



BELIEVING  
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## POSITIVE BEHAVIOUR POLICY

September 2020

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**BELFAST  
ROYAL  
ACADEMY**



<b>Title</b>	Positive Behaviour Policy
<b>Summary</b>	Guidance for all stakeholders regarding: initiatives to promote positive behaviour in school; how to promote positive behaviour in the classroom; the roles and responsibilities of staff and pupils in delivering positive behaviour; appendices showing the school's 'Positive Behaviour Policy' and 'Action Plan for Positive Behaviour' (these are displayed in every classroom).
<b>Purpose</b>	To promote Positive Behaviour in School
<b>Review date</b>	September 2021
<b>Version Number</b>	5
<b>Supersedes previous</b>	Yes
<b>Author</b>	Mr M T Wilson, Vice Principal (Pastoral)
<b>Reviewed and Approved by Board of Governors</b>	September 2020



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## **FOREWORD**

We seek to engage the goodwill of the pupils and to persuade them, by every means, that there is a community of interest between pupils and staff.

I believe that the essential basis of good discipline is not fear but respect, goodwill, good humour, charity, generosity of spirit, magnanimity and a sense of common purpose between pupil and teacher. I believe that it is possible with most of our pupils most of the time to carry them with us.

If pupils trust us, and believe that we are “on their side” they will usually accept being reprimanded without resentment. If they are unco-operative or hostile we should not abandon the effort to win them over (even though we may have to discipline them); rather we should try to discover - and remove - the cause of their unsatisfactory attitude, and praise them for any noticeable improvement in their work and/or behaviour.

We insist on good order both in the classroom and around the school and should ensure that the pupils are aware that we expect high standards of work, of presentation and of behaviour.

We are willing to strive individually with pupils who exhibit unsatisfactory behaviour, in the hope of discovering the cause of their malaise, setting it right and winning them over. It is important to consider that unsatisfactory behaviour can be the product of discontent and unhappiness, and in these cases the school can offer significant support to the pupil.

First and last, we will have influence with the pupils, who should be willing to be guided, eager to earn and retain (or recover) our good opinion of them. High standards of behaviour may be more easily realised where there are mutual respect and good relationships. A positive approach which involves encouragement, praise and indeed reward, is much more effective than the “put-down”. Often this is best done in an informal way; boys in particular may be averse to too much public praise about their work.

In essence, the attainment of positive behaviour is possible through employing a pupil-centred approach to reduce negative influences and make opportunities for change available. If we encourage pupils to take the opportunities that are offered to them and so become involved in the school community, any unsatisfactory behaviour can be significantly reduced as a pupil experiences positive involvement in school life.

**H Woods (Mrs)**  
**Principal**



## **BELFAST ROYAL ACADEMY INITIATIVES**

As a school we take pride in developing new innovative ideas to promote positive behaviour. In recent years the Academy has:

- utilized the school website to publically display and celebrate pupil success and achievements
- introduced a classroom Positive Behaviour Policy
- developed initiatives to promote extra-curricular involvement
- implemented the awarding of 'Certificates of Commendation' for outstanding achievement in various areas of school life
- designed and put in practice a revolutionary reward e-mail merit scheme to involve parents/guardians in the success of their child/ward
- awarded merit scheme prizes



## **PROMOTING POSITIVE BEHAVIOUR**

Society is changing all the time and young people today face challenges and difficulties which are possibly greater than those of past generations. Often schools are expected to take responsibility for areas of the young people's lives which should not be their concern; however, there is no doubt that schools can and do make a difference to young people and that we have the power to improve standards of work and behaviour, and the opportunities, of the pupils, regardless of their background. The answer lies in the quality of the day-to-day relationships which we build with our pupils. The Department of Education booklet "Promoting Positive Behaviour" has much useful advice. This section of our policy sets out positive ways which can improve and build on present relationships between pupil and teacher. This policy is intricately linked with Belfast Royal Academy's 'Learning and Teaching Policy'.

It is possible to walk into classrooms and have the feeling that the teacher is totally at ease with the class and with what they are doing. The teacher gives the impression that there is nowhere else they would rather be. This creates an atmosphere conducive to learning.

The following list, based on Hay McBer research, outlines the key elements of a good lesson which underpins the development of positive behaviour in the classroom.

### **1. Comprehensive subject knowledge**

The teacher is comfortable in allowing open-ended questions from the pupils and, in turn, is able to ask pupils questions which stretch them and extend their knowledge.

### **2. Presence**

Good teachers have a presence in the classroom. They feel comfortable with pupils and create a good learning environment. They are able to establish order.

### **3. High expectations**

Good teachers have high expectations of the pupils they teach. If this is implicit in what they do and say, this raises the self-esteem of the pupils and encourages them to learn.

### **4. Progress**

In Ofsted training, with regard to lesson observation, the question is posed, "What do pupils know at the end of the lesson that they did not know at the beginning?" It is possible to observe lessons where pupils visibly make progress and such lessons are inspirational to watch.

### **5. Respect for pupils**

Respect is self-generating. Staff who treat pupils with respect are generally treated well by pupils. In the current educational climate pupils are more aware than ever about how they feel they should be treated. Good relationships must exist for maximum learning to take place.



## **6. Building confidence**

If pupils are to participate in lessons they must have the confidence to do so. The culture needs to be established that pupils are all learning together and, if a response is not accurate first time, it does not matter - it is still possible to try again.

## **7. Teaching and Learning**

All good lessons should contain an element of challenge. If work is too easy and pupils complete it quickly, they will look for other avenues to explore. Work needs to be pitched accurately and there has to be something to move on to for the fast workers.

In this age of digital technology, pupils are used to sophisticated stimuli and teachers need to develop methods to maintain pupils' concentration.

Many pupils are kinesthetic learners and like the "hands on" approach to learning: they learn by doing. It makes sense to incorporate such activities into lessons to meet the needs of these learners. ICT is an obvious way of introducing activity into a lesson. Research into boys' under-achievement suggests that activity-based lessons are a good motivator.

## **8. Classroom environment**

Classrooms should be a pleasure to be in; exuding interest and encouraging learning. Posters, displays, and other stimuli can be used to tell the pupils in a visual way that "in this room we learn Spanish" (or History or Geography or Music etc.).

- Aesthetically pleasing
- Seating plans
- Equipment and books are clearly marked
- Star charts for work and behaviour
- Good visibility of board
- Clear signs of which subject is taught in the room
- Regular change of displays

More information relating to this topic on 'The Effective Teacher', 'Lessons', and 'The Learning Environment' can be found in the 'Learning and Teaching Policy' (page 4, page 5 and page 11 respectively).

## **9. Sanctions**

Before a sanction is issued at any level, each incident will be viewed and considered individually, taking into account the specific circumstances of the incident and pupil, as indicated in Appendix 3 to this Positive Behaviour Policy. Examples of specific circumstances which will be taken into account include, but are not limited to, any disability or Special Educational Need which the pupil has. The investigation of any incident involving a pupil with a disability and/or Special Educational Need will involve the SENCO/Assistant SENCO, and that pupil's Individual Education Plan and/or behavioural plan will be taken into account, if applicable.



As also indicated in Appendix 3 to this Policy, there may also be incidents which involve a range of outside agencies such as Educational Welfare, Social Services, and the Police.

The Policy poster at Appendix 1 is displayed in all classrooms to promote Positive Behaviour.

## **10. COVID – 19**

The School will seek to implement the guidance which has been, and which will continue to be, issued from the Public Health Agency, Education Authority and the Department of Education in relation to Covid -19. Therefore, any regulations in relation to social distancing, face coverings and so on, will be taken seriously by the School. In addition, behaviour such as spitting and/or deliberately coughing or sneezing at other pupils or members of staff will be deemed to be a serious breach of the Positive Behaviour Policy, and will result in a sanction as outlined in the Action Plan for Positive Behaviour.



## **ACTION PLAN FOR POSITIVE BEHAVIOUR**

The best form of pastoral care is that pupils are well taught and confirmed in good habits of work and positive behaviour. This enables them to learn self-control, self-respect and respect for others and their property.

We believe that we are preparing the young people for life, so that they will become fulfilled citizens and take their place effectively in the world of work.

Senior Staff have extra responsibilities for discipline, but all Members of Staff share a common responsibility for maintaining good discipline at all times, both in, and out of school, where this is appropriate. To achieve this, a knowledge of the school rules is needed so that there can be a common, concentrated and consistent approach; it is most important that disciplinary measures are seen to be fair and reasonable.

It is worth pointing out that parents and guardians have a key role in the areas outlined above. Their role is also highlighted in the 'Learning and Teaching Policy' (page 6). They will have signed an undertaking that they will support us in ensuring that their children or wards conform to our standards and wishes.

### **STAFF**

The Principal has been given the primary responsibility for the maintenance of high standards by the Board of Governors. This is delegated to Senior Staff with specific responsibilities (see appendix 1), but ultimately to all staff.

It is important that all staff see that there needs to be a common approach, which is fair and consistent and that proper standards are insisted upon at all times, in terms of work, common courtesy, presentation and respect.

- i. The **Class Teacher** should expect pupils to adhere to the Positive Behaviour Policy (see Appendix 2).
- ii. The **Class Tutor** will have very regular contact with a group of pupils, seeing them every morning. On most mornings, the time will be short and the main tasks will be registration and notices; however, during Tuesday morning, the teacher will have a longer time to devote to pastoral matters. It is hoped that strong relationships will be created as the Class Tutor moves up with the group. The areas which fall to the Class Tutor are:
  - attendance
  - punctuality
  - diary check (is it neat; homework pattern laid out two weeks in advance; is it signed by parents etc?)
  - dissemination of information
  - pastoral care
  - uniform / appearance / jewellery.



The Class Tutor should liaise closely with the Head of Year; very often the start of a problem may be observed by the Class Tutor and early contact with the Head of Year would be important. For example, the Head of Year should be informed if there are comments by the Class Teachers in the diary.

iii. The **Heads of Year** are responsible for most areas of the pupils' lives in school. They are central to our system and are often the parents' first point of contact. The Head of Year will:

- get to know the pupil thoroughly, becoming familiar with his/her capabilities (both academic and personal), needs and background, providing him/her with advice and support
- seek to engage the goodwill of the pupil, earning his/her confidence and encouraging the pupil to identify the community of interest which exists between pupils and staff
- speak on the pupil's behalf to teachers and liaise on academic and pastoral matters with parents
- seek to ensure that the pupil copes with the demands of academic courses through the proper organization of homework and revision for examination
- promote positive behaviour and apply discipline
- encourage pupils to maintain high standards of personal appearance and punctuality
- encourage the pupil to develop qualities of self-confidence and initiative through involvement in a range of extra-curricular activities
- maintain a behaviour record for each pupil
- issue and supervise the Friday Detentions (on a rota basis).

iv. The **Subject Leaders** also play an important part in the maintenance of good order and standards. They will:

- have an oversight of, and responsibility for, the corridors and rooms belonging to the departments
- be aware of how pupils conduct themselves in their area
- be aware of the academic progress of pupils in their subjects
- liaise with individual teachers about pupils' progress
- have a responsibility to deal with pupils who are causing problems in class
- liaise with Heads of Year to attain an overview of the pupil and his/her background
- take immediate action regarding pupils who are impeding the progress of a class
- arrange their own Lunchtime Detention

v. The **Key Stage Leaders** have specific responsibility for the oversight of three main groups of pupils: Junior School (Forms I-III); Middle School (Forms IV-V); and Senior School (Forms LVI-MVI). They will:

- support and liaise with their respective Heads of Year on a regular basis
- serve as another step in the progression of a disciplinary issue with a pupil who has exhibited unsatisfactory behaviour
- be in contact with parents and work closely with the Vice-Principal
- issue a report book for a pupil giving cause for concern



- issue and supervise the Saturday Detentions (on a rota basis)
  - develop new strategies as and when required to address whole-school issues
  - ensure and/or encourage pupils to be involved in school life
  - make pupils aware of opportunities
  - support pupils in their journey through school, both pastorally and academically.
- vi. The **Senior Teacher (Pastoral)** will serve as the next step in the progression of a disciplinary issue with a pupil who has exhibited unsatisfactory behaviour. They will:
- support and liaise with their respective Key Stage Leaders on a regular basis
  - be in contact with parents and work closely with the Vice-Principal
  - Closely monitor pupil attendance, identify pupils whose attendance is unsatisfactory and implement strategies to promote a positive outcome
  - ensure and/or encourage pupils to be involved in school life
  - make pupils aware of opportunities
  - support pupils in their journey through school, both pastorally and academically.
- vii. The **Vice-Principal** will work closely with the Heads of Year, Key Stage Leaders and Senior Teacher. It may be that pupils for extremely serious offences will be taken straight to the Vice-Principal. However, it is hoped that the stages of implementation of the Positive Behaviour Policy, if needed, will be incremental based on the Action Plan (see Appendix 2) and that pupils will reach the Vice Principal only after other approaches have failed.
- viii. The **Principal** is shown to be the final link in the Positive Behaviour Plan. The Principal will work closely with Vice-Principal in dealing with the most serious issues which may occur.
- ix. The **Board of Governors** work with the Principal to support the hard work of staff to provide a safe school environment, conducive to teaching and learning, and oversee the life of the school.

The Action Plan for Positive Behaviour poster at Appendix 2 is displayed in all classrooms to highlight progression of Offences and Disciplinary sanctions. It is important to note that this document is for guidance purposes only. All incidents are reviewed by pastoral staff on an individual basis and take into account the specific circumstances. Any incident which involves physical violence towards another pupil whether deliberate or accidental is deemed a Level 4 Offence. **This will result in the pupil being suspended from school for at least 1 day.**

### **SENIOR PREFECTS AND PREFECTS**

Belfast Royal Academy is a large school and also looks for support from its most senior form.

Senior Prefects are attached to the different age groups and are expected to show leadership to their peers and to the rest of the School. The Prefects and Senior Prefects are also involved in many duties around the School and on public transport in the mornings and afternoons. They are expected to set high personal standards and to liaise closely with the Staff. They should also



behave in an appropriate manner so as to set standards and be role models for the youngest year groups.

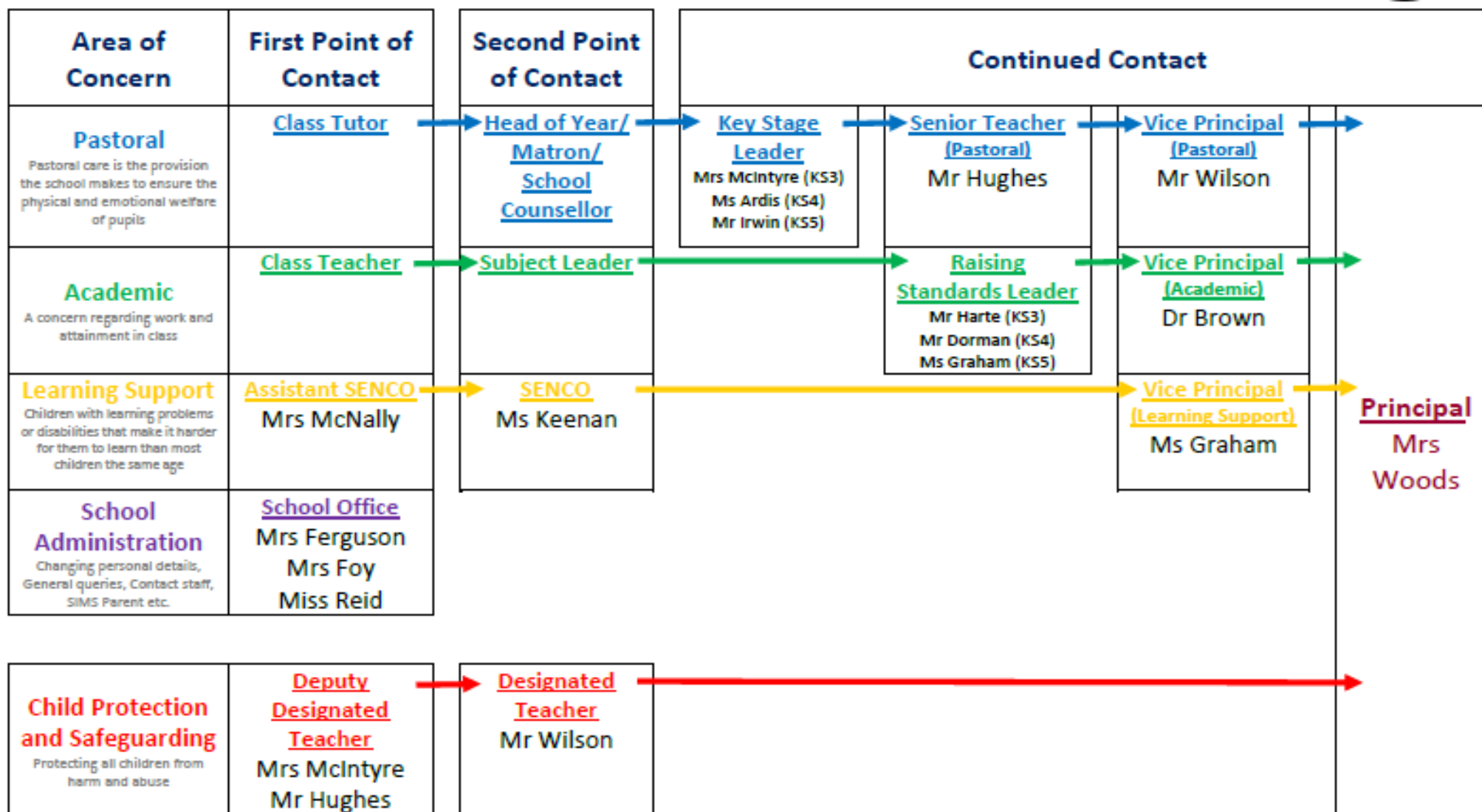
### **PUPIL AND SCHOOL COUNSELLORS**

Pupil and School Counsellors are tasked with communicating with their peers via their Tutor groups, subject classes and other arenas. Through discussion they then avail of the opportunity to bring any issues or concerns to the Pupil Council so their voice can be heard. The School Council can then carry forward pressing points of discussion to Senior Staff and Board of Governors. This forum facilitates pupil involvement in decision making and integration into the school community, and in so doing, lay the foundations of positive behaviour.





# Lines of Communication





# Positive Behaviour Policy

## Our Policy enables:

- Safety, wellbeing and conditions for learning and achievement
- Consistent and fair treatment for members of our school community

## Expectations

- We Respect ourselves, others and property
- We use good manners and behave courteously and responsibly
- We follow instructions and respect the learning environment
- We adhere to school policy regarding use of mobile phones
- We take pride in our appearance, wearing uniform correctly
- We work hard and always try our best
- We arrive to class on time, prepared and equipped for work
- We complete work on time and to the best of our ability

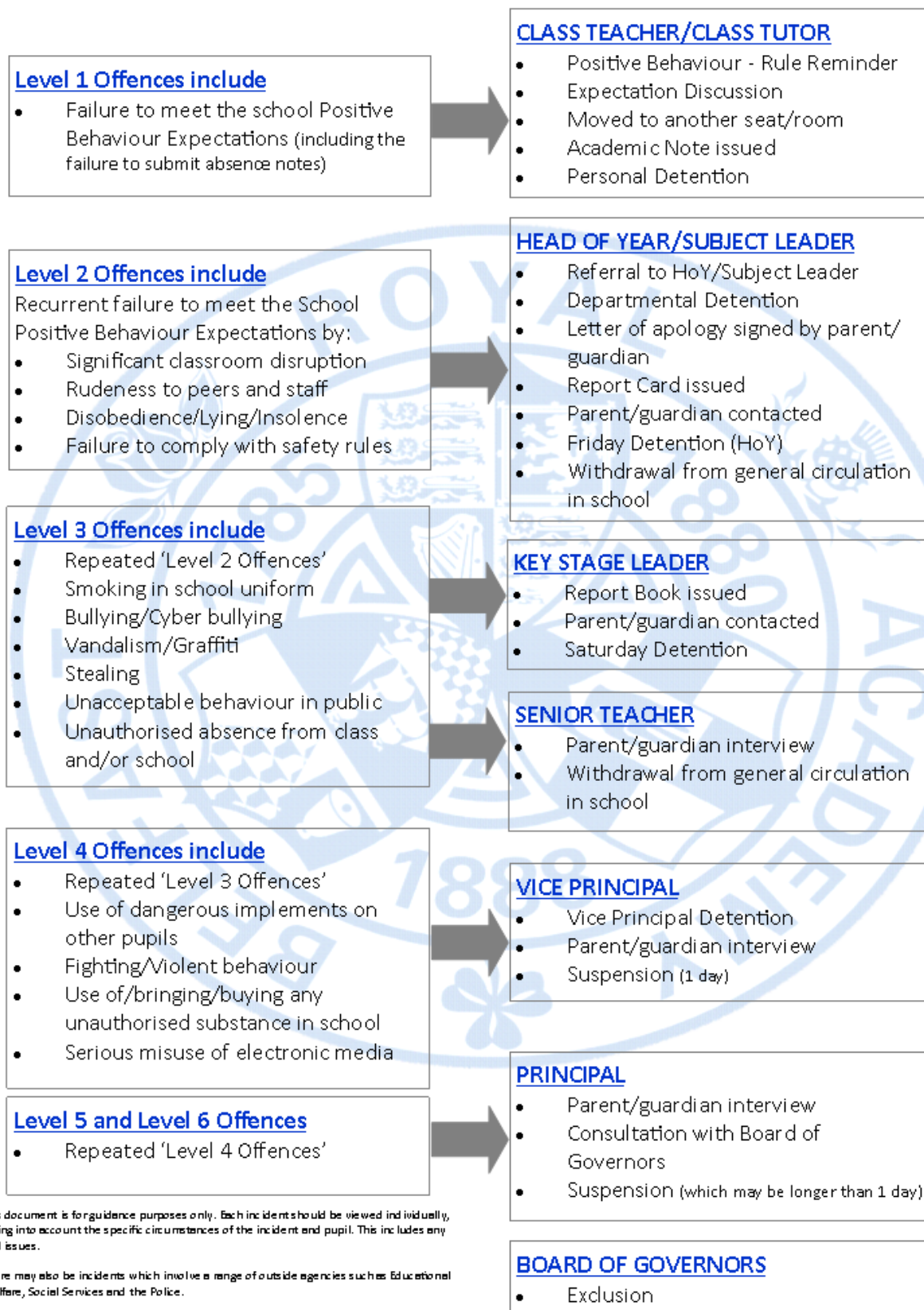
## Rewards Include:-

- Verbal or written praise from teacher in diary or on homework
- Merits awarded for good behaviour or work
- Merit email sent home
- Positive comments on Reports and at Parents' Consultations
- Head of Year/Subject Leader commendation
- Head of School/Vice Principal commendation
- Principal commendation
- Merit prizes and certificates
- Outstanding Achievement celebrated at Assembly



# BELFAST ROYAL ACADEMY

## Action Plan for Positive Behaviour



This document is for guidance purposes only. Each incident should be viewed individually, taking into account the specific circumstances of the incident and pupil. This includes any SEN issues.

There may also be incidents which involve a range of outside agencies such as Educational Welfare, Social Services and the Police.

A BREACH OF EXAMINATION REGULATIONS MAY RESULT IN THE LOSS OF ALL EXAMINATION MARKS

Updated September 2020





## Appendix 4

# Merit Guidance for Staff Applicable for all pupils in Forms 1 – M6

Level	Positive Behaviour – Examples	Response to award behaviour	Staff involved	Parental Involvement
1	<ul style="list-style-type: none"> <li>Scoring full marks in a test and/or homework</li> <li>Creating a piece of work which goes beyond what is expected</li> <li>Improvement in test/homework</li> <li>Displaying good manners</li> <li>Having a “mind to be kind”</li> <li>Showing a selfless attitude to others</li> <li>Volunteering for Open Evenings and/or other events throughout the Year</li> </ul>	Verbal Praise and Merit sent home and/or Choosing where to sit Positive referrals Homework Pass Classroom Assistant Commendation Postcard	Class Tutor Class Teacher Subject Leader	Parent receives merit
2	<ul style="list-style-type: none"> <li>Repeated Level 1 behaviours</li> <li>Improvement in rank by 25 places from the previous examination session</li> <li>Placing in the top 60 of the Year following an internal examination session</li> <li>Greater than 98% Attendance Record in a term</li> <li>Fewer than 2 lates in a term</li> </ul>	Verbal Praise and Merit sent home and/or Head of Year Commendation Postcard Attendance Certificate Pizza Party Pupil of the Month Mentioned in Form Assembly	Head of Year Subject Leader	Parent receives merit and/or a commendation postcard from Head of Year.
3	<ul style="list-style-type: none"> <li>Repeated Level 2 behaviours</li> <li>Improvement in rank by at least 50 places from the previous examination session</li> <li>Placing in the top 40 of the Year following an internal examination session</li> <li>100% Attendance record in a term</li> <li>100% Punctuality record in a term</li> </ul>	Merit sent home and/or Key Stage Leader/Senior Teacher Commendation Postcard Awarded House Points Mentioned in Year Assembly	Key Stage Leader/Senior Teacher	Parent receives merit and/or a commendation postcard from Key Stage Leader/Senior Teacher Parent receives a positive phone call
4	<ul style="list-style-type: none"> <li>Exhibits a very good sense of endeavour throughout the Year.</li> <li>Placing in the top 20 of the Year following an internal examination session</li> <li>Greater than 98% Attendance Record in a year</li> <li>Fewer than 2 lates in a year</li> </ul>	Merit sent home and/or Vice Principal Commendation Postcard Access to specific privileges and/or responsibility (Sixth Form Only) Honourable Mention at Prize Day i.e. Notable Progress Mentioned in Main Assembly	Vice Principal	Parent receives merit and/or a commendation postcard from the Vice Principal. Parent receives a positive phone call
5	<ul style="list-style-type: none"> <li>Significant improvement across all subjects from previous examination session i.e. a change in rank of more than 80 places.</li> <li>Exhibits an exceptional sense of endeavour throughout the Year.</li> <li>100% Attendance Record in a year</li> <li>100% Punctuality Record in a year</li> </ul>	Merit sent home and/or Principal Commendation Postcard Mentioned in Main Assembly Hot chocolate with the Principal Trip Vouchers for Victoria Square Prize at Prize Day	Principal	Parent receives merit and/or a commendation postcard from the Principal. Parent receives a positive phone call Invitation to Prize Day

Please note:

A range of activities will take place in the Summer Term for all pupils who meet the required threshold of merits within the academic year.





## Pupil Responsibilities

### Applicable for all pupils in Forms 1 – M6

Level	Issues – Examples	Teacher response likely to secure improvement	Staff involved	Parental Involvement
1	<ul style="list-style-type: none"> <li>Late homework/Unacceptable standard– first time</li> <li>Forgotten booklet or equipment necessary for class</li> </ul>	Academic note sent home <i>and</i> Warning and work to be given to teacher next morning/next class	Class Teacher Head of Year (informed via academic note)	Parent receives academic note
2	<ul style="list-style-type: none"> <li>Late homework/Unacceptable standard – second time in a term</li> <li>Failure to produce late homework following morning/next class</li> <li>Failure to attend an after school Study Support Session (First Offence)</li> </ul>	Department lunch time Detention - Class Teacher <i>and</i> Academic note sent home indicating that pupil has been placed in Departmental Detention  Academic note sent home and pupil placed in session in addition to the timetabled session(s) the following week	Class Teacher Subject Leader Head of Year (informed via academic note)	Parent receives academic note
3	<ul style="list-style-type: none"> <li>Pupil does not attend department detention</li> <li>Consistent failure (3 times) to submit homework by deadline to an unacceptable standard in the same subject in one term OR has exceeded 5 academic notes in one term</li> </ul>	Department lunch time Detention (x2) – Class Teacher <i>and</i> Academic note sent home indicating that pupil has been placed in Departmental Detentions <i>and</i> Report Card issued by Head of Year until improvement is noted	Class Teacher Subject Leader Head of Year (informed via academic note)	Parent receives academic note  Parent to sign the report card on a daily basis
4	<ul style="list-style-type: none"> <li>One further incident of Level 3 behaviour in one term OR has exceeded 8 academic notes in one term</li> <li>Failure to attend an after school Study Support Session (Second Offence)</li> <li>Further failure to attend an after school Study Support Session</li> </ul>	Head of Year to issue a Friday Detention - Formal Detention letter sent home  Subject Leader and/or Head of Year to refer to Key Stage Leader <i>and</i> Parental phone call and/or interview with Head of Year and Key Stage Leader leading to Report Card and Saturday Detention <i>and/or</i> Catch up work during holidays and/or stay after school in Study support	Subject Leader, Key Stage Leader, Head of Year and Senior Teacher	Formal Detention letter received Parents to sign future homework
5	<ul style="list-style-type: none"> <li>One further incident of Level 4 behaviour in one term OR has exceeded 12 academic notes in one term or does not attend a Friday Detention</li> <li>Failure to attend a re-test</li> <li>No change in attitude to homework</li> </ul>	Key Stage Leader to issue a Saturday Detention – Formal Detention letter sent home  Re-test to be completed in Saturday Detention – 2hrs  Subject Leader and/or Head of Year and Key Stage Leader to communicate with Vice Principal re parental meeting leading to pupil placed on monthly report book, signing a deadlines contract and possible sanctions such as withdrawal of Study Leave, withdrawal of Exceptional Closure Day, loss of Sixth Form privileges	Head of Year, Key Stage Leader, Senior Teacher, Vice Principal	Parent meeting/phone call with Head of Year and Key Stage Leader and Saturday Detention letter received. Parent to sign Report Card  Parent meeting with Key Stage Leader and Vice Principal
6	<ul style="list-style-type: none"> <li>Sustained no change in attitude to homework</li> </ul>	Parental meeting with Principal, parents and pupil and sanctions imposed such as withdrawal from subject, loss of privileges.	Principal	Parent meeting with Principal and VP

Please note:

- No trading off between subject – do not ask out of class to study other subjects
- Detentions cannot be changed including working around part-time jobs
- A letter from home on the day that the homework is due can override this but the reason must be a viable one.

Launched September 2019