

MONIFIETH HIGH SCHOOL



PROMOTING POSITIVE BEHAVIOUR POLICY

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1. RATIONALE

It is commonly recognised that high standards of behaviour in the classroom have a major impact on effective learning and teaching. In Monifieth High School, we seek to establish and maintain a positive and disciplined learning environment which promotes mutual respect between staff (teaching and non-teaching) and pupils at all times.

Through a uniform and structured approach, we can nurture an ethos of achievement. Working co-operatively, we can help young people to evaluate their strengths and encourage them to develop their levels of responsibility. This should, ultimately, allow all pupils to achieve their academic and personal potential and feel safe within the school and wider community.

Within the school, there are many examples of good practice which have a positive influence on the behaviour of young people and there is recognition that praise and commendation, in supporting this, can be used to good effect. This policy builds on the good practice currently undertaken in the classroom and encourages a consistent approach and application through following the procedures set out in the following pages. All pupils, staff, parents and other agencies have a role to play in ensuring that young people know what standards of behaviour are expected and in supporting them to make the right choices.

Aim

The aim of this policy is to encourage and recognise the benefits of positive behaviour.

Objectives

- To ensure that all pupils understand how they are expected to behave when they are in school and to support and guide them to make the right choices with regards to behaviour.
- To positively encourage and recognise pupils who behave in an appropriate way.
- To establish a calm, disciplined environment in which effective learning and teaching can take place.
- To promote a consistent approach and application of standards by all members of staff (and pupils).

2. ROLE IN PROMOTING POSITIVE BEHAVIOUR

The Role of Pupils

“Children and young people who are part of an educational community and are subject to high expectations of participation, achievement, commitment and personal conduct are more likely to have better long term opportunities in society as they grow older.”

- To make choices regarding their behaviour and, depending on the choices made, accept that consequences will follow.
- To know that making the right choice produces a better working environment for all, resulting in positive educational experiences and achievement in school.
- To understand that positive educational experiences result in rewards both academically and personally.
- To follow the “Rules and Routines” throughout the school itself and within all school activities.

The Role of Teachers

“Children and young people should learn in an environment which offers well-judged praise and recognition of achievement, and which looks for and focuses on their strengths.”

- To encourage pupils to achieve their goals/ best, and give praise and recognition using commendation system.
- To promote good standards of behaviour set out in the “Rules and Routines” posters, displayed in every classroom.
- To foster a good working relationship with pupils and an understanding of their individuality, strengths and weaknesses.
- To follow and apply guidelines consistently.
- To recognise the different systems for recording and responding to positive behaviour, and use these accordingly.
- To support and work with colleagues in applying the range of systems available.

2. ROLES – continued.

Role of Promoted Staff

- To offer clear guidance to all teachers and departments as to expectations of good standards and good practice.
- To set an example in dealing with pupils, staff and parents.
- To support teachers in their delivery of the policy.
- To respond quickly and in line with policy when dealing with referrals made to them.
- To liaise with other members of staff as appropriate - Guidance Staff, Senior Management Team, Support for Learning, Aspire and other support agencies.
- To follow Angus Council Policy regarding serious disciplinary incidents.
- To review opportunities available to pupils to participate in through a range of educational activities.

Role of Non-Teaching Staff

- to have a high expectation of pupils and promote a positive environment throughout the school.
- to use appropriate lines of referral when required.

2. ROLES – continued.

Role of Parents / Carers

- To take an active interest in their child's school experience and encourage them to achieve their personal best.
- To support the school in the promotion of a positive behaviour policy.
- To make use of the lines of communication between home and school e.g. via pupil planners, registration teacher, guidance teacher, newsletters, parents evenings, open evenings.

Role of School Board

- To help the school develop and support its young people.
- To provide an open forum for elected members and staff to discuss school issues.
- To support and facilitate communication between the school and parent / carer community.

Role of Maintenance Group

- To monitor the progress of aspects of the policy on a termly basis.
- To continue to develop and promote good practise in relation to positive behaviour policy.
- To review and evaluate the effectiveness of the policy annually.
Review Date : May 2005.

Maintenance Group

School : Mr Gourlay, Mrs Hill, Mr McDonald, Mr Morris,
Mrs Scott, Miss Smith
Aspire Mr Clark, Mrs Lamb.

3. SYSTEMS SUMMARY

Rules, Routines and Consequences

- “Rules”, “Routines” and “Consequences” posters displayed in every classroom.
- Staff are expected to discuss the rules with pupils at the start of each term, showing how they apply to their specific classroom environment.
- Consistently apply the rules in context.

Praise and Commendation

- Working alongside the Rules and Routines, in each class, there is a recording system which collates how well a pupil adheres to these rules. It recognises good behaviour, and the accumulation of points leads to rewards.

Communications.

The aim of the system is to provide:

- a streamlined and efficient communication network throughout the school.
- communications dealt with and feedback given promptly.
- a clear order of progression through consequences.
- consistency of approach across the school.

Time Out Unit.

- A time out unit provides staff with the opportunity to remove a persistently disruptive pupil from the classroom for the remainder of the lesson. A time out referral is appropriate in order to de-escalate a situation and give a period for “cooling off” and reflection.

Resource Base

- The Resource Base aims to provide a temporary ‘haven’ / protected teaching environment for particular pupils. It seeks to maintain a school attendance where this would otherwise be jeopardised.

The purpose of the base is to prepare pupils for re-integration back into mainstream education.

4. LINKS

Anti-Bullying / Anti-Racist Policies

The “Promoting Positive Behaviour” policy is implemented in conjunction with existing school policies and those of Angus Council. Further information can be sourced from:

- Anti-Bullying Policy : Monifieth High School
- Anti Discrimination Policy : Monifieth High School
- Anti-Bullying Policy Statement : Angus Council 1999
- Child Protection Policy : Angus Council 2002
- How Good is our School? : Revised 2002

Social Education

All pupils attend 1 period of Social Education per week throughout S1-S5. A range of relevant topics are delivered, covering many aspects of Personal and Social Development, including “Choices and Consequences” in relation to:

- Lifestyles,
- Consequences of Crime,
- Relationships,
- Careers etc.

Other Agencies

ASPIRE

ASPIRE co-ordinators have a remit across the authority to Promote Positive Behaviour. This would include:

- Staff development in the areas of Challenging Behaviour and Behaviour/Classroom Management
 - advising and supporting individual staff to help them work most effectively with young people who are displaying signs of disaffection or disengagement
 - aiding schools in the development and evaluation of policies related to Positive Behaviour
 - offer advice and support to parents and other interested groups
 - offering statistical and analytical evidence to support new strategies being adopted or existing strategies being evaluated in schools
- ASPIRE co-ordinators access all Angus Secondary Schools and therefore attend Monifieth High School on a pro-rata basis.

4. LINKS - continued.

School and Family Support Service

The School and Family Support Service establishes links between schools, families and young people. Particularly those young people who experience difficulty engaging effectively in education for a variety of reasons associated with their social and emotional development and social circumstances. In partnership with families, schools and other agencies, the service aims to maximise the educational potential of all pupils enrolled in Angus schools through a professional, supportive and solution focused approach.

Educational Psychology Service

The EPS as a service has a role to play with individual children or young people beyond consultation with their parent or teacher. It may be a contribution to assessing and planning for learning or development needs. Individual work is sometimes called for in investigating specific characteristics of a child or factors in their lives which are blocking learning or social and emotional development.

5.

APPENDICES
to
PROMOTING POSITIVE BEHAVIOUR
Policy

Appendix	Content
5.1	Rules, Routines and Consequences Rules - poster Rules(extended) - poster Consequences - poster Rules Lesson plan Punishment Exercise Procedure Punishment Exercise Punishment Exercise Default Letter
5.2	Praise and Commendation Positive referral “Reach for the Stars” certificate Points Poster Class Recording Sheet Commendations criteria
5.3	Communications Procedure Daily Discrepancy Form / Recording Form Record Code sheet Ladder of Consequences
5.4	Time Out Unit Procedure Introductory Letter to Parents / S1 Time Out Referral form Time Out letter home Time Out exercises
5.5	Resource Base

APPENDICES – 5.1

Rules, Routines and Consequences.

See also :

- “Rules” poster
- “Rules extended” poster
- “Consequences” poster
- “Rules” Lesson plan

General Routines for all classes :-

On arrival to class :

- remove outdoor clothing
- make sure materials are ready for the lesson
- sit down and be prepared to work
- place planner on desk
- mobile phones should be switched off and out of sight
- no eating in class

At end of lesson :

- pack away quietly when the teacher says so
- remain seated until dismissed by the teacher

School Routines :

- no pupils should be dismissed early from class (including S6)
- all pupils should keep to the one-way system (including S6)
- queuing should be orderly
- pupils should not be in corridors at intervals and lunchtime

Corridor Routines

- move directly from class to class, following the one-way system
- line up quietly outside your classroom ,where appropriate
- do not shout or run in the corridors
- do not eat or drink when moving between classes
- you must have a corridor pass out with change-over times
- at intervals and lunchtimes you must be in designated areas

Corridor Procedure

For all classes :-

- If a pupil requires to leave the classroom during teaching time i.e.
 - to go to the toilet
 - to visit the school nurse
 - to visit the library
 - to go to another classroomthe pupil must be issued with a “**pass**” from the teacher before leaving the room.
- On return to the classroom, pupil must return the **pass** to the class teacher.
- Any pupils found in the corridors should be challenged as to their reason for being out of class and with whose permission. The pupil must show the **pass** issued.
- Any pupils without a relevant pass and/or reason should be issued with a school punishment exercise. Staff should record the issue of an exercise on their daily record sheet.
- All staff will be issued with a set of passes at the start of each session.

Miss Smith

Session 2006/2007

PUPIL PASS

APPENDICES – 5.2

Praise and Commendation.

S1 & S2

- Pupils receive a green dot from the class teacher each period and note this on a record sheet. At the end of a fortnight, these sheets are sent to the school office and the totals transferred to a master record. The pupils then have set targets for rewards :

40 points	Positive Referral Sheet
80 points	Bronze Certificate
120 points	Silver Certificate
160 points	Gold Certificate
200 points	Platinum Certificate

In addition, each member of staff has a “personalised” stamp that is used, when appropriate, in the planner.

- There are two “Reach for the Stars” ceremonies during the course of the year when Referral sheets and Certificates are presented to the pupil.
- At the end of the year, those pupils who have achieved a Gold/Platinum Certificate will have the opportunity to participate in a “fun” activity e.g. Disco, Cinema, Bowling etc.

S3 & S4

At present, a commendation system is in place which recognises pupils who work consistently to the best of their abilities. Letters are sent home twice during the academic year for pupils who meet these criteria. A “Reward” system is to be introduced to acknowledge pupils who have achieved 5+ commendations on each of their letters.

These pupils will also have the opportunity to participate in a “fun” activity.

S5 & S6

Positive reinforcement is dependent on the age and personality of the pupil to whom they apply. For senior pupils, often praise and constructive comment on their progress is what is required and requested. However, we recognise that a pupil who has applied themselves consistently and displays the right attitude and commitment should be acknowledged.

- At the end of S5, these pupils are awarded “Certificates of Merit” in recognition of their attitude and commitment.
- At the end of S6, these pupils are awarded Certificates of School Service or Community Service.

APPENDICES – 5.3

Communications.

See also :

- **Daily Discrepancy Form / Recording Form**
- **Record Code sheet**
- **Ladder of Consequences**

A clear system of recording information and transferring this to the school database is essential on a daily basis.

1. Each member of staff completes a combined Discrepancy sheet /Record form, period by period each day, and returns it to the school office by 3.30pm.
A central collection point is available in most department bases.
2. The office staff transfer information from both sides of the form to the school database, extracting any Principal Teacher forms containing “Code 100”- referral to D.H.T.- and places these in the appropriate D.H.T. tray.
3. D.H.T. deals with the referral next day as appropriate, enters the response code in the box and returns form to the teacher via the staff tray.
4. A weekly print out of all recorded information is made and distributed to the D.H.T.s, Guidance staff and Principal Teachers.
This should be available for all teaching staff to access.
5. Promoted staff will offer support and guidance to pupils who are recorded on a regular basis.

Daily Absence Sheet

In order to make more efficient use of the daily absence sheet, distributed to each member of staff in their classroom, this will also include “Staff out of School”, “Visitors to the School” and “Notices”.

APPENDICES – 5.4

Time Out Unit.

See also :

- **Introductory letter to Parents / S1**
- **Time Out Referral Form**
- **Time Out letter home**
- **Time Out exercise**

BENEFITS :

- For the teacher and class - learning and teaching will continue without further interruption and disruption.
- For the pupil - possible avoidance of exclusion or other serious sanctions.
- For the parent - immediate information, via a letter home, of the poor behaviour of their child.

MAKING A REFERRAL TO TIME OUT :

Staff complete a time out form then :

- send pupil directly to time out unit
- send other pupil to office with form
- inform Principal teacher at end of lesson

IN AND FOLLOWING TIME OUT :

- Pupil completes a common reflective exercise.
- Pupil returned to normal timetable at the end of the period.
- Letter will be sent home following a period in the unit.
- Pupil will be interviewed by S.M.T. the next day.

Failure to adhere to the time out rules will result in exclusion from school.

The time out unit is staffed by teachers on a voluntary basis.

APPENDICES – 5.5

Resource Base

An inclusion unit aims to provide a temporary 'haven' / protected teaching environment for particular pupils. It seeks to maintain a school attendance where this would otherwise be jeopardised.

The purpose of the unit is to prepare pupils for re-integration back into mainstream education.

This can be achieved by :

- teaching towards gaps in curriculum caused by prolonged absence from school
- preparing pupils socially and emotionally for participation in mainstream conditions
- collaborating and consulting with mainstream teachers, S.M.T. and others
- working in partnership with parents
- working with external agencies where appropriate.

REFERRAL TO RESOURCE BASE

The potential reasons for referral are too numerous and varied to define, however the main reasons are :

- a pupil with established history of SEBD, transferring from Primary or other Secondary school.
- a pupil previously unidentified, displaying serious social, emotional or behavioural difficulties, making continued integration in all or some of mainstream classes untenable.
- School refusal.
- A pupil requiring temporary respite from mainstream classes.

A pupil, who is repeatedly referred to their D.H.T. by subject principal teachers, could also be considered for placement in the unit, following a co-ordination meeting of Promoted staff and other agencies involved.

It is recognised that the needs of such pupils are diverse and specific and that particular arrangements would have to be made on an individual basis in consideration of circumstances and assessments. This would affect general arrangements as well as the duration of their attendance in the unit.

Commendations criteria

This policy aims to build on the present commendation system which asks staff to identify pupils, (S1 – S4) whose behaviour, effort and attitude has been exemplary during a set period of time.

Attainment is not a relevant criterion for this award.

This occurs on the basis of two returns by staff in November and May.

Following the staff returns, a letter of commendation is generated and sent out to parents/ guardians.

It is the intention that this be linked to a reward system which acknowledges pupils who have received 5+ commendations on each of the letters. These pupils will have the opportunity to take part in a 'fun' activity.