

ASSUMPTION GRAMMAR SCHOOL



POSITIVE BEHAVIOUR POLICY

Revised May 2013

INTRODUCTION

This policy has been updated in consultation with the following:

- Senior Leadership Team
- Year Heads (Individual meetings with Principal and VP(Pastoral) in January/February 2013)
- School Council - Questionnaire (See Appendix 1)
- Parents - Questionnaire (See Appendix 2)
- The opinions expressed in the Perceptive Insight Parent (63) and Pupil (149) Survey -March 2013
- Emotional Health and Wellbeing Material

MISSION STATEMENT

Assumption Grammar School seeks to establish a positive ethos (as articulated in "Fully Alive" A Vision of Education in Assumption Schools) which is conducive to learning and in which the individual pupil is valued and respected. Our discipline policy sets out guidelines which support all pupils within a caring framework, leading them to a position of self-discipline and personal responsibility.

This policy has been formulated with due consideration to the following legislation/publications:

- Children (NI) Order 1995 - duty to protect and child protection responsibilities/fulfilling responsibility;
- UN Convention On The Rights Of The Child 1989 - (Articles 12, 16 and 19); UK 1991;
- Education (NI) Order 1998 (Part II Article 4 (1));
- Human Rights Act 1998 - Articles 3 and 5 of the European Convention on Human Rights;
- Health and Safety at Work Act (NI) 1978;
- Education and Libraries (NI) Order 2003 - Articles 17, 18, 19;
- Special Educational Needs and Disability (NI) Order 2005.
- Pastoral Care In Schools: Promoting Positive Behaviour 2001-DENI
- Positive Ideas for Everyone (PIES) - SEELB Jan 2010

ROLES AND RESPONSIBILITIES OF STAFF

“Good behaviour is a necessary condition for effective teaching and learning to take place.” (Education Observed 5 D.E.S.)

“It will involve praise and rewards: sound relationships between teachers and pupils and stimulating and effective teaching and learning. It will also involve in some instances the application of sanctions.” (Education Observed 5 D.E.S.)

All staff will maintain a consistent and fair approach to good discipline by:

- fostering mutually respectful relationships with pupils and staff;
- rewarding good behaviour and learning achievements;
- adopting constructive and effective sanctions;
- adopting appropriate teaching strategies to enable all pupils to achieve their potential;
- maintaining high expectations of all pupils;
- providing support through the pastoral system;
- implementing the measures for promoting positive behaviour (see Page 4).

PARENTS’ ROLE AND RESPONSIBILITIES (Parental consultation- June 2010)

“Parents are the first educators of their children and it is in the home that respect for others and the basis of self-discipline is acquired” (Promoting and Sustaining Good Behaviour D.E.N.I. 3.27.)

Parents are partners in the education of their child and foster positive behaviour by:

- sending their daughters to school on time, every day, in uniform, with their homework completed and with all the necessary equipment;
- supporting the school in its expectations of good pupil behaviour and agreeing to our sanctions;
- maintaining regular communication with the school including providing absence notes, attending parents' meetings and keeping appointments made;
- supporting the school in implementing all other aspects of school policy including our discipline procedures.

THE PUPIL'S ROLE AND RESPONSIBILITIES

"If a child lives with tolerance. He learns to be patient.

If a child lives with encouragement. He learns confidence.

If a child lives with praise. He learns to appreciate.

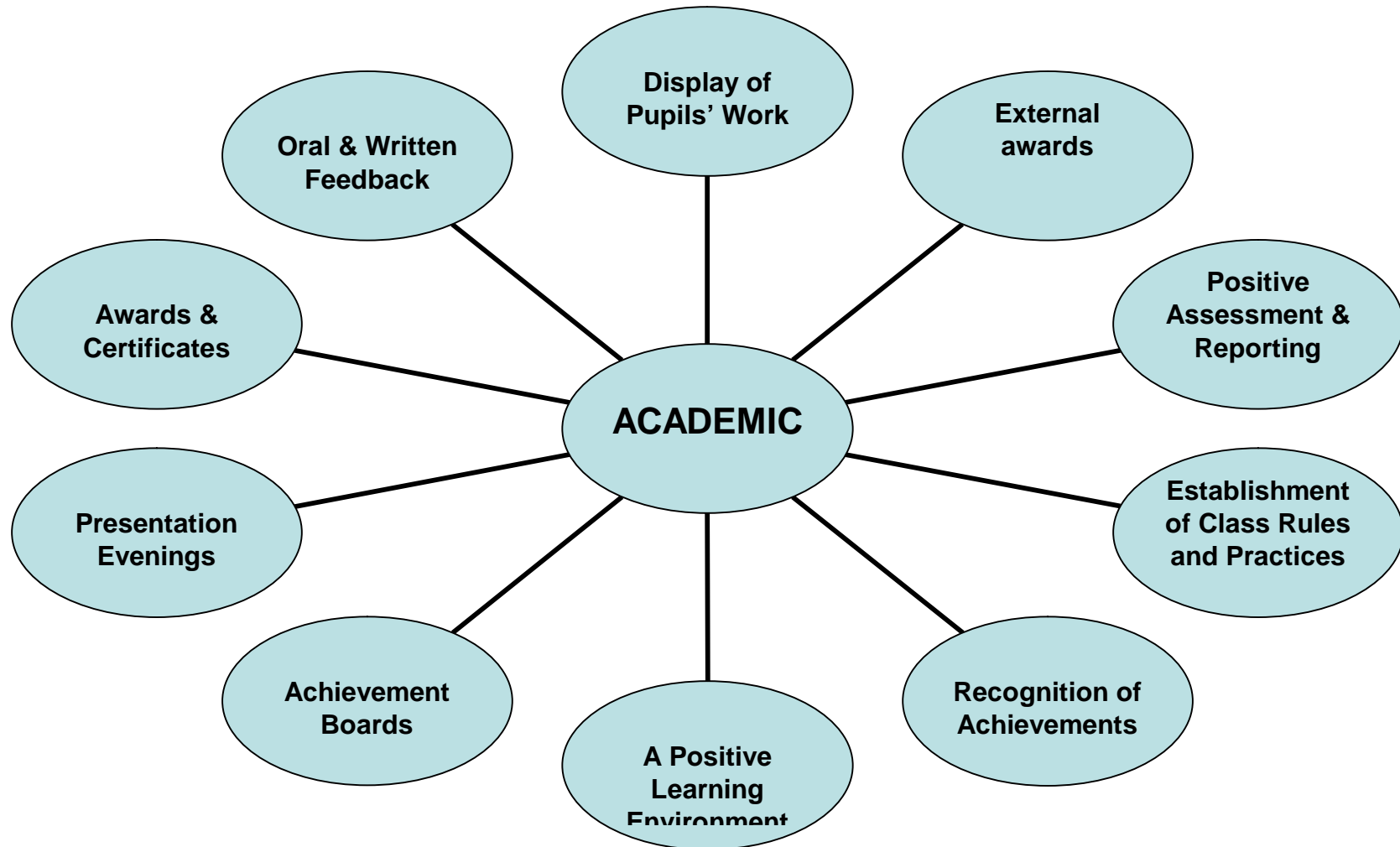
If a child lives with fairness. He learns justice"

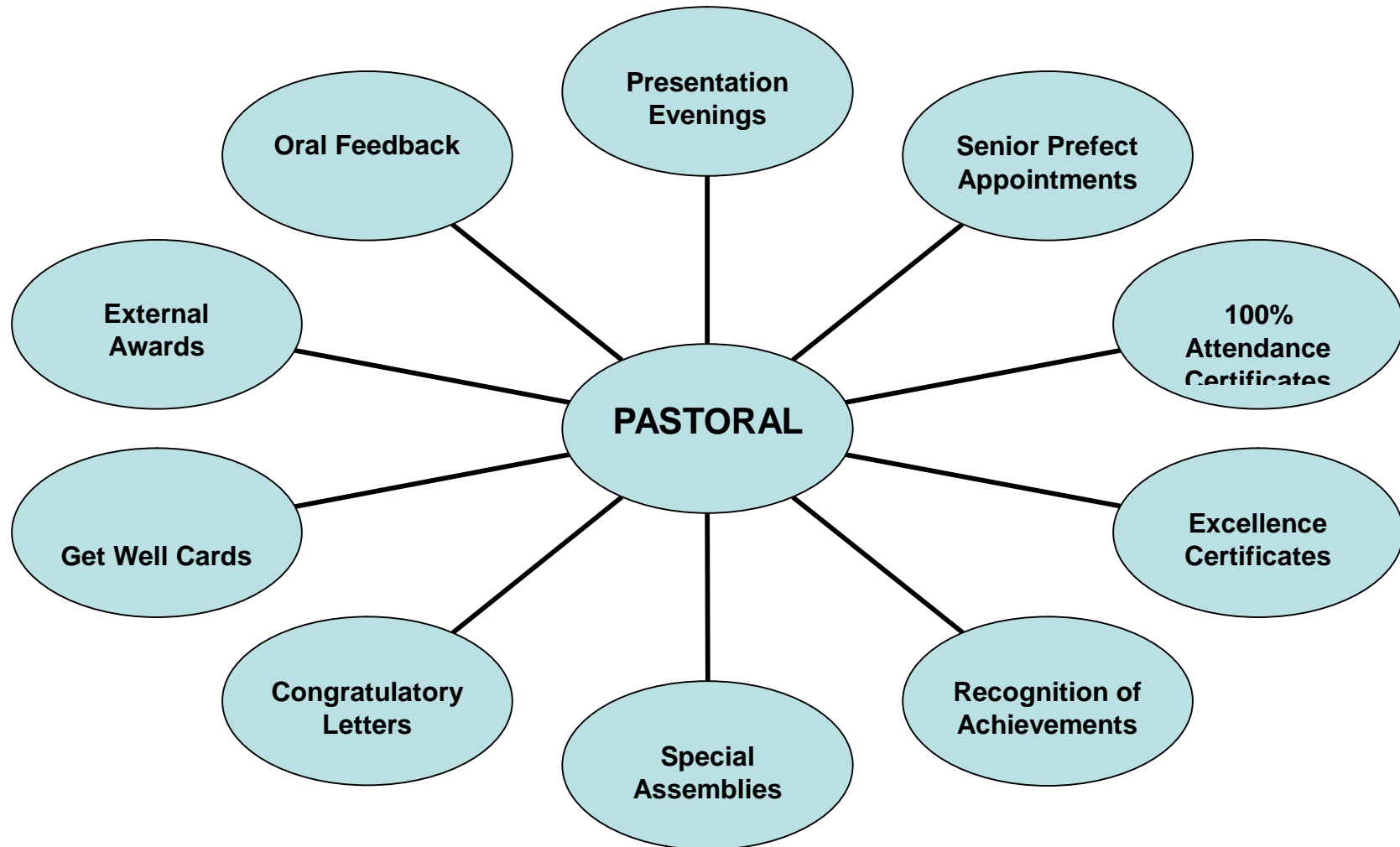
(Children Learn What They Live - Dorothy Law Nolte)

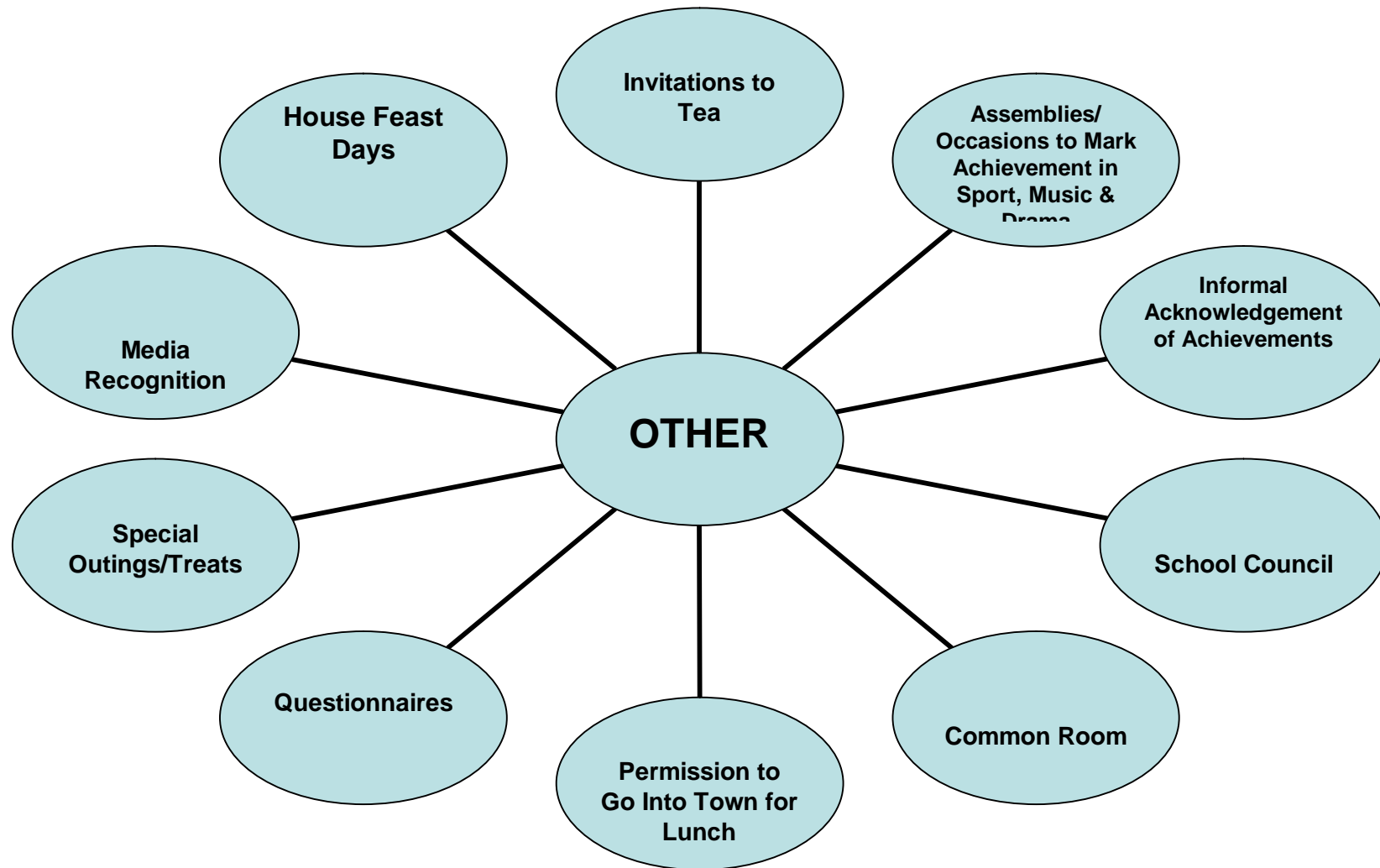
The pupil is expected to:

- come prepared to school and ready to engage in the learning process by attendance at all classes;
- accept responsibility for her own learning;
- respect the rights of teachers to teach and pupils to learn;
- attend regularly and punctually in correct uniform with homework completed and all necessary equipment for class;
- deal with conflict in an appropriately non-aggressive manner;
- respond positively to correction and advice;
- treat fellow pupils and adults with respect;
- respect the school environment;

- respect the property of others;
- be loyal to the school by maintaining high standards of behaviour and uniform in public;
- adhere to school rules;
- be aware of and respond to discipline procedures.







DISCIPLINE PROCEDURES

Appropriate behaviour is encouraged and problems are dealt with as simply and as quickly as possible.

The rules of the school are clearly stated in the booklet "Information for Students and Parents," which is given to each pupil and her parent(s) on return to school in September. The rules are reinforced on a regular basis at Assemblies and Form Class.

In addition, Year 13 and 14 students and parents are required to sign a contract as a pre-condition of entering Senior School.

The sanctions for breaking school rules vary according to the seriousness of the matter. These are outlined in the booklet "Information for Students and Parents".

A pupil/ class whose behaviour is causing concern may be put on a daily discipline card. This is marked after each class by the subject teacher. Parents are asked to sign it on a daily basis. Each morning the pupil is interviewed by the Year Head to discuss the progress being made. At the end of the week the Year Head, in consultation with the Head of Section, decides whether the pupil should remain on the daily card for a longer period.

If a pupil's behaviour is of concern, parents will be contacted and when necessary an appointment will be arranged. The support of parents is essential.

All instances of bullying will be dealt with (see Bullying Policy)

A referral to the Educational Psychologist Counsellor or representative from other appropriate agency will be made when necessary.

Regulations from the booklet "Information for Students and Parents" to foster mutual respect and an orderly environment where teachers can teach and pupils learn.

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DETENTION PROCEDURES

Lunchtime detention is given for a variety of offences, including lateness for class or school, homework not adequately completed, inappropriate behaviour, not bringing in notes and reply slips and uniform infringements. A teacher will issue a card giving the reason for the detention, which, for pupils in Years 8-10 will be at lunchtime on the following day in the Study Hall. For pupils in Years 11-14, detentions issued on Thursday, Friday, or Monday will be at lunchtime on **Tuesday** in the Sixth Form Study. Detentions issued on Tuesday or Wednesday will be at lunchtime on **Thursday** in the Sixth Form Study. The parent will sign the card on the evening it is issued and the pupil will hand in the signed card to the teacher on duty. In the event of a pupil receiving two cards in any one day, she will do the second lunchtime detention on the next detention day. ***(Detention takes precedence over other extra-curricular activities.)*** In the event of a pupil failing to submit **three** detention cards, parents will be informed by letter.

(Detention takes precedence over other extra-curricular activities.)

In the event of a pupil accumulating **10** lunchtime detentions, she will be required to do a Monday afternoon detention

In the event of a pupil accumulating **15** lunchtime detentions, her parents will be invited to school to speak with the Year Head and Section Head. The pupil will be put on a Report Card.

In the event of a pupil accumulating **20** lunchtime detentions, she will be required to do another Monday afternoon detention.

In the event of a pupil accumulating **25** lunchtime detentions, her parents will be invited to school to speak with the Section Head and Vice Principal.

In the event of a student accumulating **35** lunchtime detentions, her parents will be invited to school to meet with the Principal and a member of the Board of Governors.

There will be an automatic Monday detention for not attending class, leaving school without permission and other serious misbehaviour.

In the case of a second offence, a pupil will be required to attend school on the next available staff day.

Truancy

In the event of a pupil deliberately missing school, she will be required to attend school on the next available staff day.

In all instances the parent/guardian will be informed by letter.

Late-coming

Pupils who arrive late in the morning without a valid excuse will be given a lunchtime detention.

POSITIVE BEHAVIOUR POLICY - RELEVANT FEEDBACK

School Council

8 School Council Representatives completed the questionnaire. All 8 advocated the reward/point system being extended throughout the school. Giving prizes for good behaviour, uniform and outstanding work was recommended. The Year Representatives believe that gaining positions on the HGT, School Council and as Class Prefects/Representatives is an incentive to behave well. One girl welcomes the practice of 'pupil of the week/month' which is used by some departments and one suggested a 'celebration day' for juniors. One girl would welcome a reintroduction of the House System and a prize for the winning house.

With regard to sanctions, all but two girls commented positively on the detention system. One girl feels that they can be misused or overused. Two girls recommend talking to students who repeatedly receive detentions to check if there are problems at home. One feels that some teachers use detentions for things that 'aren't that bad' or 'their fault'.

Parental Responses -24

14 parents said they are aware of the Positive Behaviour Policy and 10 said they aren't. They recommended using the reward systems identified and one asked if the House System still operates. With regard to additional awards, one parent recommended congratulatory comments from teachers, one house points and another praising work and pupils' achievements.

21 parents said that they are aware of discipline procedures, 2 aren't and 2 were left blank. 3 parents said they are very satisfied with the school's discipline procedures (Further Comments' Box).

One parent said that detentions are given for trivial matters and that a verbal warning would suffice. He/she also commented that juniors get too much homework.

One parent remarked that school bags are too heavy.

Perceptive Insight - Parents - 63 responded

Promotes positive behaviour (94%).

Achieves high standards of behaviour (89%).

Ensure that pupils are well behaved (90%).

Parents are less likely to agree that the school deals effectively with inappropriate behaviour (77%). However, it should be noted that several parents indicated that they were 'unsure' how the school deals with such matters; therefore this may have affected the response.

The majority of parents felt they received sufficient information on:
Behaviour / discipline matters (84%).

Pupils - 149 Responses

Pupils are generally treated fairly by teachers or other members of staff (91%).

There is a good level of discipline / behaviour in the classroom during lessons (89%).

APPENDIX 1

POSITIVE BEHAVIOUR
ISSUES FOR DISCUSSION BY THE SCHOOL COUNCIL

How do we promote positive behaviour in Assumption?

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How do you feel about these strategies?

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How do we deal with negative behaviour in Assumption?

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How do you feel about these strategies?

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Have you any other suggestions/comments?
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APPENDIX 2

ASSUMPTION GRAMMAR SCHOOL
POSITIVE BEHAVIOUR POLICY

Questionnaire for Parents

1. Are you aware of the school's Positive Behaviour Policy?

Yes No

2. We currently use the following reward system. Please tick those which you

believe to be effective in recognising your daughter's achievements:

- Display of pupils' work
- Awards and certificates
- Positive assessment and reporting
- External awards
- Achievement boards
- Presentation Evenings
- Oral and written feedback
- Special assemblies
- Congratulatory letters
- Certificates - 100% attendance/ No detentions
- Prefect position
- House Feast Days
- School Council
- Media recognition
- Special outings

Informal acknowledgement of achievements

3. Are there any additional reward systems which you would support?

Yes No

Details

4. Are you aware of the school's discipline procedures?

Yes No

Further Comments