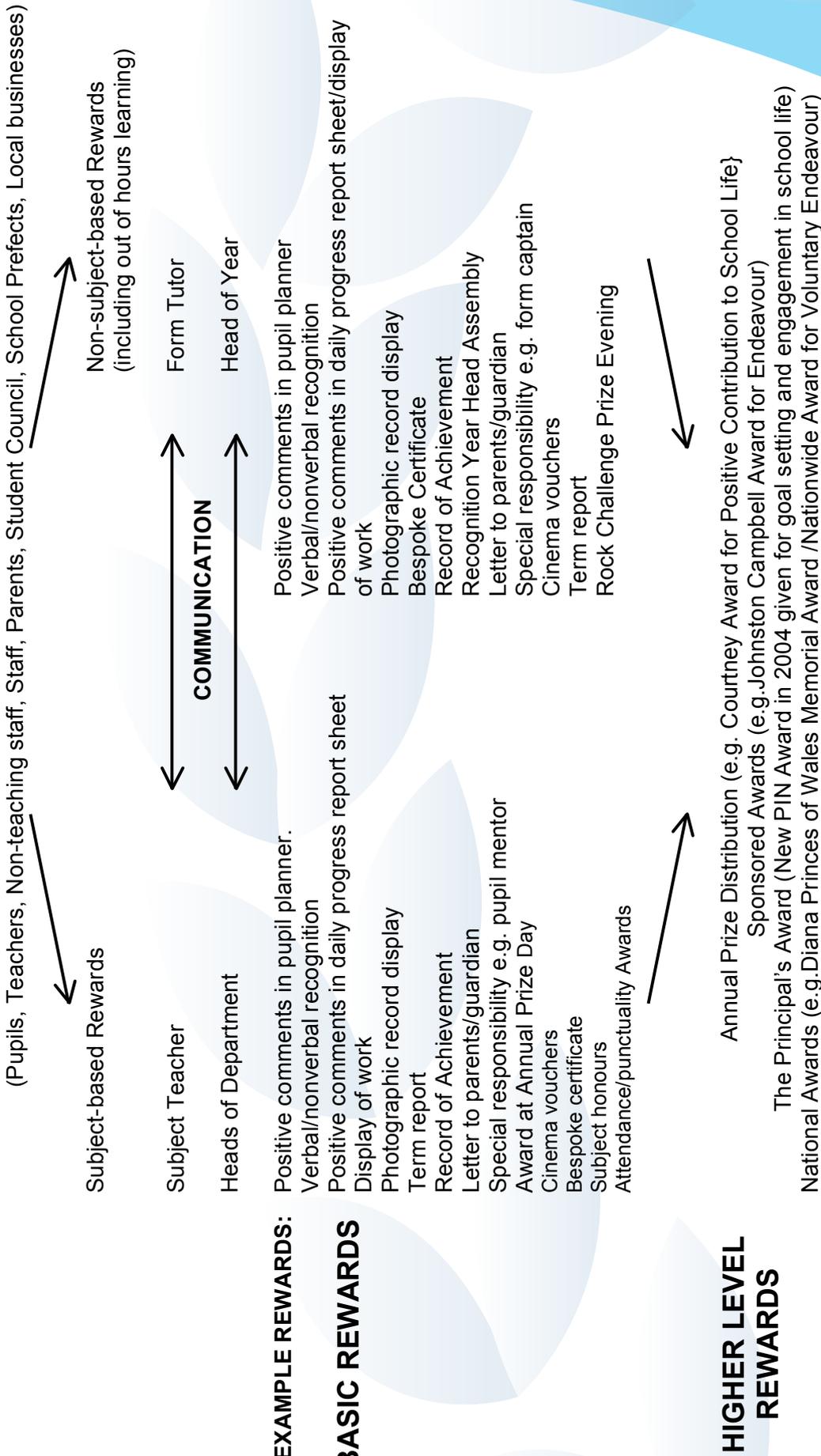
Ashfield Girls' High School Teaching and Learning Policy recognises the importance of a learning environment characterised by,

- Mutual respect
- Learning partnerships
- Variety of approaches
- High expectations

The implementation of rewards plays an important role in developing and supporting these characteristics.

# Implementation of Rewards Overview of Implementation Structure

## Whole School Community



## **Behaviour Management – Sanctions**

Sanctions help to uphold the Six Rules for Success. They provide pupils with clearly defined boundaries and, in so doing; they encourage acceptable and appropriate behaviour.

Objectives;

Ashfield Girls' High School aims to ensure that sanctions...

- are fully UNDERSTOOD by the whole school community.
- are applied FAIRLY and CONSISTENTLY.
- are applied EXPEDITIOUSLY after the offence
- SEPARATE the behaviour from the pupil
- are PROPORTIONATE to the offence
- DEFUSE and DO NOT ESCALATE the situation
- allow the pupil to SAVE FACE
- TAKE ACCOUNT of 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 guilty parties have not been identified.
- degrade pupils or cause them public or private humiliation.
- Involve physical force

# Implementation of Sanctions Overview of Implementation Structure

## Whole School Community

(Pupils, Teachers, Non-teaching staff, Staff, Parents, Student Council, School Prefects, Local businesses)

Subject-based Sanctions

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

Subject Teacher

Form Tutor

Heads of Department

Head of Year

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
- Subject detention
- Learning support unit (where learning is seriously affected)
- General detention
- Completion of additional work to compliment or reinforce current studies (not lines)
- Referral to a more senior member of staff
- Daily report
- S.E.N. referral
- Parent/pupil interview
- Temporary removal to another colleague

- Verbal or non-verbal warning
- Rule reminder
- Withdrawal of privileges
- Phone call to parent
- Parent/pupil interview
- Pupil counselling
- General detention
- Carry out a useful low-level task
- Daily report
- S.E.N.C.O referral
- Referral to a more senior staff member

### HIGHER LEVEL SANCTIONS

- Senior teachers
- Vice-principal
- Principal
- \*Suspension
- \*expulsion

\*Ashfield Girls High School promotes a model of inclusion in education and it is only in the case of very serious misdemeanours that a pupil will be suspended or expelled 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.

- Bullying and bullying type behaviour
- Stealing
- Fighting / physical abuse
- Inappropriate language / verbal abuse
- “Cyber” abuse
- Vandalism
- Using or having illegal substances and substance abuse

## Positive Behaviour Management

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.

<b>Positive Classroom Management Preventative Strategies</b>	<b>Positive Classroom Management Corrective Strategies</b>
<ul style="list-style-type: none"><li>• Arrive at class on time</li><li>• Have an aesthetically pleasing and functional classroom</li><li>• Use a seating plan consistently</li><li>• Use clear routines</li><li>• Provide opportunities for pupils to experience success</li></ul>	<ul style="list-style-type: none"><li>• Tactical ignoring (where appropriate).</li><li>• Simple brief directions (finish with “thanks” or “please” and use the pupil’s first name).</li><li>• Non-verbal reminders.</li><li>• Rule reminders.</li></ul>

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Know your pupils' names!</li><li>• Use differentiation.</li><li>• Let pupils know what constitutes "finished"</li><li>• Give work in small manageable steps.</li><li>• Use praise/criticism at a ratio of 4:1.</li><li>• Greet each individual by name and with eye contact.</li><li>• Find out and talk to learners about their lives, hobbies and interests.</li><li>• Provide opportunities for expressing emotions.</li><li>• Use display to demonstrate that we value our learner's work.</li><li>• Use display to reinforce learning.</li><li>• Use display for affirming messages.</li><li>• Communicate high expectations and sense of pace and challenge positively.</li><li>• Enable learners to feel it is ok to make mistakes.</li><li>• Give feedback, which is constructive, educative and positive.</li><li>• Catch learners doing well and celebrate it with them.</li><li>• Encourage learners to think and talk about themselves and others positively.</li><li>• Ensure all learners experience success and affirmation each day.</li><li>• Have a meaningful conversation with each learner every day.</li></ul> | <ul style="list-style-type: none"><li>• Use "I" messages not "You"</li><li>• Give "take up" time.</li><li>• Make consequences clear (with choices)</li><li>• Describe the reality of the situation.</li><li>• Focus on the misdemeanour rather than the pupil.</li><li>• Allow right to reply.</li><li>• Partial agreement.</li><li>• Defuse rather than escalate the situation.</li><li>• Allow the pupil to save face and encourage a more positive attitude in the future.</li><li>• Take account of the age and degree of maturity of the pupil and special needs.</li><li>• Follow-up, follow through (certainty not severity).</li></ul> |
|--|--|



# 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

---

- Follow the teachers' instructions.
- Arrive on time to class.
- Be prepared and equipped for class.
- No raised voices, teasing or put-downs.
- Mobile phones / Music Playing devices, to be put away safely and be switched off during classes. They may only be used at break time and lunch time.

## Rewards

---

- Verbal praise from teacher and peers.
- Positive comment in the pupil planner, daily progress sheet and work books.
- Postcards/letters sent home
- Phone calls home.
- Class prizes e.g. cinema vouchers

## Consequences

---

- Warning (stating the rule broken and possible further consequence)
- Moved to another seat in classroom.
- Moved to another classroom (parents and Head of Department/ Head of Year notified.) Personal detention.
- Parental Interview with class teacher and Head of Department or Form Tutor and Head of Year.
- **SEVERE CLAUSE** – Escort to Year Head/Head of Pastoral Care/Vice-Principal/Principal





A Specialist School for **ICT**



**SSAT** | inquire  
Inspire  
Innovate  
Impact



Principal: Mrs A Mungavin BA DipEd PQH (NI)  
Holywood Road • Belfast • BT4 2LY • Tel: 028 90471744 • Fax: 028 90672416  
E-Mail: [info@ashgirls.belfast.ni.sch.uk](mailto:info@ashgirls.belfast.ni.sch.uk) • Internet: [www.ashfieldgirls.org](http://www.ashfieldgirls.org)