



# Ashfield Girls' High School



**“Each different. Each talented. All valued.”**

## Positive Behaviour Policy

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**Positive Behaviour Policy**

***“Each Different, Each Talented, All Valued.”***



## **School Mission Statement**

***Challenging women today; creating woman of value for the future.***

## **School Ethos / Culture**

Ashfield Girls' High School believes that every pupil is capable of reaching their potential and can only do this by contributing fully, and achieving enjoyment from their involvement, in the life of the school.

The school recognises that this can only be achieved by creating an atmosphere where every pupil wishes to attend school and does attend school because they feel valued and secure. This policy is one of a number of interrelated policies which are concerned with pupils' behaviour and wellbeing, including our Safeguarding and Child Protection Policy.



The aim of Ashfield Girls' is to provide each student with a secure and supportive learning environment for a programme of education which meets her individual needs, and which brings her success and fulfilment in her school life and prepares her for life beyond school.

In seeking to fulfil this aim, the school will endeavour to:

- Create an information rich environment where each student may reach her full potential
- Provide a pastoral care system which gives support and guidance at all times
- Promote self-confidence, self-respect, self-discipline, self-motivation, initiative and positive attitudes
- Promote strategies which enable students to develop a language for life and learning
- Provide a curriculum which affords opportunities for students to develop a range of skills which promotes intellectual, social, emotional, aesthetic, spiritual and moral growth
- Provide guidance which will prepare students for the challenges of changing patterns of work and leisure
- Forge strong links with outside agencies and with the local community which it serves

## **Linked Policies**

Safeguarding and Child Protection Policy  
Use of Reasonable Force Policy  
School Uniform Policy  
Health and Safety Policy  
Anti-Bullying Policy

## **Related Documents**

Department of Education: Good behaviour at school. (<https://www.education-ni.gov.uk/sites/default/files/publications/de/english.pdf>)

<https://www.education-ni.gov.uk/publications/pastoral-care-schools-promoting-positive-behaviour>



### Positive Behaviour Policy

This policy is based on the Department of Education “Pastoral Care in Schools; Promoting Positive Behaviour.”

The policy aims to:

- Create an environment of receptive students who can acquire the skills and knowledge enabling them to become lifelong learners in the global economy.
- Create an environment where teachers feel empowered to teach effectively.
- Create an environment based on mutual respect between all members of the school community where pupils develop the interpersonal skills needed to work cooperatively with others and have the ability to resolve problems or conflict in daily life.
- Create an environment where pupils are empowered. They take ownership of their own learning, they set personal targets and they take responsibility for their own actions.
- Create an environment where parents are empowered. They actively support the teaching and learning policies of the school and embrace the concept of lifelong learners.
- Create an environment of kindness and caring, a community in which pupils, parents and teachers feel valued and have an important role in promoting positive behaviour.

**The Positive Behaviour Policy applies at all times whilst in school, when travelling to / from school in school uniform and whilst on Educational Visits.**



## The 3 Rs

We believe that behaviour should be underpinned by the 3Rs. Everyone should within the school community should:

- Be Respectful
- Be Responsible
- Be Ready

Some examples of these Rs for pupils are:

Be Respectful
<ul style="list-style-type: none"><li>✓ Be respectful towards all members of the school community</li><li>✓ Listen to staff and pupils</li><li>✓ Consider the impact of what your say and do</li><li>✓ Respect the opportunity to learn – set personal goals and always work to achieve your full potential.</li></ul>



Be Responsible
<ul style="list-style-type: none"><li>✓ Ensure high standards of safety within the school community by behaving responsibly</li><li>✓ Take responsibility for your own learning</li><li>✓ If things go wrong, act responsibly and seek help</li><li>✓ Act responsibly, promoting the reputation and positive image of our school at all times – take pride in our success.</li></ul>



Be Ready
<ul style="list-style-type: none"><li>✓ Come prepared for school every day</li><li>✓ Ensure that you have completed your homework / coursework</li><li>✓ Arrive to into school and at class, on time</li></ul>



## Rights and Responsibilities

Ashfield Girls' School community recognises the Rights and Responsibilities of all members. It is important that the key rights and responsibilities identified below are understood and form the basis of everyday interactions.

Rights	Responsibilities
<p>Pupils have the right to:</p> <ul style="list-style-type: none"><li>• be respected and valued as members of the school community</li><li>• be treated fairly</li><li>• be taught in a pleasant, safe and well-managed environment</li><li>• be listened to</li><li>• be consulted on matters that affects the</li><li>• get help and encouragement in their learning</li><li>• experience a broad and balanced curriculum</li><li>• make mistakes and learn from them</li></ul>	<p>Pupils should:</p> <ul style="list-style-type: none"><li>• treat others with respect and value all members of the school community</li><li>• behave responsibly</li><li>• be ready to learn</li><li>• behave safely</li><li>• learn, understand and obey the school rules</li><li>• work to the best of their ability in class</li><li>• respect the right of other pupils to learn and the teachers' duty to teach</li><li>• seek help with work they have not fully understood</li><li>• come to school on time</li><li>• accept ownership of their own behaviour and learning and develop the skill of working independently</li><li>• respect school property</li></ul>





<p>Parents / Carers have the right to:</p> <ul style="list-style-type: none"> <li>• be respected and valued as members of the school community</li> <li>• have a welcoming, safe, well-managed and stimulating environment for their child's education</li> <li>• be involved in key decisions regarding their child's education</li> <li>• be informed promptly if their child is ill or has an accident or if the school has concerns about their daughter</li> <li>• a well-planned, broad, balanced and appropriate curriculum</li> <li>• be well-informed and have opportunity to input into school procedures</li> <li>• have concerns dealt with promptly and sympathetically</li> </ul>	<p>Parents / Carers should:</p> <ul style="list-style-type: none"> <li>• get to know the school policy about promoting positive behaviour and support it</li> <li>• encourage their daughter to follow the school rules</li> <li>• encourage their daughter to be respectful to other pupils, school staff and property</li> <li>• recognise the need for regular attendance, good punctuality and readiness for the day ahead at school</li> <li>• encourage their daughter to act responsibly and take responsibility for her actions</li> <li>• liaise with school staff keeping them informed of any relevant information effecting their child's ability to learn</li> <li>• work in partnership with the school</li> <li>• attend planned meetings, interviews and school functions</li> <li>• be a positive role model for their child in their relationship with the school and in valuing teaching and learning</li> <li>• ensure their daughter comes ready / prepared for school</li> <li>• take part in the life of the school</li> <li>• treat school staff with the respect they would expect to receive themselves</li> <li>• tell the school promptly of any concern about their child</li> <li>• respond quickly to concerns raised by the school</li> <li>• raise concerns promptly</li> <li>• respond sensitively to any concern raised by pupils or parents</li> <li>• involve parents in key decisions about their daughter's education</li> </ul>
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## Behaviour Management - Rewards

Rules and procedures protect rights and define responsibilities. Rewards and sanctions are necessary to encourage and maintain the 3Rs in Ashfield.

Ashfield Girls' High School system of rewards aims to:

- ✓ be fair and consistent
- ✓ promote self-esteem
- ✓ establish and maintain a climate in which pupils come to appreciate what constitutes acceptable and positive behaviour.
- ✓ contribute to the ethos of the school – “Each different. Each talented. All valued.”
- ✓ provide opportunity for all pupils to gain recognition for positive behaviour.
- ✓ encourage pupils to take responsibility
- ✓ promote emotional literacy
- ✓ provide opportunity for involvement of the whole school community

The school community uses a full range of rewards including non-verbal, verbal, tangible or intrinsic. Staff continue to develop appropriate strategies and review rewards that may become out-dated and considered inappropriate to particular age groupings or social groupings.

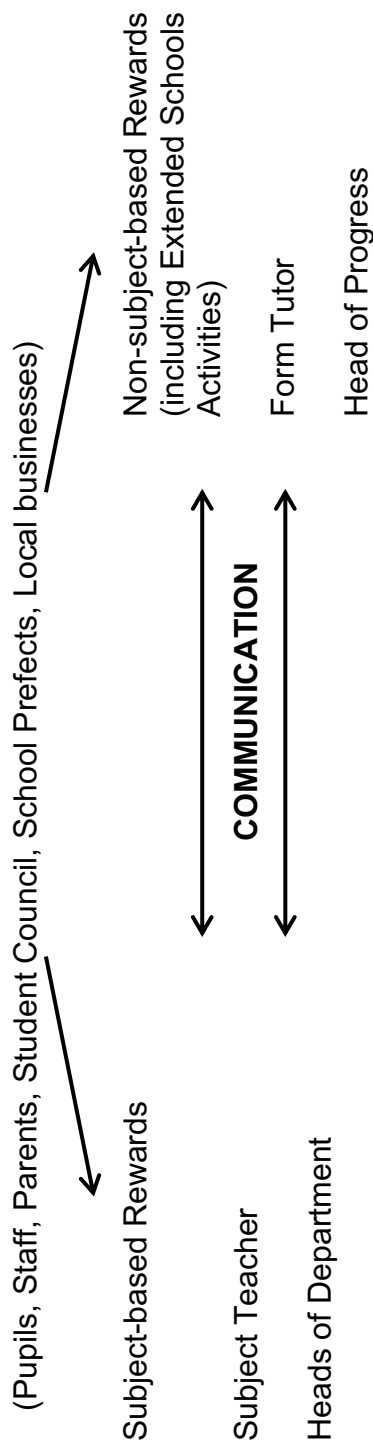
## Implementation of Rewards

Ashfield Girls' High School Teaching and Learning Policy recognises the importance of a learning environment characterised by:

- ✓ mutual respect
- ✓ learning partnerships
- ✓ varied approaches
- ✓ high expectations
- ✓ the implementation of rewards plays an important role in developing and supporting these characteristics.

## Implementation of Rewards Overview of Implementation Structure

### Whole School Community



#### EXAMPLE REWARDS:

#### BASIC REWARDS

Positive comments in Student Planner  
Verbal/nonverbal recognition  
Positive comments in daily progress report sheet  
Display of pupil work  
Photographic record display  
Term report  
Record of Achievement  
Message to parents/carers  
Special responsibility e.g. pupil mentor  
Award at Annual Prize Day  
Reward vouchers  
Bespoke certificates  
Praise postcards  
Attendance/punctuality awards

Positive comments in Student Planner  
Verbal/nonverbal recognition  
Positive comments in daily progress report  
Display of pupil work  
Photographic record display  
Bespoke Certificate  
Record of Achievement  
Recognition in House / Year Assemblies  
Letter to parents/carers  
Special responsibility e.g. Form Captain  
Reward vouchers  
Praise postcards  
Positive feedback on reports

#### HIGHER LEVEL REWARDS

Annual Prize Distribution (e.g. Courtney Award for Positive Contribution to School Life)  
Sponsored Awards (e.g. Johnston Campbell Award for Endeavour)  
The Principal's Award given for goal setting and engagement in school life)  
Nomination for National Awards (e.g. Diana Award or equivalent)





### **Behaviour Management – Sanctions**

Sanctions help to uphold the 3Rs provide pupils with clearly defined boundaries and, in so doing; they encourage acceptable and appropriate behaviour.

Ashfield Girls' High School aims to ensure that sanctions are:

- fully understood by the whole school community
- applied fairly and consistently
- are applied promptly after the incident
- separate the behaviour from the pupil
- are proportionate to the incident
- defuse and de-escalate the situation
- treat pupils respectfully
- consider the age, maturity and special needs of the pupil or any other relevant circumstances

Sanctions must not:

- be applied to entire classes or groups of pupils, when the pupils who have displayed poor behaviour have not been identified
- degrade pupils or cause them public or private humiliation
- involve physical force

**Sanctions may be given for incidents which occur in school, when travelling to or from school in school uniform and whilst on Educational Visits.**

Ashfield Girls High School promotes a model of inclusion in education and it is only in the case of serious incidents that a pupil will be suspended or permanently excluded from school. There is no prescriptive list of such misdemeanours and each case will be considered carefully before such action is taken.

It is important however to state that the following behaviours are not acceptable in our school community and could fall into the “serious” category:

- Bullying and bullying type behaviour
- Stealing
- Fighting / physical abuse
- Inappropriate language / verbal abuse
- Vandalism
- Using or having illegal substances



**Implementation of Sanctions / Behaviour Management Strategies**

**Whole School Community**

(Pupils, Teachers, Non-teaching staff, Staff, Parents, Student Council, School Prefects, Local businesses)

Subject-based Sanctions  
(including out of hours learning and free movement around school)

Form Tutor

Head of Progress



- EXAMPLE SANCTION S:**
- BASIC SANCTIONS**
- Subject Teacher
  - Heads of Department
  - Verbal or non-verbal warning
  - Rule reminder
  - Subject counselling
  - Withdrawal of privileges
  - Phone call to parent
  - Change of seating plan
  - Subject detention
  - Study Support
  - Completion of additional relevant work
  - Referral to a member of the Senior Leadership Team
  - Daily report
  - Special Educational Needs referral
  - Secondary Pupil Support Service referral
  - Parent/pupil interview
  - Temporary removal to another colleague

- Verbal or non-verbal warning
- Rule reminder
- Withdrawal of privileges
- Phone call to parent
- Parent/pupil interview
- Pupil guidance
- Study support
- Carry out a reflective task
- Daily report
- Target diary
- Special Educational Needs referral
- Secondary Pupil Support Service referral
- Referral to a member of the Senior Leadership Team

**HIGHER LEVEL SANCTIONS**

- Suspension
- Expulsion (Permanent exclusion from school)
- Outside agency involvement



## Positive Behaviour Management

Staff will endeavour to develop personalised strategies for positive behaviour management. This will include preventative and corrective strategies aimed at promoting and sustaining a positive learning environment.

<b>Positive Classroom Management Preventative Strategies</b>	<b>Positive Classroom Management Corrective Strategies</b>
<ul style="list-style-type: none"> <li>• Arrive at class on time</li> <li>• Have an aesthetically pleasing and functional classroom</li> <li>• Use a seating plan consistently</li> <li>• Use clear routines</li> <li>• Provide opportunities for pupils to experience success</li> <li>• Know your pupils' names</li> <li>• Use differentiation</li> <li>• Let pupils know what constitutes "finished"</li> <li>• Give work in small manageable steps</li> <li>• Use praise/feedback</li> <li>• Greet each individual by name and with eye contact</li> <li>• Find out and talk to learners about their lives, hobbies and interests</li> <li>• Provide opportunities for expressing emotions</li> <li>• Use display to demonstrate that we value our learner's work.</li> <li>• Use display to reinforce learning.</li> <li>• Use display for affirming messages</li> <li>• Communicate high expectations and sense of pace and challenge positively</li> <li>• Enable learners to feel it is ok to make mistakes</li> <li>• Give feedback, which is constructive, educative and positive</li> <li>• Catch learners doing well and celebrate it with them</li> <li>• Encourage learners to think and talk about themselves and others positively</li> <li>• Ensure all learners experience success and affirmation each day</li> <li>• Have meaningful conversations</li> </ul>	<ul style="list-style-type: none"> <li>• Simple brief directions (finish with "thanks" or "please" and use the pupil's first name)</li> <li>• Non-verbal reminders</li> <li>• Rule reminders</li> <li>• Use "I" messages not "You"</li> <li>• Give "take up" time</li> <li>• Make consequences clear (with choices)</li> <li>• Describe the reality of the situation</li> <li>• Focus on the misdemeanour rather than the pupil</li> <li>• Allow right to reply</li> <li>• Partial agreement</li> <li>• Defuse rather than escalate the situation</li> <li>• Allow the pupil to save face and encourage a more positive attitude in the future</li> <li>• Take account of the age and degree of maturity of the pupil and special needs</li> <li>• Follow through with sanctions</li> <li>• Follow up, if necessary</li> </ul>



Positive Behaviour Matrix

<b>Rules</b>	<b>All Settings</b>	<b>Classroom</b>	<b>Corridor</b>	<b>Toilets</b>	<b>Canteen</b>
<b>Ready</b>	Be prepared Wear school uniform Arrive on time	Arrive on time Be ready to learn Have materials needed for class	Line up ready to be brought into the classroom	Use the toilets at break and lunchtime where possible	Have account topped up Get utensils and food before sitting at a table Follow instructions of staff
<b>Respectful</b>	Follow all directions from staff Meet expectations of Ashfield Girls' Treat others with respect Listen and respond to others appropriately Use appropriate language Respect school property	Enter quietly Participate positively Raise hand your hand if you have a question Use encouraging, polite and kind words Remain quiet when instructed to do so by your teacher Listen when another pupil is sharing their ideas	Be considerate of others Use appropriate language Walk quietly in the corridors during class time Use the bins provided if you have litter	Keep the toilets clean Report any issues Throw any rubbish in the bin Respect others privacy Behave appropriately	Line up at the end of the lunch line Use appropriate language Follow directions from staff Keep area clean and put rubbish in the bin or recycling areas Be considerate of those around you
<b>Responsible</b>	Act responsibly Report any inappropriate or concerning behaviour Report any unsafe activity or location	Follow directions from staff Behave in a responsible way Complete classwork Submit homework / coursework on time	Remain in the corridor until you are brought into a classroom Take the most direct route to the classroom Walk safely in the corridors	Report any problems immediately Keep the bathrooms clean Ensure that you wash your hands Put any litter in the bin Return to class promptly	Behave responsibly Remain seated, where possible



# Ashfield Girls' High School

# BEHAVIOUR PLAN

## Why Do We Need A Behaviour Plan?

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- To ensure successful teaching and learning.
- To be consistently fair to all members of our school community.

## Rules/Expectations

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- Follow the teachers' instructions.
- Arrive on time to class.
- Be prepared and equipped for class.
- No raised voices, teasing or put-downs.
- Mobile phones / Music Playing devices, to be put away safely and be switched off during classes. They may only be used at break time and lunch time.

## Rewards

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- Verbal praise from teacher and peers.
- Positive comment in the pupil planner, daily progress sheet and work books.
- Postcards/letters sent home
- Phone calls home / Tests sent home.
- Class prizes e.g. cinema vouchers.

## Consequences

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- Warning (stating the rule broken and possible further consequence)
- Moved to another seat in classroom.
- Moved to another classroom (parents and Head of Department/ Head of Progress notified.) Personal detention.
- Parental Interview with class teacher and Head of Department or Form Tutor and Head of Progress.
- **SEVERE CLAUSE** – Escort to Head of Progress/Head of Pastoral Care/Vice-Principal/Principal.





## **Positive Behaviour Policy: Covid-19 Addendum**

At Ashfield Girls' High School, we aim to create an atmosphere where every pupil wishes to attend school and does attend school because they feel valued and secure.

Whilst expectations in our Positive Behaviour Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff. This Addendum is to be used in conjunction with, and read alongside, the Positive Behaviour Policy, Anti-Bullying Policy and e-Safety Policies.

These adjustments are set out below:

### **Arrivals, Departures and Moving round the school.**

Children will enter school through their designated entrance at the agreed time.

Parents are asked not to congregate at the school entrance and to leave their daughter at the gates on the Hollywood Road. Please do not drive your daughter into the school car park as this presents a health and safety risk.

All pupils should ensure that they keep a 1m distance from any other pupil and from staff.

Staff should ensure that they keep a 1m distance, if this is not possible, i.e. in an emergency situation, they should wear Personal Protection Equipment (PE).

Classrooms have been set up to support pupils with social distancing.

At their designated home time, pupils will leave the building from their designated exit. Again, we ask that parents avoid congregating at the school gate.

Movement around the school will be limited.

When the children leave their classroom to go outside for break, lunch or outdoor learning, they will be encouraged to ensure they stay 1m from peers and adults. We have also implemented a one way system in school.

Pupils are expected to tell a member of staff immediately if they are unwell and are exhibiting signs of Coronavirus. If this is the case, the pupil will be isolated and parents must collect the pupil urgently.

Pupils must have a responsibility for their own equipment e.g. water bottles and ensure that these are not shared with other pupils.



## **Hand Washing and Hygiene**

Pupils are expected to follow all hand washing and hygiene routines while in school. Pupils will wash hands / use antibacterial gel before entering school, after returning from the outside, before and after eating and at regular intervals during the day. We ask pupils to follow the 'catch it, bin it, kill it' mantra when in school, if they need to cough or sneeze, they should use a tissue or crook of their arm. Pupils will be reminded not to touch their face, mouth, nose or eyes while at school.

Should a pupil refuse to follow these routines, sanctions will be used (see below).

## **Social Distancing**

Pupils are expected to socially distance from their peers and adults in school and on the playground/field at all times. Pupils will have their own table with chairs spaced 1/2m apart (year group dependent).

Pupils should put their hand up if they need an adult's support, they must not get out of their seats.

Teachers will ensure that pupils, wherever possible, adhere to social distancing measures. Where older pupils are not complying, the usual disciplinary procedures and sanctions will be used (see below).

We understand socially distancing may be more difficult at times, and pupils will be encouraged wherever possible to keep a distance from peers and adults.

## **Toilets**

Pupils will be encouraged to use the toilet, when necessary to avoid large groups at key times such as break and lunch. When a pupil has finished using the toilet, they must wash their hands.

## **Break times**

Children will have a designated place to be during break times. Children will be expected to remain socially distant from both peers and adults at all times.

## **Rewards**

Teachers and Classroom Assistants welcome opportunities to praise individuals for good work, attitude or good behaviour, and show recognition, if these are brought to their attention. Above all praise and encouragement should be used as much as possible. Walking through school to show their work to the Principal or other adult for acknowledgement and praise during this time will not be permitted, however, we will aim to virtually display excellent work on our Social Media channels.



## **Behaviour in school**

If a pupil's behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as, hand washing, social distancing, remaining in their pods or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people.

The following sanctions and disciplinary procedures may be used:

- Conversation(s) with pupil(s) which could include a verbal warning, moving seats if logistically possible and other behaviour management strategies in line with our current behaviour policy.
- Once all appropriate behaviour management strategies have been exhausted, contact should be made with pupil's parent/carer.
- If the health and safety of other pupils and staff members are put at risk by the pupils not adhering to social distancing measures, then the parent/carer will be expected to collect the pupil and a suspension may be applied.
- Exclusion from school

## **Pupils with Special Educational Needs**

School acknowledges that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school.

Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience; e.g. exams, school trip, etc. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode.

For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement.



As a result of these varied experiences children may present with behaviour that is not usual, this may include;

- anxiety
- lack of confidence
- challenging behaviour
- fight or flight response
- anger
- shouting
- crying
- hyperactivity and difficulties maintaining attention

For some pupils, including those with attachment concerns or Special Educational Needs, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment.

School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem.

The school will undertake an individual risk assessment for the pupil and use **reasonable endeavours** to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

Children with SEN are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible.

School will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary, school will seek external support from other agencies such as Educational Psychologists or the Secondary Pupil Support Service.

### **Pupils working from home**

If interacting with other pupils or staff online, pupils should always be kind and respectful to each other and respectful and obedient to staff, remembering at all times that that staff are professionals and appropriate boundaries need to be in place.

Students should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online, via Teams or any other platform will be taken seriously, and sanctions will be applied. This is also the case of for any online bullying towards other pupils or peer-on-peer abuse that is disclosed to the school during this time. All behaviour should be respectful.



## **Positive Behaviour Policy: Covid-19 Addendum**

At Ashfield Girls' High School, we aim to create an atmosphere where every pupil wishes to attend school and does attend school because they feel valued and secure.

Whilst expectations in our Positive Behaviour Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff. This Addendum is to be used in conjunction with, and read alongside, the Positive Behaviour Policy, Anti-Bullying Policy and e-Safety Policies.

These adjustments are set out on the following pages.

### **Arrivals, Departures and Moving round the school.**

Pupils will enter school through their designated entrance at the allocated time. If a pupil arrives earlier than their allocated time, they must wait outside.

Parents are asked not to congregate at the school entrance and to leave their daughter at the gates on the Hollywood Road. Please do not drive your daughter into the school car park as this presents a health and safety risk.

At their designated home time, pupils will leave the building from their designated exit. Again, we ask that parents avoid congregating at the school gate.

When the pupils leave their classroom i.e. at break, lunch or for outdoor learning, they will be encouraged to ensure they stay 2m adults. We have also implemented a one-way system in school. Movement around the school will be limited.

Pupils are expected to tell a member of staff immediately if they are unwell and are exhibiting signs of Coronavirus. If this is the case, the pupil will be isolated and parents must collect the pupil (including their sibling/s) urgently.

Pupils must have a responsibility for their own equipment (e.g. water bottles) and should ensure that these are not shared with other pupils.



### **Hand Washing and Hygiene**

Pupils are expected to follow all hand washing and hygiene routines while in school.

Pupils will wash hands / use antibacterial gel before entering school, after returning from outside areas, before and after eating and at regular intervals during the day.

We ask pupils to follow the 'catch it, bin it, kill it' mantra when in school, if they need to cough or sneeze, they should use a tissue or crook of their arm. Pupils will be reminded not to touch their face, mouth, nose or eyes while at school.

Should a pupil refuse to follow these routines, sanctions will be applied.

### **Social Distancing**

All pupils should ensure that they keep a 2m distance from staff. Pupils in Years 11-14 should be social distant (at least 1m) from each other.

Staff should ensure that they keep a 2m distance apart, if this is not possible, i.e. in an emergency situation, they should wear Personal Protection Equipment (PE).

Classrooms have been set up to support pupils with social distancing.

Pupils should put their hand up if they need an adult's support, they must not get out of their seats. Instead they should put their hand up.

Staff will ensure that pupils, wherever possible, adhere to social distancing measures. Where pupils are not complying, the usual disciplinary procedures and sanctions will be used.

We understand social distancing may be more difficult at times, and pupils will be required to keep a distance from peers and adults.

### **Break / Lunch times**

Pupils will remain in classrooms during break times.

Lunch will be in the canteen, atrium and gym. Pupils will go outside after eating their lunch on dry days to further increase social distancing.

### **Toilets**

Pupils will be encouraged to use the toilet, when necessary, to avoid large groups at key times such as break and lunch. When a pupil has finished using the toilet, they must wash their hands.



## Rewards

Teachers and Classroom Assistants welcome opportunities to praise individuals for good work, attitude or good behaviour, and show recognition, if these are brought to their attention. Above all praise and encouragement should be used as much as possible. Walking through school to show their work to the Principal or other adult for acknowledgement and praise during this time will not be permitted, however, we will aim to virtually display excellent work on our Social Media channels.

## Behaviour in school

If a pupil's behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as, hand washing, social distancing, remaining in their bubbles or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people the following sanctions and disciplinary procedures may be used:

- Conversation(s) with pupil(s) which could include a verbal warning, moving seats if logistically possible and other behaviour management strategies in line with our current behaviour policy.
- Detentions may be arranged (with 24 hours notice)
- If a pupil's behaviour is not of the expected standard, contact should be made with pupil's parent/carer.
- For breaches of Covid19 Health and Safety procedures – i.e. serious events or continual infringement of these procedures – the following map apply:
  - the parent/carer will be expected to collect the pupil
  - a suspension from school.
  - exclusion from school.
  - The PSNI may be contacted.

## Pupils with Special Educational Needs or requiring additional support

School acknowledges that pupils will have had a range of different experiences during the lockdown period which may have an impact on their behaviour upon return to school.

Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience; e.g. exams, school trip, etc. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode.

For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement.



As a result of these varied experiences pupils may present with behaviour that is not usual, this may include;

- anxiety
- lack of confidence
- challenging behaviour
- fight or flight response
- anger
- shouting
- crying
- hyperactivity and difficulties maintaining attention

School will endeavour to work with parents to implement supportive strategies that will inform an appropriate response. If necessary, school will seek external support from other agencies such as Educational Psychologists or the Secondary Pupil Support Service.

Pupils will be surveyed upon their return to school to help put measures in place to reduce any anxiety they may have. School counselling is also available.

### **Pupils working from home**

If interacting with other pupils or staff online, pupils should always be kind and respectful to each other and respectful to staff, remembering at all times that that staff are professionals and appropriate boundaries need to be in place.

Students should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online, via Teams or any other platform will be taken seriously, and sanctions will be applied. This is also the case of for any online bullying towards other pupils or peer-on-peer abuse that is disclosed to the school during this time. All behaviour should be respectful.









# ***Challenging girls today; creating women of value in the future***



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