

Policy for Promoting Positive Behaviour

A positive approach to behaviour and achievement is important. The qualities of mutual respect, co-operation and self-discipline and an ethos of rewarding success should be the goals of school policy. These values will be best developed if time and effort is spent explaining them and our associated ground rules to students. Our reward procedures and the consequences of negative behaviour should also be explained so that students feel involved and have a clear understanding of what is expected of them. The following policy needs the active support of the whole school community to ensure its success.

A successful policy requires a supportive school ethos within which teachers, students, parents and other staff can work together to promote sound learning. An environment for learning is best developed and sustained by praise and the recognition of success.

Individual teachers will have a range of strategies for recognising and promoting achievement and positive behaviour on a daily basis. These are likely to include:

- oral praise and encouragement
- positive written comments on pieces of work and in student planners
- helpful criticism
- awareness of students' progress and achievement
- highlighting strengths
- informing parents of success
- departmental stickers and stamps
- House Points
- Certificates of Achievement
- Awards of Merit

Successful learning is most likely to occur when students feel valued and respected by their teachers and vice versa. Respect for students can be shown in a variety of ways such as:

- being in the classroom to welcome students at the beginning of the lesson
- delivering a well prepared lesson with appropriately differentiated tasks to challenge all students
- providing a structured introduction with clear learning intentions and conclusion to each lesson
- awareness and consideration of the individual within the group
- courtesy
- fairness
- sensitivity when returning work, commenting on performance and level of achievement.
- minimising the possibility of negative behaviour in corridors by releasing classes at the bell and supervising their departure.
- Standing at the door to your classroom between lessons to supervise the corridors

New staff will have the opportunity to discuss ways of promoting positive behaviour as part of their induction. It should be remembered, however, that all staff will benefit from informal discussions with colleagues regarding strategies for encouraging positive behaviour. There may also be occasions when particular behavioural concerns are discussed more formally at departmental meetings.

Procedures for awarding House Points

House points are awarded in two ways for:

- effort, improvement, achievement and excellence such as:
 - a special effort in classwork
 - a real improvement
 - an outstanding piece of work
 - an impressive performance in a school activity
- a whole school focus, changing termly such as:
 - Being on time
 - Being prepared
 - Being polite
 - Meeting deadlines/completing homework
 - Staying on task

House points are awarded electronically using On The Button. When you open your class list there should be 2 columns beside the names:

- The first column will be used for recording house points for the whole school focus. The default setting will be that all students receive a point for this. If a pupil does not meet the requirement, the point is removed.
- The second column will be used for effort, improvement, achievement and excellence. The default setting will be that all students receive a point for this. The number in this column can be increased in increments of 5 by the class teacher. The single default point can also be removed.

Paper house points will continue to be available for use when staff want to reward pupils outwith the class context e.g. participating in a House activity, being a member of the choir/orchestra.

House point totals for Houses and tutor groups will be updated regularly and displayed on House notice boards.

Bronze, Silver, Gold and Platinum Awards of Merit are awarded to individual students on a termly basis when certain numbers of house points have been earned:

Bronze: 450 points
Silver: 500 points
Gold: 550 points

Bronze, Silver and Gold Awards will be presented out in House assemblies. A **Platinum Award** will be given to students who have achieved three Gold Awards and will be given out at the whole school awards ceremony at the end of the year.

PROCEDURES FOR AWARDING CERTIFICATES OF ACHIEVEMENT AND AWARDS OF MERIT

It is agreed school policy that all departments will use this system for rewarding effort, improvement, achievement and excellence.

Certificates of Achievement

These are awarded throughout the school year to any pupil for:

- A special effort in classwork.
- A real improvement.
- An outstanding piece of work.
- An impressive performance in a school activity.

Other than the above, there are not precise, quantitative criteria for the award of certificates. It is primarily a matter of professional judgement. Where awards are subject based, departments will discuss and agree how the criteria will be interpreted.

Although Certificates of Achievement may be awarded at any time, they will only be collated and printed twice each term. Departments make their own arrangements to present the Certificates. Members of the Senior Management Team welcome the opportunity to assist with presentations.

A pro forma is provided on which staff may record the details of the award. Copies of these may be found in the Staff Handbook, additional copies are available from the school office. These may be completed and handed into the office staff at any time, although there are deadlines for each term listed in the school calendar, for this session they are:

Friday 14 September

Friday 5 December

Friday 15 February

Friday 29 March

Friday 24 May

The certificates for each House Group are printed on different coloured card.

Immediately after the presentation of certificates, the names of pupils who received them, by year group, will be posted in the dedicated display case in the entrance foyer.

Awards of Merit

These are awarded on an annual basis for **outstanding effort and achievement throughout the session**. These should be awarded sparingly so that they are seen by pupils to be a greater achievement than Certificates of Achievement. They should be awarded on a departmental basis. Whole school Awards of Merit are given for Citizenship and being an Ambassador for the school

Procedures for dealing with unacceptable behaviour

In the context of varied teaching styles, methods and curricula, it is neither possible nor desirable to expect uniform patterns of behaviour from students. However, there may be occasions when staff have exhausted positive strategies and may need sanctions to maintain good behaviour. Teachers should use their professional judgement when dealing with any behaviour problems. Most behaviour issues should be dealt with in the department, firstly by the class teacher and if the problem persists or is very serious, by the Principal Teacher.

On the Button is a very valuable tool and should be used to record information about behaviour or for making a referral, both positive and negative.

The following strategies are available to support staff and students:

- verbal reprimand
- comment in student planner
This provides an early contact with parents/guardians if the teacher feels this is necessary.
- written exercise
- short cooling off period outside the classroom, preferably in an empty room within the department or with a colleague. Some departments make it a practice to transfer pupils to another class for a short period of time, usually to a colleague who has a different year group at that time
- referral to Principal Teacher or Duty Officer
- Detention (see below)

There are three levels of detention that can be used:

A short detention at interval or lunchtime. This might entail holding a pupil back for 5 minutes or getting him/her to report back for 5 to 10 minutes to be counselled. This can be more effective without an audience.

A longer detention can be set for the whole interval, part of a lunchtime or after school. This can be organised by an individual teacher or through the Department. This type of detention can be useful but should not be used too frequently with the same pupil.

If you are intending to hold a detention after school, please ensure that parents have been informed and arrangements can be made for students to get home afterwards. This could be a problem for bus pupils. An after school detention may also pose difficulties for those students with a part-time job. In cases of difficulty in finding a suitable time, the pupil should be referred to the Duty Officer.

Strategies used to encourage positive behaviour are a matter of professional judgement. For these to be effective staff should consider which are the most appropriate in a given situation.

Behavioural problems considered to be serious or persistent should always be directed to the Principal Teacher or the Duty Officer.

The following procedural steps are suggested as a guide:

- Step 1 verbal or other initial warning, usually no more than 2 such warnings in a single lesson
- Step 2 comment in Student Planner, to be countersigned by the parent or guardian before the next lesson (Record OTB for information)
- Step 3 a written exercise and further comment in the Student Planner (Record OTB for information)
- Step 4 referral to Principal Teacher (Refer to PT on OTB)
- Step 5 referral to the Duty Officer or Year Head if the incident cannot be dealt with in the department (Use OTB for referral)

A Framework for Intervention: Promoting a Positive Environment (PPE)

Details of how we approach this at Kirkwall Grammar School are contained in the following documents:

- A power point presentation: How to use PPE procedures
- Checklists for auditing aspects of the classroom environment
- Individual Behaviour Plan
- Positive Environment Plan

Behavioural problems in the corridors should be dealt with in the same way as they would be in the classroom.

Where there are concerns about students' behaviour, it is vital that the relevant Guidance Teacher is made aware. Students should not be referred to a Guidance Teacher on behavioural matters in the same way as they might be to a Principal Teacher or Duty Officer. In turn, Guidance Teachers will inform teachers of circumstances that may affect a student's behaviour and achievement. It is worth bearing in mind that Guidance Teachers have knowledge of the whole child and are best able to see patterns of behaviour developing. Similarly, liaison with the Curriculum Support Department is useful.

It is important that the class teacher receives feedback on any action taken, or planned, by the Principal Teacher, Management Team member or Guidance Teacher as a matter of urgency. The Discipline Referral form will facilitate this when used. Once any action has been taken, it is important that behaviour is then monitored for a period of time, either by the Principal Teacher or the relevant member of the Management Team

Pupils whose behaviour continues to cause concern

Such pupils will be referred to the Pupil Support Liaison Group (PSLG). This group is chaired by the Head of Support for Pupils Faculty and meets weekly to review and monitor the needs of pupil giving serious behavioural concern. Decisions on the appropriate course of action will be made at monthly Core Group meetings for the particular pupil and will involve appropriate personnel such as the Educational Psychologist and Social Worker.

Strategies employed commonly include:

- Extraction from some classes for a short or extended period of time to work on a one-to-one basis with the Behavioural Support Teacher;
- The issuing of a lesson by lesson behaviour sheet
- Communication and liaison with parents or carers
- Assessment by the Educational Psychologist
- Working with parents through new Community Schools
- The Home School Support Officer working with the pupil during and outwith school time, for example, with anger management, introducing them to new activities or clubs
- Additional or intensive Curriculum Support
- Work experience placement
- Active Schools
- Multi-agency working using a GIRFEC approach

The Behaviour Support Teacher will liaise with and inform the class teacher of strategies being used with individual pupils and if applicable, negotiate arrangements for their phased re-integration into the class.

Internal and External Exclusion

External exclusion is always used as a very last resort as the grounds are very limited, the evidence has to be robust and parents can appeal but above all, we remain responsible for the education of the pupil whilst on exclusion. Whenever we consider exclusion, we always have to ask the question "Will this solve the problem?" and in most persistent cases, the answer is generally negative. It is more common to use internal exclusion. The procedure for this is that after discussion by the Senior Management Team, the Head of Support for Pupils Faculty will set this in motion with J.Leiper (Curriculum Support (Behaviour) teacher) who will:

- base the student in his room
- collect work from teachers
- assist the student in keeping up to date with coursework
- work with the student on behaviour modification
- isolate the student from peers
- stagger break/lunchtime to avoid the rest of the school
- sometimes the exclusion will be for a day as an immediate response to a serious incident but usually, it is for longer.
- Begin to work with teachers on reintroducing the student to their classes starting with those where there is most likely to be success

An Appropriate Timetable

When it becomes obvious that despite support being put in place and the sanctions applied, that challenging behaviour is going to continue or be a barrier to learning, the Curriculum Support department will modify the student's timetable to include a variety of others means of delivering an appropriate curriculum. This might involve working with the college, work experience placements involvement of Social Workers, projects in the Design and Technologies department, the Learning Link. The possibilities continue to increase but will always be put together as a package to meet the needs of the individual. Like other specific learning difficulties such as dyslexia or autism, we must continually try to reduce its impact on the individual whilst enabling the vast majority of pupils to make progress.

This policy should be read in conjunction with those for Equal Opportunities and the Prevention of Bullying. It is subject to ongoing evaluation and all comments from staff would be appreciated and will be considered.

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