PROMOTING POSITIVE BEHAVIOUR FOR LEARNING POLICY

FOR

Carrickfergus Academy

Version	Date	Revision Author	Summary of Changes
1	September 2018	N/A	(DRAFT)
2	June 2019	A Irvine	Update Policy (DRAFT)
3		A Irvine	Following meetings with R Briggs
4		A Irvine	Following meetings with R Briggs/BOG
5	January 2020	A Irvine	Changes following staff feedback
6	January 2020	A Irvine	Changes following Governor feedback
7	February 2020 OCTOBER 2020	A Irvine	Following meeting with R Briggs SIGN OFF BOG

Introduction

This Promoting Behaviour for Learning Policy is part of a suite of pastoral and safeguarding policies that work together to provide a safe and caring environment for pupils at Carrickfergus Academy.

The Health and Safety at Work (N.I.) Order 1978 places a statutory duty of care on every employer to provide a safe place of work for their employees and a safe system of work for all users of that workplace. The main implication of this order for employers in the education sector is the creation of a safe working environment for pupils and any individual working in or visiting a school.

Boards of Governors and Principal, as part of their pastoral care responsibilities, also have a common law duty of care towards their pupils. They also have a statutory responsibility under the Education (N.I.) Order 1998, article 3, for discipline and good behaviour in their school. In addition, article 6 of the same order places specific responsibilities on Education Authority in relation to pupils with behavioural difficulties.

The establishment of effective policy and procedures to promote behaviour for learning is not only a legal duty upon Boards of Governors and school Principals and the cornerstone of pastoral care work, but is also fundamental to successful work in the classroom. A climate which fosters effective learning, inside and outside the classroom, is at the heart of the education process.

In Carrickfergus Academy, it is our belief that such an ethos should underpin our behaviour for learning policy and is best promoted through focusing on the creation and maintenance of good relationships between all groups who make up the school community, particularly between pupils and all staff members teaching and non-teaching as well as between school, parents' carers and the community it serves. In this policy when we refer to 'our school community' we are referring to all those mentioned above.

At Carrickfergus Academy we aspire to achieve a positive school ethos by promoting collectively an atmosphere of care and respect within the formal and informal life of the school. Carrickfergus Academy believes that the best way to ensure this care and respect is by working in partnership with parents/carers and the local community to provide support for our young people both inside and outside of school.

Carrickfergus Academy is a 'Pivotal' school and has invested time in the training of all staff as well as the specialist training of three senior members of staff as Pivotal Instructors. As a Pivotal School we are making significant changes towards

improving the culture of the school and developing consistent practice. We have clarified what measurable changes we wish to make to help sustain behaviour for learning within our school. We are able to provide evidence that the Pivotal Approach is having a positive impact on both adults and learners. As a Pivotal school we will be rolling out further training for all staff on the management of behaviour in school under the five pillars of Pivotal Practice:

- Calm, Consistent Adults
- First Attention to Best Conduct
- Relentless Routines
- Scripting Difficult Interventions
- Restorative Conversations

In presenting this policy we are aware that its success depends upon:

- An understanding and agreement by pupils that they abide by our school rules, and that we expect a high standard of work and behaviour at all times
- Co-operation with parents/carers to support our expectations
- Reinforcement of our expectations, strategies and procedures from all adults in Carrickfergus Academy
- The support of all members of staff who, on a day to day basis within the school, have direct responsibility for implementing practices and decisions
- A Pastoral Care System that exists to ensure that all pupils have the best opportunity to learn in a safe and caring environment

The creation of this policy has been in consultation and with the participation of pupils through a series of workshops in form class time; with parents via consultation in a parent survey as well as through feedback on our website. Staff and Governors were also consulted during training on behaviour policy and management that was supported and provided by the Education Authority. This means that all those involved with the creation and refinement of the policy will have, and take ownership of its contents, procedures and expectations.

The completed policy will then be presented to the School Council. The School Council, an elected body that represents the views of the entire pupil population, also plays a vital role in the oversight of the completed policy with the freedom to suggest changes and amendments which will be included before the policy is presented the other stakeholders. Following agreement from the School Council the policy will then be presented to parents/carers for their approval and agreement. The final part of the process is then to present the policy to the Board of Governors for their agreement and ratification.
As our policy is new and dependent on the roll out of Pivotal training it will be reviewed and amended at least annually by all stakeholders.

Whole School Context

It is fundamental to the success of our school Promoting Behaviour for Learning Policy that it supports and complements the core purpose, aims, mission and ethos of Carrickfergus Academy.

Our Core Purpose:

- ASPIRE
- RESPECT
- ENDEAVOUR

Ethos of the School:

Our ethos is based upon five core values decided on and agreed by pupils and staff:

- ASPIRE
- ACHIEVE
- RESPECT
- REFLECT
- SAFETY

These have been distilled into three key principles:

- BE READY
- BE RESPECTFUL
- BE SAFE

Board of Governors Statement of Principles

Every member of Carrickfergus Academy's school community is entitled to learn, teach and work within a safe, inclusive, supportive and respectful environment.

As a reflective school it is expected that everyone will behave in a thoughtful, well-mannered and positive way enabling the school community to feel safe both physically and emotionally. Bullying behaviour of any kind, by any member of our school community will not be tolerated as this infringes on everyone right to 'Be Safe'.

At Carrickfergus Academy we believe that everyone should feel respected, included and cared for and through these values and expectations our pupils will be supported in their endeavour to fulfil their full potential in achieving their aspirations.

Carrickfergus Academy strives to nurture the physical, intellectual, social, emotional and spiritual needs of every pupil.

- To create and maintain positive learning environments throughout the school
- For students to have an understanding of Chance, Choice and Consequences: this is based on the setting of clear expectations, boundaries and consequences from the start
- To place greater emphasis on increasing praise and recognition of pupil's achievements across the school
- To promote restorative approaches as we continue to roll out our Pivotal behaviour management blueprint

Our Mission:

- We aim to provide our pupils with:
- A balanced curriculum which is always appropriate, relevant and responsive to every pupil needs
- An inclusive culture which promotes the personal, social and moral development of all pupils
- Effective and stimulating teaching supported by a wide range of learning resources
- Opportunities for participation and activities for the enrichment of the whole child
- An active and supportive partnership with the local community

Our Aims:

Carrickfergus Academy's Behaviour for Learning Policy has the following key aims:

- Promote positive attitudes by creating a welcoming and supportive environment for all
- Create an orderly and purposeful working environment and keep unacceptable behaviours to a minimum
- Create positive and inclusive whole school working relationships
- Create and maintain a climate conducive to effective learning and teaching

Promote positive attitudes by creating a welcoming and supportive environment for all

Outcomes	Sources of Evidence	Monitoring Timescale

Within our school pupils, staff, parents / carers and governors consistently display positive and welcoming attitudes.	Baseline Survey 2019	Annually
Outcomes for Learners: Our pupils: ● Are confident ● Feel Safe ● Are valued ● Have sense of belonging ● Attend well	Attendance Figures Uniform Participation in School Life	Half–Termly Ongoing Half–Termly

Create an orderly and purposeful working environment and keep unacceptable behaviours to a minimum

Outcomes	Sources of Evidence	Monitoring Timescale
Within our school, an orderly and purposeful working environment is in place and consistently maintained by all.	Baseline Survey 2019	Bi–annually
Outcomes for Learners Our pupils: ● Are organised ● are prepared to learn ● Meet deadlines ● Respect others ● Collaborate ● Co-operate ● Unacceptable behaviours are kept to a minimum.	Equipment Checks Student Planners Form Tutor Records Year Mentor Records SLT Pastoral Records SIMs Behaviour Management Module	Half–Termly Weekly Checks Monthly Half–Termly Half–Termly Half–Termly Half–Termly

Create positive and inclusive whole school working relationships

Outcomes	Sources of Evidence	Monitoring Timescale
Within our school, positive and inclusive working relationships are consistently displayed and maintained between and among members of our community.	Baseline Survey 2019	Bi–annually (Sept. / June)

Outcomes for Learners:
 	
Our pupils…
    Are welcoming
    Co–operate with others
    Value others
    Are considerate and thoughtful
	School Council Audit / Baseline Survey
	Heads of Year Records
	SLT Pastoral Records
		Termly
		Half–Termly
		Half–Termly

Create and maintain a climate conducive to effective learning and teaching

Outcomes	Sources of Evidence	Monitoring Timescale
Within our school, a consistent learning and teaching environment is in place and maintained to ensure that the flow of teaching and learning is maximised.	Baseline Survey Blueprint (Class Plan for Learning)	Bi–annually Half–Termly

Outcomes for Learners
Our pupils…
    Aspire
    Learn
    Achieve
    Are supported
    Are acknowledged and praised
	Award System
	Exam Results
	PLPs
	Sims Behaviour Management Module
		Half–Termly
		Half–Termly
		Half–Termly
		Half–Termly
		Half–Termly

Sims.net Behaviour Management Module.

- Staff will gather and share information using SIMS.net which will be used to make informed decisions about support and interventions for pupil behaviour

- Staff will record and recognise achievement, we will reward pupils who are 'getting it right' in line with school expectations

- Information held on Sims Behaviour Manager will be treated with highest levels of confidentiality in line with GDPR guidelines. Sims is used to help identify emerging patterns of behaviour; It will only be shared with the consent of parents and always in the best interest of the pupil in order to determine the most appropriate internal or external support.

- This approach will help interventions for behaviour management to be initiated and monitored as a preventative measure at the earliest opportunity.

Carrickfergus Academy believes that promoting behaviour for learning is the responsibility of our whole school community. Everyone will work collaboratively to ensure that we have a pupil-centred, calm, caring and consistent approach to behaviour management.

Carrickfergus Academy promotes the highest standards of academic achievement and encourages our young people to aspire to reach their full potential.

The long term aim of our school's promoting behaviour for learning policy is to develop pupils' self-discipline i.e. pupils will choose to behave in an acceptable manner and will exercise a positive peer influence on each other, thereby creating a climate in which teachers can teach and pupils can learn effectively.

Class Plan for Learning:

> **The ethos, or the distinctive character and atmosphere of a school, reflects the extent to which the school, under the Principal's leadership, promotes the all-round development of its pupils within a caring community.**
> *- DENI 2001*

Through active participation staff and pupils have worked together to create a Class Plan for learning. This identifies 9 key behaviours that both pupils and staff recognise as important

and conducive to effective learning in any classroom. We have linked these together with our Pivotal rules and consistencies to produce this plan:

Ready	Respectful	Safe
Arriving on time to classes, bringing the appropriate equipment.	Following the instructions of the teacher or other adult as quickly and effectively as possible to ensure that effective learning can take place at the appropriate pace	Keeping ourselves safe in corridors and in playgrounds by interacting with others in a positive manner.
Wearing the school uniform properly and with a sense of pride.	Taking care of all equipment, materials and the environment of our classrooms and school	Keeping our hands, feet and unkind words to ourselves in order to keep everyone safe
Arriving ready to learn and with an attitude of openness to the learning process.	Listening to the person in our classrooms that is meant to be talking, whether that is an adult or another pupil. Listening actively and respectfully to the opinions and suggestions of others	Keeping ourselves and others safe on our way to and from school.

Classroom Climate

As pupils have the responsibility to adopt and agree our class plan for learning, teachers also have a responsibility to create a classroom climate that promotes behaviour for learning.

Staff in Carrickfergus Academy aim to create a climate within the school that will:

- Promote learning for all pupils
- Act as a positive role model. This includes modelling expectations of behaviour and use of appropriate language
- Make it possible for teaching and non-teaching staff to work effectively
- Clearly display classroom/Pivotal rules
- Ensure seating plans are in place for all classes
- Enhance pupils' self-esteem and foster self-respect and respect for others
- Encourage pupils to regulate their behaviour so that they and others will learn more effectively
- Ensure that pupils are treated fairly and with respect

- Pay 'first attention to best conduct' in the Pivotal way
- Recognise, acknowledge and reward high standards of behaviour; 'over and above' school expectations

Model behaviour

Good behaviour has to be modelled by staff and learned by pupils. Therefore, it is important that:

- Pupils and staff are aware of all the rules and the BfL procedures.
- Pupils are frequently reminded of rules and expectations, by wrapping instructions or reprimands in a rule. For example; "Let's be safe in the corridors and not push each other". Behaviour needs to be taught before it can be expected. Knowing these expectations helps pupils to make informed choices throughout the school day.
- There is consistency across the school
- Consequences given by staff can be justified in accordance with the behaviour for learning policy.

Advice

- Staff should always be mindful of the language they use when speaking to students
- Staff should model the idea that we speak as we would like to be spoken t
- Language should be used to engage not enrage
- Staff should listen and support pupils and each other
- Always behave with integrity
- RIP and PIP – Reprimand in Private, Praise in Public

Patterns of Behaviour

- At Carrickfergus Academy it is important that we work hard to help those pupils who find it difficult to access the curriculum due to the particular barriers to learning, whether those are educational barriers or medical barriers. In Carrickfergus Academy positive behaviour will be consistently recognised and praised at classroom, departmental and whole school level.

It is likely that the behaviour patterns of pupils in Carrickfergus Academy will fall into the following categories:

- **The majority:** pupils who, for the most part, behave responsibly and respect the rules and values of the school.

- **The minority:** pupils who are occasionally disruptive, but respond positively to staff intervention which may include the activation of support processes of the SEN Code of Practice. Where the occasionally disruptive behaviours become repetitive such pupils will be added to the school's SEN Register and an IEP with appropriate targets

drawn-up and reasonable adjustments made (Reference Good Practice Guidelines in SEN folder within staff resources).

- **Individuals:** pupils who will require a range of tailored interventions on the Code of Practice to help them remove their barriers to learning. These pupils may have found that their particular barriers to education require them to avail of further support in order to maintain high standards of behaviour. This may include additional resources, external agency support or short-term placement in an external referral unit.

4.   Behaviour Practices and the Individual Teacher

Most behaviours in school can normally be dealt with by the nearest teacher at the time without resorting to sanctions. Ensuring that rules are effective often requires little more than quiet intervention on the part of the teacher. Evident fairness and consistency here will generally prevent minor matters from escalating into major confrontations and will do much to establish and maintain good relations between teacher and pupil. All members of staff should be concerned to promote the positive rather than the punitive side of school behaviour management where this is possible.

Carrickfergus Academy's behaviour for learning policy depends upon the collective, consistent and professional co-operation of all members of staff in fulfilling their individual responsibilities to pupils in particular and to the school community in general. High standards behaviour in school depend upon positive relationships based on mutual respect and a consistency of approach.

Staff will adopt the Chance, Choice, Consequence model when dealing with pupil behaviours.

The 3 C's – Chance, Choice and Consequences

This protocol is to provide a consistent approach that supports both staff and pupils in modelling appropriate behaviour for learning. As individuals we all choose how to act. However, it is important that we all recognise that for every choice or action, there is a consequence. A consequence is an outcome that arises as a direct result of the way we act.

At Carrickfergus Academy pupils are encouraged to behave in a way that is conducive to learning. Pupils are in control of their own actions and if they have chosen to act in a certain way these actions will be the catalyst for the consequences. Consequences are issued in relation to a Pupil's actions.

If a pupil is not behaving in a manner conducive to learning, they will be issued with a C1. The pupil is made aware that they have had their **CHANCE.**

If the pupil chooses to ignore this warning and does not modify their attitude or behaviour the teacher will issue a C2. The pupil is then making a **CHOICE** to continue the behaviour.

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If the pupil continues to behave in a manner that is, in some way, disruptive to learning, the teacher will issue a C3 and record this on SIMS and issue the appropriate sanction. This is a **CONSEQUENCE** of continued unacceptable behaviour for learning.

Remember reasons for giving the consequences must be made clear. Pupil's should know why they have received the consequences, how to modify their behaviour and what the overall consequences will be if they continue to behave inappropriately.
This will be monitored by Form teachers/Year Mentors, to see if further action is required

Type of behaviour that warrants a C3 or Consequence:

- Continued C1/C2
- Displaying behaviour that prevents teachers from teaching or other pupils from learning and failure to change behaviour accordingly, e.g.
- Continued shouting out/talking back to the teacher or when the teacher is talking
- Making comments to other students which causes then to react
- Swearing/using inappropriate language in the classroom
- Continual disregard for the teacher's instructions – e.g. refusal to complete work, move seat, take part in the activity.
- Inappropriate behaviour e.g. out of seat, throwing pens or other items
- Any other disruptive or defiant behaviours

Consequence Table	
Stage	**Outcome**
C1 CHANCE	A verbal warning is given as C1. Pupil is clearly told they have a **C1** – a **CHANCE** to make their behaviour better
C2 CHOICE	A second verbal warning is given and Pupil's name is moved to **C2**. Pupil is clearly told they have made a CHOICE and a **C2** is issued
C3 CONSEQUENCE	Pupil is clearly told they have a **C3** – the **CONSEQUENCE**. Their name is placed on SIMS. Once a teacher issues a **C3** this cannot be changed. Appropriate sanction should follow as per Behaviour Grid in Appendices.

Zone System

At Carrickfergus Academy we have a formalised Zone system. This is based on teachers sharing the responsibility for supporting one another in times where pupil behaviour is interrupting learning. Staff arrange a zoning timetable within or across departments where teachers will volunteer to be the zoning room for a particular period, there will always be an alternative room in case of room changes or multiple zoned pupils. This is agreed and a timetable drawn up. Master copies of these timetables will be held by senior pastoral staff and cover staff to ensure its functionality when staff are absent.

Teachers are asked to use the zone system when an individual's behaviour escalates to the point where it is disrupting the teaching and learning. As part of the 3Cs strategy the teacher may choose to zone a pupil to another classroom or alternative learning environment. The following procedures should be followed when zoning pupils.

- No more than one pupil to be zoned to the designated class by a teacher at any time.

- Pupils should not be zoned before they have the opportunity to enter the classroom and class teachers should employ Pivotal behavioural strategies before zoning should be considered .

- Zoning is for a maximum of 1 period only. ie on a double period a pupil will return to class for second period. Pupils should be set back to class teacher in the last 5 minutes of the lesson so that there is an opportunity for a restorative conversation to help the pupil to avoid repetition of the same behaviour.

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- **Sending** teacher should __fully__ complete the zone slip and record incident on SIMS. Behaviour module.

- Appropriate work should be sent with the pupil. To limit the amount of curriculum time lost by these pupils, Form Tutor's, Subject Leader's and Year Mentor's will monitor the frequency of zoning of individual pupil zoning and take further action as required. e.g. monitoring pupil behaviour through pastoral reports.

- When pupils build up a pattern of repeated zoning Subject teachers and Year Mentors will liaise with the pupil to identify ways to reduce this behaviour.

- Year Mentors meet weekly with the Vice Principal to discuss behaviour – Zoning is reviewed monthly to identify patterns of behaviour. Year Mentors, SENCO and senior staff will identify pupils who need to be supported through the Code of Practice.

Routines to Promote Positive Behaviour

Well established and clearly understood routines, which the pupils associate with a particular member of staff or subject, provide them with a secure, orderly and familiar framework within which to work. These routines help to avoid uncertainty, confusion and inappropriate behaviour. While classroom routines are important for everyone, all staff should understand they are of particular importance for, and should always be adhered to, by any pupil in the class who has autistic spectrum disorder, including Asperger's Syndrome.

-DENI 2001

Consistent Class Routines:

Shared consistent routines are an important aspect of maintaining behaviour for learning. In line with Pivotal training our staff have agreed on visible consistencies. These are modelling behaviours that are consistent across the whole school and are visible to pupils and to other staff.

Our visible consistencies include:

- Greeting each other by saying 'Good Morning' to both other staff and pupils
- Countdown for Quiet in classrooms
- Calm, quiet tone of voice

In our classrooms teacher have a responsibility to:

- get to know and remember the pupils' first names e.g. ice-breaker activities or seating plans

- have a procedure for entering the classroom (Meet and Greet), moving about and leaving in a settled manner (End and Send)

- implement the policy for setting out written work, which encourages neatness and care; a consistent and school wide standard in the marking of written work, to help pupils understand their mistakes and be able to correct them, using clearly established procedures

Use the PRINT acronym for classroom activities:

P	-	Purpose
R	-	Resources
I	-	In or out of seat
N	-	Noise Levels (Silent working, Working in Group...)
T	-	Time allocated to complete the activity

Reducing Barriers to Learning

Behaviour can be a barrier to learning for some pupils and if a pattern of unacceptable behaviour begins to emerge Year Mentors will liaise with parents, senior staff and SENCO to arrange for further interventions. This policy works in conjunction with our SEN policy in terms of the supports offered to remove or reduce barriers to learning. Pupils are actively involved in the setting of their own targets for behaviour for Individual Education/Behaviour Plans as well as the strategies that they think will work best for them. Parents are also consulted and the plan is agreed by all before implementation.

It is important that staff use the referrals and supports that are appropriate to the level of need or barrier to learning that the pupil is presenting with. There are a number of pastoral supports that can be employed before linking in with the SENCO. These include:

- Time with Year Mentor

- Behaviour Monitoring Report

- Attendance Report

- Homework Report

One of the following additional supports may be provided for pupils. These supports can only be accessed by liaising with senior staff and SENCO.

- Referral to school counselling – ICSS or Carrick Connect

- Referral to Youth Services

- Referral to school mentoring – Vineyard

- Referral to school behaviour HUB

- Referral to external mentoring – YMCA

- Referral to other external agencies – including Educational Psychology, social services, CAMHS, Outreach Behaviour Support, Autism Advisory Intervention Services etc.

Our SENCO will already be involved with anyone on the Code of Practice and will consult the School Based Care Team regarding onward referrals for Educational Psychology and/or Statutory Assessment.

Pupil Support Centre

The Pupil Support Centre is a high-level sanction in which restorative work can be done. Its purpose is to allow pupils who have engaged in high-level unacceptable behaviour(s) to reflect on that behaviour and to be supported to develop strategies to help them make changes to their conduct.

The PSC operates on full time basis on both the Junior and Senior Campuses and is staffed by a Support Centre Supervisor.

The PSC on Junior Campus is located in Room A2.

The PSC on Senior Campus is located in Room N3A

The Pastoral Senior Teachers for KS3 (Mrs McKeown) and KS4 (Mr Kidd) manage the PSC and liaise with staff about pupils who will be required to spend time there. **Only Senior Staff, Vice-Principals' or Principal** may place pupils in the PSC, which can accommodate a maximum of six students can be placed in the PSC at any one time.

If a pupil is required to spend time in the PSC the following procedure applies:

- Senior Staff will speak to the pupil about the reason(s) they are required to spend time in the PSC

- Parents will be notified by either phone call or letter

- Staff are notified

- The pupil will be introduced to the centre supervisor

- A Post Incident Learning (PIL) session will take place

16

- Work will be provided by the subject teachers

- Senior Staff will 'drop in' to the PSC to monitor pupil progress and ensure an acceptable standard of behaviour is being maintained

- The centre supervisor will liaise with Senior Staff regarding pupil behaviour in the PSC, the senior teacher will then decide if they can return to class.

- A record will be kept on Sims Behaviour Manager for tracking and monitoring the frequency of being placed in the PSC.

Whilst in the PSC pupils will be expected to:

- Maintain a steady work rate

- Display acceptable behaviour in line with our three school rules –
  BE READY, BE RESPECTFUL, BE SAFE.

Pupil work rate and behaviour is monitored by the centre supervisor who supervises the PSC and recorded on PSC Record Sheet. This sheet is posted to parents.

Pupil work is forwarded to the Subject Teacher for marking and Senior Staff are kept informed about pupil work rate and behaviour while in the PSC.

A pupil may be required to spend more time in the PSC or with a senior member of staff if the above expectations are not met.

Any pupil who displays a high level of unacceptable behaviour in the PSC, or who refuses to go to the PSC, may be suspended from school.

Time spent by pupils in PSC may vary as follows:

1 day
2 days
½ day   with RED SUPPORT CARD on exit to monitor behaviour

In exceptional circumstances the PSC may be used an alternative to suspension. In this case the pupil will be required to spend two days in the PSC.
The above are at the discretion of Senior Staff.

Senior Staff will consider the following when placing pupils in the PSC:

- Age
- Nature of the unacceptable behaviour(s)
- Frequency of unacceptable behaviour(s)

- Any Special Educational Need
- Any extenuating circumstance

It is hoped that after spending time in PSC the outcome for the pupil will be a reduction in / end to engaging in high-level unacceptable behaviour(s).

On leaving the PSC, pupil behaviour will be monitored by Year Mentors or Senior Staff (pastoral interviews/ Sims behaviour manager) to help secure improvement.

Where a pupil continues to engage in high-level unacceptable behaviour(s) that requires time to be spent in the PSC, parents will be invited to school for interview with their child and further support will be explored for pupils e.g. YMCA Outreach, Youth Work, Pupil Mentoring, GP, CAMHS etc.

The Behaviour HUB (Help us Believe)

The HUB is a specialist centre within school that is staffed by BSAs (Behaviour Support Assistants). They are there to provide specialist interventions and behavioural strategies to help support pupils with their behaviour and its impact on their learning. Pupils can be referred to the HUB for short term work or for longer term involvement.

At present these are specifically targeted pupils whose behaviour has been determined to be high frequency through a behaviour audit completed by teaching staff. This identified the need for time and specialist intervention.

Pupils who attend the HUB are sent with work from the class they leave and complete this work in the HUB where staff can also discuss the behaviour, complete Antecedent, Behaviour, Consequence work and Post Incident Learning. We would like the HUB to become a permanent facility in our school and would hope that the success of the HUB in changing pupil behaviour will allow us to fully integrate it into our support strategies.

The number of pupils in the HUB is limited to 6 at present with a small number of short interventions taking place for others. Pupils will be timetabled for 2 periods a week which should rotate weekly to ensure that pupils are not missing the same classes. This support will continue for 6 weeks before pupils are re-integrated fully into timetable. The staff in the HUB can also provide in class support to develop the continuity of HUB intervention within their timetable enabling them to not see the HUB as a separate facility but inclusive to their whole school experience. HUB staff support the teaching staff by helping build plans and implement classroom strategies that work in conjunction with school policies. HUB also supports the staff's mental health by providing respite and reassurance when managing pupils who have difficulties in the mainstream setting.

The HUB is a nurturing environment that provides a 'safe zone,' providing the pupils with the reassurance they have somewhere to go when class is overwhelming. All pupils referred use the space regularly depending on their individual need, having the HUB reduces the likelihood of confrontation and inappropriate behaviours in class. It is also used by other pupils who have reached crisis point and need a space to deescalate. The HUB is staffed by one BSA all day and another until the end of break. The BSA's liaise with senior staff, SENCO

and LSA's to formulate behaviour plans for the referred pupils, at present the HUB is supporting 6 pupils.

HUB provides:

- In class support

- HUB timetable

- HUB time out

- Morning check in

- In class check in

In class support - A BSA may attend classes to provide ongoing support to the pupil within their timetable.

HUB Timetable – Individual time to focus on individual needs developing social and interpersonal skills. Following individual programmes which may include anger management, self-esteem, inner child, anxiety, self-awareness and resilience.

HUB Timeout – Quiet place to be calm and settle when required with the use of Take Ten to de-escalate.

Morning check in – During registration after getting marked in some of the pupils will come to HUB to get organised for the day ahead; provided with the books (if left), completed homework's, pen and paper. Basic checks to reduce the likelihood of confrontation due to lack of organisation or equipment.

In class check in – BSA will check pupils have made it to class and settled, BSA will respond depending on need.

The HUB's purpose is to improve behaviour in the classroom for individual pupils. Behaviour is continuously monitored to gauge improvement and the HUB interventions will reduce as behaviour improves.

Parents of pupils who are involved in the HUB are contacted directly to ensure their support and understanding of what the HUB is and does.

As we move forward with our Pivotal Behaviour Management our goal is to begin to include restorative strategies and conversations with all members of staff, not just Year Mentors, Senior Staff and HUB specialists.

At Carrickfergus Academy we are mindful of the potential for missed curriculum time for pupils when our pastoral and behavioural supports are implemented. Subject Leaders and Year Mentors have responsibility for monitoring the frequency of zoned pupils. The senior pastoral team will meet monthly to monitor and review all of the data which pertains to pupil absence from class. The purpose of this will be to measure the amount of class time lost by pupils and to properly balance the support provided. Ideally pupils should not have more than 2 pastoral supports running simultaneously. Pupils who are frequently being zoned or are spending time in HUB or PSC will be carefully monitored with further action being taken if necessary. There is a diagram in the appendices to show these supports.

Behaviour Management Procedures

The following shows the sanctions that are available to all members of staff. At each stage sanctions should be exhausted before a pupil is referred to the next level.

Whilst we reward and encourage good behaviour, we recognise that unacceptable behaviour may occur and this will warrant sanctions. When pupils break school rules there is a series of sanctions which may be imposed. See appendices.

Very serious misbehaviour is normally referred to the Principal / Vice Principal. In dealing with such incidents they may wish to bring the parent/guardian into school to discuss appropriate measures. This may involve the use of the school sanction system which includes movement to a different class, withdrawal from class with supervision by staff, suspension or expulsion.

In all cases of suspension, parents are invited to attend a return to school meeting with the Principal /Vice Principal. On returning the pupil may be placed on report to monitor behaviour. Senior Leadership may intervene if there are repeated incidents or where incidents are deemed serious enough to warrant their intervention. Risk Reduction Action Plan (RRAP) and Post Incident Learning (PIL) strategies will also be used as strategies to manage high risk or repetitive behaviour as deemed necessary by senior staff.

Extraneous circumstances – The school takes very seriously any attack on a member of our school community. Such attacks may be reported to the PSNI and the perpetrator will be subject to the school's behaviour policy.

As part of our monitoring and review process for behaviour management a report is provided to the BOG on an annual basis which includes statistical data and analysis. This

assists us in our annual review of this policy and dictates any amendments or changes to reduce negative behaviour and further promote positive behaviour.

Recognising and Rewarding Positive Behaviour for Learning

At Carrickfergus Academy we recognise the need to reward all the pupils who are displaying positive examples of behaviour for learning. We have consulted with our pupils and as a result of their feedback we have agreed the following whole school rewards systems.
On a daily through to annual basis teachers are often individually creative in their rewards strategies and develop systems and routines in their personal learning environment.
Within Departments and Year Groups the rewards are distributed formally and at regular intervals.

The following table gives an overview of the range of rewards available for pupils.

Daily	Weekly	Monthly	Half Termly	Termly	Annually
Praise (verbal & non-verbal)					Senior Prize Giving
Subject teacher based rewards		Attendance Rewards			Year 10 Celebration Event
Class recognition boards	Pivotal phone calls	Behaviour Rewards		Attendance Rewards	Year 8 & 9 Annual Rewards Assemblies
Recognition on social media	Achievement Points recorded on SIMS	Monthly Focus Achievement Points recorded on SIMS	'Over & Above' recognition boards	Behaviour Rewards	Invitation to School Formal

End of Year Rewards ceremonies recognise and celebrate outstanding behaviour, attendance and academic achievement, with pupils receiving cumulative rewards that include blazer badges and gift vouchers.   All these rewards have progression built into their criteria which is shown in the table below.

Attendance Rewards	Bronze Star (100%)	Silver Star (100%)	Gold Star (100%)	Circle Badge (100%)

	I year	2 years	3 years	4 + years
Behaviour Rewards	Yellow button pin 0 behaviour points for 1 year	Purple button pin 0 Behaviour points for 2 years	Silver button pin 0 behaviour points for 3 years	
Academic Achievement	1st Achievement Badge	2nd Achievement Badge	3rd Achievement badge	

Attendance rewards are also presented during the Annual Prize Giving event for cumulative attendance of 3 years, 4 years, 5 years and 10 years.

Appendices

- Behaviour Management Procedures
- Behaviour Guidance Grid

Related Documents

- Legislation and DE guidance – Promoting Positive Behaviour 2001
- Child Protection / Safeguarding Policy
- Anti-Bullying Policy
- Attendance and Punctuality Policy
- SEN Policy
- Teaching and Learning Policy
- Drugs Education Policy
- Safe Handling/ Reasonable Force Policy
- Suspension & Expulsion guidelines
- Staff handbook reference for further information

Support Pathways at Carrickfergus Academy

Form tutors	Subject Leaders	Year Mentors	Senior Teachers	Vice Principals	Principal
Pastoral Interview	Pastoral Interview	Pastoral Interview	Pastoral Interview	Pastoral Interview	Pastoral Interview
Phone call or meeting with parents	Phone call or meeting with parents	Phone call or meeting with parents	Phone call or meeting with parents	Phone call or meeting with parents	Ongoing dialogue with parents
Use of Pastoral Reports	Use of Pastoral Reports	Individual Behaviour Plans	Individual Behaviour Plans	Individual Behaviour Plans	Multi-disciplinary Meetings
Referral to Year Mentors	Referral to Year Mentors	Behaviour Monitoring Report	Behaviour Monitoring Report	Behaviour Monitoring Report	
		Class Monitoring Report	Referral to HUB	Referral to HUB	
		Attendance Report	Attendance Report	Attendance Report	
		Use of wellbeing time	Referral to Mentoring	Referral to Mentoring	
		Liaise with Senior Teacher/SENCO or Vice Principal	Referral to Counselling	Referral to Counselling	
			Referral to Youth Work	Referral to Youth Work	
			Referral to Pets as Therapy	Referral to Pets as Therapy	
			Referral to External Mentoring	Referral to External Mentoring	
			Risk Reduction Action Plan	Risk Reduction Action Plan	
			Referral to outside agencies	Referral to outside agencies	
			Liaise with Vice Principal/SENCO	Post Incident Learning	

				Consideration of class move	
				Referral to School Based Care Team	24
				Liaise with Principal	

Behaviour Management Procedures at Carrickfergus Academy

Form Tutors	Subject Leaders	Year Mentors	Senior Teachers	Vice Principals
Seating Plans	Seating Plans	Seating Plans	Seating Plans	Seating Plans
Chance, Choice, Consequence	Chance, Choice, Consequence	Chance, Choice, Consequence	Chance, Choice, Consequence	Chance, Choice, Consequence
Verbal Reprimand PIP/RIP	Verbal Reprimand PIP/RIP	Verbal Reprimand PIP/RIP	Verbal Reprimand PIP/RIP	Verbal Reprimand PIP/RIP
Think Sheets/Conduct Files	Think Sheets/Conduct Files	Think Sheets/Conduct Files	Think Sheets/Conduct Files	Think Sheets/Conduct Files
Pastoral Interview	Pastoral Interview	Pastoral Interview	School Detention	School Detention
Zoning System	Zoning System	Zoning System	Senior Detention	Senior Detention
Contact with Parents	Department Detention	School Detention	Contact with Parents	Contact with Parents
Department Detention	School Detention	Contact with Parents	Senior Teacher Report	Senior Teacher Report
Communication with Year Mentors	Contact with Parents	Individual Behaviour Plans	Use of PSC in high level behaviours	Use of PSC in high level behaviours
	Communication with Year Mentors	Individual Behaviour Monitoring Report	Referral to Mentoring	Referral to Mentoring
		Class Behaviour Monitoring Report	Referral to Counselling	Referral to Counselling
		Homework Report	Referral to Youth Work Risk Reduction Action Plans	Referral to Youth Work
		Use of wellbeing time to work with pupils	Referral to outside agencies for further support	Referral to outside agencies for further support
		Liaising with Senior Teacher or Vice Principal	Liaise with Vice Principal	Referral to EOTAS/ETA
				Multi Agency Meetings

				Risk Reduction Action Plans
				Post Incident Learning
				Class Movement
				Referral to School Based Care Team
Principal	**Vice Principals will liaise with the Principal in exceptional circumstances where appropriate. The Principal can recommend to Board of Governors for their consideration for expulsion**			

Diagram to show the pastoral and behavioural supports that could potentially mean pupils lose curriculum time. These will be monitored by senior staff.