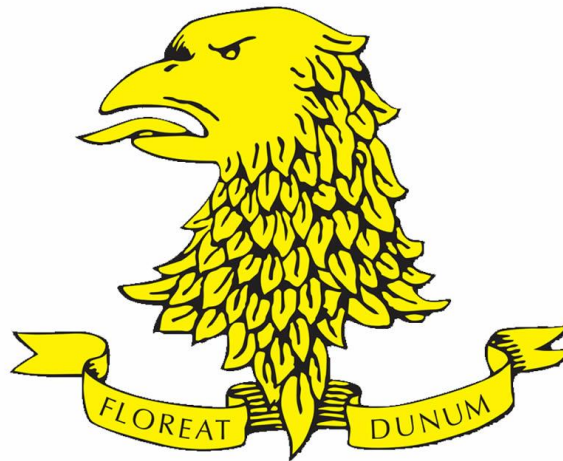


# DOWN HIGH SCHOOL

## PROMOTING POSITIVE BEHAVIOUR POLICY



### **“NOTHING ACHIEVED WITHOUT EFFORT”**

#### **Introduction**

At Down High School, **“we believe that through high aspirations, perseverance and commitment every pupil can enjoy school life as they succeed and fulfil their potential”**. We value the positive relationships that exist within our school community and believe this helps to create a high trust culture which allows positive behaviour to prevail. Positive behaviour is essential for the effective realisation of our school aims.

#### **Aims of the school**

We aim to:

- Promote wellbeing by providing a safe, caring and supportive environment for every member of our school community
- Nurture life-long friendships and positive relationships through respect for diversity and sensitivity towards others
- Foster personal qualities such as kindness, optimism, integrity and respect
- Develop leadership, independence, confidence and resilience in every pupil

- Encourage curiosity, creativity and resourcefulness in pupils who, as fully engaged learners, embrace the knowledge and skills required for a changing world
- Inspire participation, effort and excellence in the rich extra-curricular life of the school
- Raise pupils' awareness of the world around them and their wider responsibilities as members of society
- Celebrate the strong partnerships within the Down High School community

## **Principles of Promoting Positive Behaviour**

Our approach to promoting and sustaining positive behaviour is based on a two-tiered policy of rewards and sanctions.

**Firstly**, we recognise the importance of celebrating positive behaviour and achievement and appreciate that positive reinforcement can sustain good behaviour.

**Secondly**, we will enforce sanctions if pupils are involved in inappropriate behaviour. We have in place a range of sanctions, which will vary in their level of severity depending on the behaviour.

The Positive Behaviour Policy is also designed to bring greater coherency and continuity to our approach to pupil behaviour. The emphasis of our approach is placed firmly on developing relationships and facilitating positive behaviour among our pupils. While our policy aims to achieve this by a combination of rewards and sanctions, it also incorporates flexibility and judgement, enabling individual cases to be treated on their own merit. It is important that both these aspects exist in tandem.

The Positive Behaviour Policy should be read in conjunction with other school policies including: Mobile Phone Policy, E-Safety Policy, Drugs and Substance Abuse Policy and Anti-Bullying Policy.

## **Rewards and Recognition**

It is important that good behaviour is rewarded and acknowledged just as instances of bad behaviour are challenged and sometimes punished. The school has developed a rewards system that aims to encourage, promote and improve behaviour.

The Rewards and Recognition System includes;

- ✓ Positive affirmation, including positive reinforcement and encouragement, by all teachers in the classroom and during extra-curricular activities
- ✓ Regular display of work

- ✓ Marking for improvement
- ✓ Departmental Rewards and Recognition e.g. “Chef of the week”, Reward Stickers
- ✓ Positive and encouraging comments in homework diary
- ✓ Awards and prizes distributed at Prize Day
- ✓ Colours and Honours Awards
- ✓ Junior and Senior sporting awards evenings
- ✓ Congratulations in Assembly
- ✓ Items posted on the school website, Facebook and Twitter accounts
- ✓ Picture taken for the local press
- ✓ Down High in the news noticeboard
- ✓ Recognition in the School Magazine
- ✓ Attendance Certificates
- ✓ Elections of Prefects and members of the School Council

## Rules and Learning Behaviours

Every community creates a set of rules which hopefully preserves good order, ensures safety, and balances the needs of that community with those of the individual. They are founded upon common sense and are intended to both encourage positive behaviour and foster positive relationships.

**A pupil’s presence in the school is taken as implying his/her consent and that of his/her parents to the rules.**

### A. BEHAVIOUR

At Down High School, we believe that Positive Behaviour is achieved through our core value of **RESPECT**. Our core value of **RESPECT** means:

<b><i>Responsibility</i></b>	<b><i>We value doing the right thing</i></b>
<b><i>Effort</i></b>	<b><i>We value trying our best</i></b>
<b><i>Success</i></b>	<b><i>We value high achievement</i></b>
<b><i>Perseverance</i></b>	<b><i>We value rising to a challenge</i></b>
<b><i>Equality</i></b>	<b><i>We value our diversity</i></b>
<b><i>Community</i></b>	<b><i>We value our positive relationships</i></b>
<b><i>Trust</i></b>	<b><i>We value each other</i></b>

It is our expectation that every member of the school community is responsible for maintaining these core values and that their attitudes and behaviour will reflect these values at all time.

***Responsibility-We value doing the right thing***

We expect that pupils in all situations will do the right thing. As such, behaviour, both in and out of school, must always be such as to bring credit to the pupil and to the school. Good manners and good taste whether in language, dress or demeanour will be expected. Pupils should speak to a member of staff if they are aware of unacceptable behaviour, especially bullying type behaviour or if the safety or welfare of a pupil is at risk.

***Effort-We value trying our best***

To succeed and fulfil their potential pupils must try their best. We live by our motto **“Nothing Achieved Without Effort”**. Pupils should be prepared and well organised for all classes and participate fully in lessons. Effort should be put into all homework tasks. We also encourage pupils to try their best through involvement in extra-curricular activities and value participation and excellence in equal measure.

***Success- We value high achievement***

With effort, every pupil can enjoy success. In every aspect of school life pupils are encouraged to set high personal goals and with effort and commitment pupils should try to achieve the success and rewards they deserve.

***Perseverance-We value rising to a challenge***

We encourage our young people to display grit, determination and perseverance, rising to the different challenges throughout their school career.

***Equality-We value our diversity***

We value our diversity and are determined to ensure that every member of the school community is treated with respect.

***Community-We value our positive relationships***

We are all responsible for making a positive contribution to the school community, helping to foster and strengthen the very positive and friendly relationships that exist. We value the role played by parents, Friends of Down High School and the Old Dunumians’ Association in strengthening our sense of community.

***Trust-We value each other***

We encourage every member of the school community to act with integrity, reliability and fairness -**we value and trust each other**.

## **B. PERSONAL**

### **Personal Appearance Code – Pupils**

It is expected that all pupils wear their Down High School uniform with pride. Our uniform sets an appropriate tone for effective learning and teaching as well as promoting positive behaviour. Wearing the uniform neatly shows respect for our whole school aims as personal

presentation is important and part of the skills and competences required for adult life and work.

Pupils should be mindful that while they wear uniform they are representing the school in the community. Unless special permission has been given, school uniform must be worn during all school sessions, on the journey to and from school and at school activities and trips. All items of clothing must conform to school requirements and be marked with the owner's name.

**Below is a summary of current regulation school uniform and how it is expected to be worn.**

<p><b>Girls' Uniform</b></p> <ul style="list-style-type: none"> <li>➤ Regulation school blazer</li> <li>➤ Knee-length green regulation style skirt (with two inverted pleats front and back)</li> <li>➤ White school shirt</li> <li>➤ School tie with 'House' stripe</li> <li>➤ Distinctive 6th form tie (Y13 /Y14) available from the school office</li> <li>➤ Plain black FLAT school shoes</li> <li>➤ Knee-length green socks or opaque green tights (Y8-9)</li> <li>➤ Opaque green tights (Y10-14)</li> </ul> <p><b>Optional</b></p> <ul style="list-style-type: none"> <li>➤ Regulation green V neck pullover/cardigan</li> <li>➤ Regulation school scarf</li> <li>➤ Down High School fleece jacket</li> </ul> <p><b>Appearance</b></p> <ul style="list-style-type: none"> <li>➤ Pupils should wear their blazer when moving around school</li> <li>➤ Pupils are permitted to wear an official school hoodie to and from school (must be removed on arrival)</li> <li>➤ Skirts should be worn on the knee and not rolled up</li> <li>➤ Jewellery should be limited to a watch, one small plain ring and a single pair of plain studs. Visible</li> </ul>	<p><b>Boys' Uniform</b></p> <ul style="list-style-type: none"> <li>➤ Regulation school blazer</li> <li>➤ Plain black regulation school trousers</li> <li>➤ White school shirt</li> <li>➤ School tie with 'House' stripe</li> <li>➤ Distinctive 6th form tie (Y13/Y14) available from the school office</li> <li>➤ Plain black school shoes</li> <li>➤ Dark Grey or Black socks</li> </ul> <p><b>Optional</b></p> <ul style="list-style-type: none"> <li>➤ Regulation grey V neck pullover</li> <li>➤ Regulation school scarf</li> <li>➤ Down High School fleece jacket</li> </ul> <p><b>Appearance</b></p> <ul style="list-style-type: none"> <li>➤ Pupils should wear their blazer when moving around school</li> <li>➤ Pupils are permitted to wear an official school hoodie to and from school (must be removed on arrival)</li> <li>➤ Jewellery should be limited to a watch, one small plain ring</li> <li>➤ Belts should be simple in design</li> <li>➤ Top buttons should be fastened and ties worn at a normal length</li> <li>➤ Hair length and style should be neat and tidy-with no extreme styling or colour. Hair must not be shaven or worn over the face</li> </ul>
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<p>piercings are allowed in the lower earlobe only</p> <ul style="list-style-type: none"> <li>➤ Top buttons should be fastened and ties worn at a normal length</li> <li>➤ Visible make-up and nail varnish is not permitted</li> <li>➤ Hair length and style should be neat and tidy-with no extreme styling or colour. Hair must not be shaven or worn over the face</li> <li>➤ School scarves should be removed when in class and Assembly</li> <li>➤ Chewing gum is not allowed</li> </ul>	<ul style="list-style-type: none"> <li>➤ Boys must be clean shaven</li> <li>➤ Boys are not permitted to have piercings</li> <li>➤ School scarves should be removed when in class and Assembly</li> <li>➤ Chewing gum is not allowed</li> </ul>
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## Belongings

Pupils are responsible for the safe custody of all their belongings and are encouraged not to bring large sums of money and articles of value into school. Pupils are not permitted to buy or sell any items on school premises. Under no circumstances should pupils bring into school any sharp or pointed instruments, knives, firearms (replica or otherwise), fireworks, cigarettes (including vaporizers and e-cigarettes), lighters, matches, laser pens, any harmful or illegal substances, or any item which might cause damage to others or to the school environment. Pupils must not bring offensive material of any sort into school. Smoking (including vaping and e-cigarettes) is forbidden on the school premises, during school activities and when wearing school uniform. Gambling is forbidden. The possession, use or supply of any controlled substance is strictly forbidden. Sixth Formers who drive to school are not permitted to use their car during the school day.

## C. ADMINISTRATION

### Attendance and Punctuality

A high standard of attendance and punctuality is expected of all pupils throughout the school year. The School expects pupils and parents to ensure that attendance levels remain high. Furthermore, it is an expectation that students are punctual so that the school day starts on time, that is, at **8:50am**.

### Summary of key times

8.50am- All students are expected to be in school

8.55am-9.05am- Registration (Registration to be "called" by 9.00am)

## 9.05am-9.15am- Form Time or Assembly

### Registration

- Pupils should arrive in school by **8.50am** in time for registration at **8.55am**. Students who arrive in school before 8.50am are expected to remain in school and not to leave school for any reason.
- Pupils who have not arrived to registration by **9.00am** will be marked '**late**' by their Form Teacher. Any occasional lateness must be accompanied by a full explanation. From time-to-time, school buses may be late. Pupils will not be penalised if this is the case. If pupils are persistently late, without good reason, they will be subject to appropriate sanction.
- Anyone arriving in school after registration has formally closed (9.05am) must report directly to the main office and sign the appropriate "Late Book", recording both the time of arrival and reason for lateness. Pupils **must** then inform their Form Teacher they are in school.
- Pupils arriving late into school after **9.30am** without written explanation must sign the late book and report to both their **Form Teacher and Year Head** to explain their lateness. Pupils arriving into school after 9.30am must also provide a note from a parent/guardian.
- Serious or persistent lateness will be dealt with by lunch-time or after school detentions. In the case of Sixth Form, students will be denied the privilege of leaving school at lunch-time.
- Pupils are also expected to attend all timetabled classes and be punctual for class at all times.
- With the exception of Y13/Y14, who are allowed to leave school at lunch-time and to attend classes at SERC, pupils are not allowed to leave school without permission. Pupils needing to leave school early must provide a parental note of explanation to their Form Teacher who will complete a permission to leave school slip. When leaving school, the pupil must present this slip at the main office and sign out. If returning to school, pupils should sign back in at the main office.
- If a pupil is unwell during the school day they should ask a teacher to sign their homework diary and report to sickbay. Under no circumstances should a pupil use their mobile phone to contact a parent directly.

### Absence

- Pupils should only be absent from school due to illness or unexpected emergencies.
- Parents should telephone the school on the first day of absence to indicate the reason for their child's inattendance.
- Pupils must bring in a **dated** note to explain any unplanned absence on the first day of their return to school, even if a phone call was made on the second day of absence.
- Except in emergencies, medical, dental and similar appointments should be arranged outside school hours.

## D. PREMISES

The school takes pride in its environment and its status as a “Green Flag” school. It is the responsibility of all pupils to respect and value the school environment and school property. To maintain our positive school environment, litter should always be put into bins and pupils are encouraged to pick up litter found around school. Graffiti and vandalism of school property is regarded by the school community as unacceptable behaviour. Pupils have a responsibility to immediately report any damage to school property, accidental or otherwise. Pupil may be required to contribute towards the repair or replacement of property damaged wilfully.

1. During Break and Lunch times pupils may use the follow areas inside school;
  - Main Ground Floor Corridors
  - Canteen
  - Assembly Hall (Supervised)
  - Library (When pupil librarians are present)
  - Fowweather entrance
  - Y13/14 Common Rooms (for these year groups)
  - U7A is available to pupils at break and every morning from 8.15am-8.50am

However, food may only be consumed in the Canteen, Assembly Hall, Y13/14 Common Rooms or outside. **For reasons of health and safety food should not be eaten in corridors.**

2. Food purchased in the canteen can only be taken from the canteen if it is being consumed in the Assembly Hall, Y13/14 Common Rooms or if a pupil wishes to eat outside. With the exception of Y13/14, soup/hot liquids are not allowed to be taken outside the canteen. Y13/14 must ensure that soup/hot liquids are **covered** and carried carefully to their common rooms.
3. Pupils are not permitted to congregate in the top corridors or G5/G6 corridors during Break and Lunch or any area of the Fowweather, except the entrance hall. Y13/14 have permission to leave school during senior lunch (1.05-1.40 pm) but are **not permitted to drive during this time**. The playing fields are out of bounds except for organised games, or when permission has been given to go to them.
4. For pupil safety, ball games during Break and Lunch should only be played in the main tarmac playground and the paved area beside T27. Pupils are only permitted to use the soft type football and rugby balls. Pupils are not permitted to climb onto the mobiles to retrieve balls.



## **E. Learning Behaviours**

Our Learning and Teaching Policy states that pupils in Down High School are ambitious, fully engaged learners, who recognise that their abilities are not fixed. We encourage them to develop effective and efficient study habits and stimulate their intellectual curiosity, both inside and outside the classroom. Promoting independence and resilience is central to preparing our students for further education and the world of work.

### **Positive classroom behaviour includes:**

- Pupils setting high expectations in terms of behaviour, effort and academic outcomes;
- Pupils being self-motivated, curious and willing to engage positively with their teachers, classroom support staff and their peers;
- Pupils bringing the correct equipment and materials to class;
- Pupils adopting a 'can do' attitude, where difficulty is regarded as a learning opportunity and perseverance is celebrated;
- Pupils seeking to improve and never settling for anything below their potential;
- Pupils using their Homework Diaries to record tasks accurately and complete homework in line with teacher expectations;
- Pupils seeking to develop their study skills to learn, retain, deploy and apply information;
- Pupils planning and organising their time so that submission deadlines are met;
- Pupils self-evaluating their performance and establishing strategies for improvement

## **The Role of Parents in Promoting Positive Behaviour**

Parents play a vital role in the promotion of positive behaviour by:

- Ensuring your child attends school every day and arrives on time for registration;
- Acknowledging the school's positive behaviour policy and supporting your child's self-discipline by encouraging good behaviour
- Encouraging your child to develop and sustain positive relations with their peers;
- Setting high and realistic academic expectations for your child;
- Talking to your child about what they are learning; how they are revising and how they can improve;
- Monitoring and checking your child's Homework Diary;
- Communicating with the school when there are concerns about performance

Parents play a vital role in promoting positive behaviour and it is important that the school and parents work in tandem to address inappropriate behaviour or academic under-performance. We recognise that this partnership is crucial in supporting the child and preventing a deterioration of behaviour, which could ultimately impede the progress of the pupil. Early detection of potential problems enables speedy and more effective remedies. The importance of the school/parent partnership cannot be over-stressed. It is through an effective partnership that we can ensure that young people are given the necessary support to facilitate their academic, personal and social development.

### **The Role of Staff in Promoting and Supporting Positive Behaviour**

All members of staff play a central role in promoting and supporting positive behaviour and should role model the highest standards of behaviour inside and outside the classroom. It is expected that teachers are knowledgeable, motivated, well prepared and resourceful practitioners. They are professional in terms of punctuality and appearance and respectful in their approach to pupils. Staff should not demonstrate behaviours that may be perceived as sarcasm, making jokes at the expense of pupils, embarrassing or humiliating pupils, discriminating against or favouring pupils. When challenging unacceptable behaviour, sanctions should be applied fairly and consistently and be appropriate to the offence. There should be a focus on the behaviour, rather than the pupil and account taken, as necessary, of any relevant pastoral circumstances. Sanctions must not be applied to entire classes or groups of pupils when the guilty parties have not been identified.

There is wisdom in allowing staff and pupils time to reflect and if necessary an opportunity to discuss an incident with a member of the pastoral team. Pupils should be in no doubt about why they are being punished, and what would have constituted a more acceptable form of behaviour.

### **Challenging Unacceptable Behaviour**

A high-trust culture and the existence of very positive relationships in school mean serious incidents of unacceptable behaviour are infrequent. However, a key component of a Positive Behaviour Policy is to have clear and effective guidance for dealing with unsatisfactory behaviour. The school places a great deal of emphasis on building positive relationships, where pupils see their teachers as playing a key role in helping them develop as young people, allowing them to achieve their full potential. We take a common-sense approach to sanctions and use judgement when deciding what is the best way to challenge unacceptable behaviour and repair relationships. However, deliberate and serious acts of indiscipline will be punished appropriately. In all instances of unacceptable behaviour, the responsibility lies with the teacher in the classroom, on duty or during a school activity.

Repeated or serious unacceptable behaviour should always be reported to the Year Head/ Head of Section.

## **Levels of Unacceptable Behaviour**

### **1. Minor Incidents**

Minor incidents of unacceptable behaviour can be dealt with effectively by;

- Verbal explanation of why a behaviour is unacceptable, the quiet word, the apology
- Verbal reminder of school values
- Written note in a homework diary for the attention of parents
- The setting of meaningful extra work which can be completed at home
- Community service
- Spoken to by the Year Head
- Lunch time detention

Persistent minor incidents should be reported to the Form Teacher. Continued unacceptable behaviour should be referred to the Year Head who may impose a more serious sanction and contact parents.

### **2. Serious Incidents**

Serious incidents of unacceptable behaviour or repeated minor incidents should be referred to the Year Head/Head of School (or Head of Department in the case of significant academic concerns).

#### **Serious Incidents Include;**

- Behaviour that is inconsistent with the school values
- Persistent or serious misbehaviour in the classroom/corridors/ playground/pitches/travelling to and from school
- Serious breaches of the E-Safety Policy
- Breaches of department rules on health and safety, especially practical subjects
- Persistent breaches of the Personal Appearance Code
- Persistent failure to complete homework in more than one subject, following Departmental sanctions and support (in line with homework policy)
- Inappropriate language
- Tampering with fire safety equipment
- Smoking (including vaping and e-cigarettes) on the school site, school organised activity or in uniform outside school
- Attitudes and behaviours that contribute to relationship issues
- Persistent dropping of litter
- Leaving school without permission/mitching class
- Deliberate use of mobile phone in class
- Vandalism/graffiti
- Bullying

- Persistent lateness to registration and class

**Sanctions may include:**

- Pupil/parent interview
- Withdrawal of relevant privileges
- Use of a report card to target positive behaviour
- Community service after school
- Parental interview
- Consultation with relevant members of staff about the use of internal support or outside agencies
- Requirement to come into school on non-pupil days that are not designated holidays
- Confiscation of mobile phone in line with mobile phone policy
- Multiple lunchtime detentions
- School Detention held weekly as required on Thursday afternoons from 3.30pm to 4.30pm (School detention takes priority over all school activities)

The decision to put a pupil into detention should always be made in consultation with the relevant Head of Year and if possible a parent should be contacted to discuss the seriousness of the issue. A parent may give verbal permission for a pupil to do detention, if not, a detention letter must be sent. The relevant Year Head will record the detention on the behaviour management system. The teacher requesting the detention will be responsible for sending the detention letter to the relevant parent and for setting or collating work for the pupil. A pupil who fails to attend a detention without good reason will be interviewed by the Head of Section. This would be deemed to be a very serious breach of school rules as would a pupil who has served detention three times in one year.

**3. Very Serious Incidents**

Very serious breaches of behaviour will be considered by the Head of Year, Head of Section, Vice Principal (Pastoral) and the Principal.

Very Serious Incidents include:

- Persistent behaviour that is inconsistent with the school values
- Rude and defiant behaviour including the deliberate use of bad language towards a member of the school staff or community
- Refusal to obey instructions from a member of staff
- Repeated breaches of school rules
- Bringing the name of the school into disrepute
- Malicious vandalism
- Reckless or dangerous behaviour
- Repeated defiance of school mobile phone policy

- Behaviour which causes significant damage to school property or other pupils' property
- Fighting, encouraging others to fight, use of mobile phone to record a fight
- Serious bullying
- Theft
- Use, possession or supply of illegal substances in school, on school trips or in uniform
- Very serious breaches of the E-Safety Policy
- The use of a mobile phone to record a member of staff
- Possession or use of an offensive weapon
- Harassment of a pupil or staff member
- Other incidents deemed very serious by the VP Pastoral and the Senior Leadership Team

**Sanctions available include:**

**Multiple School Dentions**

School Detention held weekly as required on Thursday afternoons from 3.30pm to 4.30pm (School detention takes priority over all school activities)

**Vice Principal's Detention**

This is held as required on Friday afternoons between 3.30 and 5.00 pm, supervised by the Vice Principal (Pastoral) or other members of the Senior Leadership Team. The Vice Principal (Pastoral), together with relevant members of the Senior Leadership Team will decide if this sanction is appropriate. In addition to being informed of the detention, parents/guardian will be invited to an interview with a member of the Senior Leadership Team.

**Reverse Suspension**

The Senior Leadership Team reserves the right to require pupils to attend school on Staff Development Days or other occasions that are not school holidays (e.g. Prize Day).

**Suspension from school**

A very serious breach of school rules may result in a pupil being suspended from school. The school will follow the scheme for the suspension of pupils in Controlled Schools. Parents will be required to attend a suspension meeting with the Principal where the reason for the suspension is explained. The pupil will also be required to be present at that meeting and will have an opportunity to explain their behaviour. To avoid disruption to the suspended pupils learning, adequate work will be set during the period of suspension. The pupil will be supported by relevant pastoral staff on their return to school following suspension.

## **Expulsion from school**

### Principles

- In relation to controlled schools, the Education Authority is the expelling authority and the decision to expel rests solely with it. Controlled schools have the power, through their Board of Governors, to recommend to the EA that a pupil be expelled.
- A pupil may be expelled from a school only after serving a period of suspension.
- A pupil may be expelled from a school only after consultation has taken place between the Principal, the parent of the pupil, EA and the Chair of the Board of Governors.
- The consultations must include discussions about the future provision of suitable education for the pupil concerned.
- The parent of any pupil expelled from school must be given immediate written notice of the right to appeal against the decision.

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