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Lisnagarvey High School
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Positive Behaviour Management

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1.0 INTRODUCTION

In 2006-07 the school unanimously agreed on 4 “core values” which would underpin and percolate through every aspect of school life. These core values are

- Mutual Respect
- Success for All
- Meeting the Needs of the Individual
- Caring and Responsible

In recent years the schools adopted policy has been the “Assertive Discipline” code of practice which is recognised as a standard of ‘Best Practice’.

In 2014 the school developed a new Whole-School Detention system. Some amendments were made and the policy was formally adopted for the 2014-15 school year. Co-incidental to this all staff were given in-house training in the use of SIMS Assessment Manager to enable the electronic profiling of all pupils.

As underscored within this policy it is vital that any Classroom Management Policy should not merely be seen as a system of sanctions or punishments for unacceptable behaviour; rather it should be understood in terms of the promotion of positive behaviour enabling each individual to maximise their potential and allowing the whole school community to harmoniously co-exist. As professional teachers we should expect the highest possible standards of work, effort and behaviour at all times – quite yet firm insistence upon high standards. Consequently, we ourselves must demonstrate the highest levels of professionalism in terms of punctuality, marking, preparation etc. It should also be remembered that our enthusiasm for what we do will rub off on our pupils. In the application of a Classroom Management Policy the following key points must be considered.

1.1 Rights and Responsibilities

All pupils have a basic right to receive a quality education in a safe environment, where they will be treated with respect and their voices heard. Equally it is the responsibility of all pupils to ensure their actions do not interrupt the education of others. The differing rights and responsibilities of Governors, teachers, parents and pupils are clearly stipulated in DENI publication *Pastoral Care in Schools: Promoting Positive Behaviour* available on the Department of Education website www.deni.gov.uk.

1.2 Disciplinary Actions

In all disciplinary actions, it is essential the pupil understands that it is his/her behaviour which is unacceptable and not himself/herself as a person.

1.3 Boredom – Learning which Engages the Pupil

When students are not engaged it may be due to a lack of understanding and a lack of progress. These can be major reasons for misbehaviour. Thus the provision of a relevant and appropriate curriculum, the use of a variety of teaching methods, including the use of a range of active teaching strategies, and the total involvement of all pupils, are important strands of a successful policy for school discipline. It is the aim of the school to provide our pupils with stimulating lessons which engage pupils and support their learning.

1.4 External Problems

Members of staff should be aware that external problems can have an effect on pupil behaviour and should be sensitive to this, taking account of it when problems arise. Such knowledge may be accrued by building relationships and establishing a rapport with pupils, particularly at Form Tutor/Pupil level. Information gleaned by Subject Teachers, Form Tutors and Year Heads may then be disseminated to other members of staff on a “need-to-know” basis. In particular, Form Tutors and Year Heads should be informed when such circumstances pertain.

1.5 Staff Involvement

It is the responsibility of all members of staff, to ensure the smooth running and effective operation of the school.

1.6 Pastoral Care

All pupils will undertake a programme of Personal Development, Citizenship and Employability which will support our young people's development.

It is also to be noted that, while we have a discrete and dedicated Pastoral Care Team in school, it cannot be overemphasised that **all staff are responsible for pastoral care**. This will include simply taking an interest in the welfare and well-being of the child, through to reporting to the relevant designated member of staff suspicions of abuse and/or neglect.

2.0 CORE VALUES

After consultation with pupils, staff, parents and Governors, the following were accepted as the core values which underpin all we stand for as a school:

- Mutual Respect
- Success for all
- Meeting the Needs of the Individual
- Caring and Responsible

3.0 ASSERTIVE DISCIPLINE

3.1 What is Assertive Discipline?

- Assertive Discipline is a proactive approach towards promoting behaviour that encourages pupils to think about the consequences of their actions.
- It helps to establish a positive school climate – an atmosphere conducive to learning and positive behaviour.
- The goal of assertive discipline is to teach pupils to choose responsible behaviour and in doing so, raise their self-esteem and increase their academic success.
- It operates on the principle that pupils need to be taught “responsible behaviour” and they feel most secure in classrooms where there are limits or boundaries. Appropriate behaviour should always be rewarded with positive recognition.

3.2 The Assertive Teacher

- States clearly and consistently their expectations and aspirations for their pupils.
- Will have a plan for responding to student behaviour – appropriate and inappropriate.
- Consistently uses positives.
- Consistently applies appropriate consequences.
- Creates a positive classroom environment where students are encouraged to make appropriate choices.
- Is proactive and not reactive.

3.3 Classroom Behaviour Plan

The goal of any plan is the promotion of a safe, orderly, positive classroom environment in which the teacher can teach and pupils can learn. Classroom rules, which should be clearly visible at the front of each classroom, should include;

- Pupils should follow directions immediately.
- Pupils should listen to the person who is meant to be talking.

- Pupils should keep hands, feet, put-downs and unwarranted distractions to themselves.
- Pupils should arrive to class on time and fully equipped to learn.
- Pupils should leave the classroom in the condition they found it.

3.4 Positive Feedback

Central to the whole Assertive Discipline Policy is the use of praise and supportive feedback. This helps to build pupil self-esteem and reinforce good behaviour. It can be done in many ways;

- Verbal praise.
- Positive notes, phone calls and text messages to parents – this should be done on a regular basis.
- Positive notes in class books or homework diaries.
- Awarding of merit points and the promotion of the schools own Praise/Merit System.

3.5 Corrective Actions

In the Assertive Disciplinary procedure there are 5 clear progressive steps for dealing with pupils. These points should be clearly on display in each classroom.

- First time the pupil breaks a rule the teacher should remind them or record it a notebook.
- Second time pupil should be isolated/sit apart from the group.
- Third time should be given a short 5-minute detention at break or lunch which MUST be recorded on SIMS.
- Parents should be contacted either by letter, text or telephone.
- Pupils sent to Time Out.

Teachers are reminded that these 5 steps should be adhered to at all times and only in exceptional circumstances should a pupil be sent directly to Time Out without having already worked through the preceding 4 steps. Where pupils are sent to Time Out they should be given appropriate work to do by the class teacher and sent to the General Office (with another responsible pupil) who will direct the pupils to the appropriate teacher on duty. Teachers should also complete a report on SIMS, linking in both the Head of Department and Year Head, and high-lighting where follow-up action is required. Pupils should **never** be told to stand in corridors for long periods.

4.0 GENERAL PRINCIPLES OF GOOD CLASSROOM MANAGEMENT

4.1 The Teacher

- The first encounter between teacher and pupil is tremendously important – first impressions count. Everyone judges from appearances in the absence of other criteria. Your appearance should be appropriate to your professional status as a teacher.
- Be punctual. If you arrive late, not only will your performance be affected, but you will also find it difficult to enforce pupil punctuality.
- Be familiar with the relevant sections of this policy on Assertive Discipline. Spell out clearly the kind of behaviour you expect and be consistent in its application.
- Your actual style will be influenced by your personality. For some teachers a certain amount of role-play is necessary; you may have to act the part of the strict teacher whether it comes naturally or not.
- Do not be too familiar with pupils in order to gain their co-operation. Pupils should be addressed by their first names.

- Show enthusiasm for your subject and your work – it is contagious.
- Quickly establish routines of good behaviour.

4.2 Before the Class

- Planning is crucial. Try to make lessons as interesting, relevant and as enjoyable as possible, using a variety of activities and teaching methods.
- Have materials prepared in advance and readily available. You may wish to consider a rota of pupils detailed to distribute equipment.
- Ensure the room is tidy and litter-free, and make the classroom an attractive place in which to study and learn. Displays of pupils' work should be encouraged.
- The Assertive Discipline Rules for Classroom Behaviour should be seen at the front of the classroom and referred to as the need arises.
- Homework tasks and class work should be marked regularly and thoroughly annotated using assessment for learning approaches.
- Seating plans are useful, particularly with younger classes. It should be remembered that seating arrangements are always at the teacher's discretion. Where pupils sit within the class is the first principle of the teacher's management of behaviour within the classroom.
- Meet your class at the door of your classroom to supervise an orderly entry into the room. Insist school uniform is worn appropriately before entry.

4.3 Lesson Beginnings

- Teacher has arrived punctually.
- Pupils admitted to the classroom in an orderly way.
- Objectives are clearly stated at the beginning, linking in the lesson to previous work and using the WALT Board to explain expected learning outcomes.
- When addressing the whole class, ensure everyone is listening and attentive. In the case of formally addressing the class never speak to the class while seated. Stand at the front so that you have full eye contact with everyone.
- Give instructions clearly, concisely and ensure they are carried out.
- Create the best possible conditions for learning to take place.

4.4 During the Lesson

- Ensure the lesson progresses as planned. At this stage there will be opportunity for group work, discussion, participation etc. Staff are asked to consult the school policy on **Learning and Teaching Policy** which sets out the components of good lesson planning.
- Observe and apply rules for classroom behaviour consistently.
- Maintain a constant overview of the class.
- Respond to any disruption immediately using the Assertive Discipline five-point Correction Action Programme (see 3.5).

1	First time a rule is broken	-	Remind/Record
2	Second time	-	Sit apart from group
3	Third time	-	Short Detention
4	Fourth time	-	Contact parents by telephone, text or letter
5	Fifth time	-	Severe clause/Time Out

- Do not remain in the one place but move around the classroom. This facilitates better class control. You can then gravitate towards those pupils who are potentially disruptive or are simply not paying sufficient attention. Check that the activity is being done properly by looking over shoulders and commenting as appropriate.
- Do not spend too much time with one group of pupils as the remainder of the class may become restless and discipline problem may arise. Class time must be fairly evenly spread between pupils. Avoid having favourites.
- Open questioning techniques should be adopted around the classroom within the lesson to keep everyone involved. The lesson should be planned and time managed to keep pupils engaged.
- Try to keep the pace of the lesson moving as briskly as is feasible.
- Situations where pupils are not sufficiently on task can often be dealt with by simple eye-contact or a quiet word. In cases where pupils are more openly disruptive or defiant, try to avoid open confrontation in the classroom. It is important to stay calm, avoid arguing and recognise the pupils' feelings by expressing understanding for them. Use the 'Time Out' system where appropriate, but never leave the classroom unattended to find a senior member of staff.
- Get into the habit of praising and encouraging pupils whilst building in targets and feedback. Staff need to acknowledge where pupils are improving and learning. Use the Merit System as well as writing comments in homework diaries, class books etc. Aim to make one positive phone call home each week.

4.5 Ending the Lesson

- Within the plenary, summarise and consolidate the main themes or activities of the lesson referring back to the intended learning outcomes highlighted at the beginning of the period.
- Explain homework requirements clearly, allowing time for entry into Homework Diaries.
- Do not end classes early or pupils will always expect this. Similarly have pupils sitting in an orderly way or standing behind their chairs awaiting the bell rather than congregating at the door.
- If appropriate, explain what is to happen in the next lesson; what books/equipment will be necessary.
- Always aim to be in full control at the end of the lesson. Do not permit pupils to start packing-up before you have finished and given them permission to do so.
- Anticipate the bell, allowing sufficient time to bring the lesson to an orderly conclusion.
- Materials, equipment and apparatus should be put away quietly and neatly in good time.
- Any litter/paper should be picked up from the floor and deposited in the litter bin.
- All desks and chairs should be neatly arranged.
- At the bell, supervise a controlled exit from the room.

4.6 Conclusion

- Well-organised lessons are likely to awaken the interest and motivation of pupils and sustain their attention, thereby reducing the chances of disruption occurring within the lesson.

- Lessons should get off to an orderly brisk start and momentum should be maintained. Exercises and activities should be varied and relevant, whilst instructions, explanations and questions should be clear.
- Teachers should be alert and vigilant to ensure pupils' involvement in the lesson and prevent problems from occurring.
- Finally, it is important that the lesson is brought to an orderly conclusion. A plenary referring back to the intended learning outcome is essential.

4.7 Summary

- Prepare lessons thoroughly – content and methodologies. These should be varied ensuring differing learning styles are catered for.
- Arrive at the classroom before the pupils.
- Prepare apparatus and furniture etc. before pupils arrive.
- Control the pupils' entry into the classroom and ensure they are settled before starting the lesson.
- Use the WALT Board to outline intended learning outcomes, and explain how the lesson fits into the learning sequence.
- Keep instructions clear.
- Have additional material prepared to meet pupils' needs in extension or support.
- Make written work appropriate to the ages, abilities and backgrounds of the pupils.
- Encourage pupils through the use of the Praise/Merit system, positive phone calls, text messages home, etc.
- Develop the art of timing the lesson to fit the length of the period.
- At the end of the lesson refer back to the intended learning outcomes and consolidate key points.
- Control pupil dismissal and exit from room.

5.0 ATTITUDE TO ILLEGAL DRUGS (including smoking)

Please see separate **LHS Anti-Smoking Policy** and **LHS Drugs Education Policy**.

This school is committed to tackling drug misuse among its students and any instance of possession, use or supply of illegal drugs on school premises will be regarded with the utmost seriousness.

The Principal has responsibility for deciding how to respond to particular incidents, taking account of factors such as the age of the student concerned, whether the incident involved one student or a group of students, whether there was evidence of particular peer group pressure and whether it was a first offence. In any event the school will incorporate both counselling and sanctions, such as suspension or, in extreme cases, request expulsion by the Education Authority.

6.0 SCHOOL RULES

Pupils must;

- Wear correct school uniform during each school day.
- Attend school for the full day unless there is a genuine reason for being absent.
- Arrive at school properly equipped - Homework Diary (signed), homework tasks, books and stationery, PE kit etc.
- Arrive punctually for each class.
- Respect school property and the property of others.

- Walk quietly on the left side of the corridor and line up outside the classroom.
- Work to the best of their ability at all times.
- Show consideration for others both in school and as they travel to and from school. Courtesy and good manners are essential.
- Switch off their mobile phones whilst on the school premises (see **LHS Mobile Phone Policy**).
- Must not bring high energy, fizzy or caffeine laden drinks to school.

Failure to Comply

Where school rules are broken a system of graded sanctions will apply, dependent upon the severity and propensity of the offence. Teachers are called to use their own discretion, but options include setting additional work, contacting parents by letter, telephone or text, placing a pupil into break, lunchtime or after-school detention.

Should a pupil fail to attend a normal after-school detention, then it is the responsibility of the Year Head/Head of Department to place them into Whole-School Detention. Failure to attend this detention will result in a one-day suspension. Re-admittance will take place only after a parental interview has occurred.

Whole School Detention

Whole-School Detention

- Will be on a Wednesday afternoon and will be supervised by all staff based on the Duty Rota.
- Will be located in Room A1 – teachers and pupils will meet here, although teachers will be able to remove pupils to their own room, provided the relevant senior member of staff has been informed.
- Will be solely for those pupils who have failed to attend a normal detention, although Year Heads and SLT will have discretionary authority to place pupils directly into WSD.
- Will Run from 2.55 – 3.45pm.
- Unless directed otherwise, pupils will copy out school rules. In exceptional circumstances Year 12 pupils will be allowed to complete coursework/controlled assessments.
- On the day preceding the detention (Tuesday) the senior member of staff will check on SIMS for the names of those pupils who are to be detained, and send a reminder text home to parents. Names should also be circulated to other members of staff involved. A reminder email will be sent out before the end of the school day (Wednesday).
- In order to ensure that parents are fully informed, the normal cut-off point for detention will be the preceding Friday afternoon.
- Failure to attend the WSD will normally result in a period of suspension. Pupils will only be re-admitted after parental appointment with the VP.

6.0 HOME/SCHOOL AGREEMENT

Pupils and parents are more likely to accept a Disciplinary Policy if it is clearly understood, consistently and justly applied, and shown to be reasonable, sensitive and effective. If a system is perceived as being unfair, pupils will have no respect for it. The Lisnagarvey High School Home/School Agreement (see appendix 4) is presented to the parents of newly enrolling pupils. It outlines the duties and responsibilities of parents, pupils and the school, and should be signed by parents on an annual basis. Form Tutors should discuss the agreement afresh each September to ensure that it is clearly understood and accepted by pupils as being fair and reasonable. The agreement will of course be reviewed and amended as required.

Lisnagarvey High School's Suspension Procedure Flow Chart

