



Promoting Positive Behaviour Policy

(Updated September 2018)

At Eyemouth High School, we expect high standards of student behaviour from all of our students. We are clear that the purpose of school is to learn and achieve, and we want all students to feel safe and happy while doing so.

This policy sets out a framework for behaviour management - promoting positive behaviour - and outlines procedures to be followed when behaviour falls short of what we expect.

Professional Standards (for teachers)

In managing behaviour, we should all be mindful of the standards expected of us as teachers, as outlined in the GTCS Standard for Registration. Specifically:

3.2.2 Develop positive relationships and positive behaviour strategies

- *demonstrate care and commitment to working with all learners;*
- *demonstrate a secure knowledge and understanding of the wellbeing indicators;*
- *show in-depth awareness of educational research and local and national advice, and use in a consistent way, a variety of strategies to build relationships with learners, promote positive behaviour and celebrate success;*
- *implement consistently the school's positive behaviour policy including strategies for understanding and preventing bullying, and manage pupil behaviour in and around the school, in a fair, sensitive and informed manner;*
- *seek and use advice from colleagues and promoted staff, as appropriate, in managing behaviour;*
- *evaluate and justify their approaches to managing behaviour and, when necessary, be open to new approaches to adapt them;*
- *recognise when a learner's behaviour may signify distress requiring the need for further support, and take appropriate action.*

Expectations (for students)

Central to our expectations for students are our **school values**:

- Kindness & Respect
- Learning
- Commitment

Fundamentally, we believe that the key to successful behaviour management is building **strong working relationships** with the students we teach, based on mutual respect and trust.

Of our students, we have three basic expectations:

1. **Follow the instructions of all members of staff;**
2. **Be polite and courteous to all members of staff and to each other;**
3. **Respect the school building and the resources available in it.**

We should promote these expectations as much as we can with students and parents.

Praise the positive

Praise and positive feedback are very important to student motivation and learning. Both should be an integral part of the day-to-day school experience for students.

We use **Praise Postcards** to recognise excellent student effort or achievement:

- All faculties should have clear criteria for their use;
- All teachers should be issuing these.

Where student behaviour falls short of these expectations, rightly, there are consequences. The next part of this document outlines procedures around these.

Consequences for poor behaviour

Working with young people, we recognise that sometimes behaviour will fall short of the standards we expect. In such cases, teachers should **try to resolve issues in as low key a way as possible**, and much of the time this will simply involve talking to the student.

Everyone having a clear understanding of expectations and consequences are essential features of good student behaviour in schools. Issues typically arise - or become worse - when people don't understand what expectations are, or what consequences will be.

Also important is a consistent approach. Without this, there risks confusion and people become frustrated. That said, it is sensible and important to build the principles of professional judgement and discretion when dealing with matters of poor behaviour.

The following structure is designed to help everyone (students and staff) understand the system of consequences for poor behaviour in classes:

	Consequence	Reasons	Details	Lead person
Level 1	In-class consequences	For low-level misbehaviour. May include: student spoken to in class, moved seat, asked to step out of room for a few minutes, kept behind for a few minutes and spoken to.	May or may not result in a Misconduct Exercise.	Teacher
Level 2	Misconduct Exercise	For low-level misbehaviour (at the discretion of the teacher).	To be completed and returned at a time as decided by the teacher. Parents are required to sign.	Teacher
Level 3	Sent to another classroom	For repeated low-level misbehaviour, including refusal to follow teacher instructions.	Refer to Principal Teacher Support Timetable. Removal to another class should result in an automatic lunchtime detention.	Principal Teacher
Level 3	Lunchtime detention	For more serious misbehaviour or repeated low-level misbehaviour which does not improve. To be authorised by a Principal Teacher. Also for non-return of Misconduct Exercise (Level 2). Also for being sent to another classroom (Level 3).	Monday - Thursday lunchtimes in European Languages classroom, 1.20 - 1.40pm. Students complete a Restorative Exercise and then a copying exercise. Parents are notified by text message.	Principal Teacher
Level 4	After-school detention (Tuesday - Thursday)	For serious misbehaviour (as decided by DHT). Also issued if a student fails to attend lunchtime detention, or if they are removed from lunchtime detention for poor behaviour. After-school detentions issued for this reason will normally be sat two days after the missed lunchtime detention (e.g. if the missed lunchtime detention was on Tuesday, the after-school detention	Tuesday - Thursday in the Pupil Support Area, 3.50 - 4:30pm. Students should bring work with them to do. If they don't, they will be required to complete a copying exercise.	Depute Headteacher

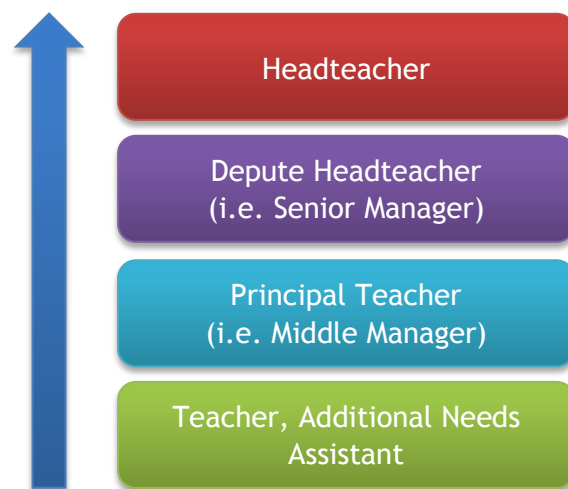
		will be on Thursday).		
Level 5	Friday Afternoon detention (Friday)	For serious misbehaviour (as decided by DHT). Also issued if a student fails to attend Tuesday-Thursday after-school detention, or if they are removed from Tuesday-Thursday after-school detention for poor behaviour.	Friday afternoon, 1.25 - 2:25pm. Report to House DHT office.	Depute Headteacher
Level 6	Internal isolation	For serious misbehaviour (as decided by DHT). If there have been more than three after-school detentions (Tuesday-Thursday and/or Friday), then a student will be internally isolated.	Student will work in Pupil Support Area for the day. They will take interval and lunch at different times to other students. Their phone will be confiscated. Parents should be asked in for a meeting.	Depute Headteacher
Level 7	Temporary exclusion from school	For serious misbehaviour (as decided by Headteacher). If there have been more than three internal isolations for a student that term (e.g. August - October), temporarily exclusion from school will be considered by the Headteacher.		Headteacher

Additional points:

- Misconduct Exercises and lunchtime detentions should be issued for issues to do with poor behaviour. They should not normally be issued for a lack of effort or not bringing equipment. Such issues should be dealt with by contacting parents/carers, by phone, letter or e-mail. Faculties may wish to do this themselves, or to call upon the support of the relevant Pastoral Teacher. If a teacher wishes to contact a student's home themselves, the faculty Principal Teacher and Pastoral Principal Teacher should be kept in the loop.
- If a pattern of poor behaviour for a particular student emerges in a faculty, then the Principal Teacher should consider options such as:
 - a faculty monitoring sheet;
 - inviting parents/carers in for a discussion;
 - referral to the student's Pastoral Teacher or relevant Depute Headteacher.

General Principles for Behaviour Management: Staged Intervention

Our system of consequences operates within a **staged intervention** framework. An important principle is that issues should usually be dealt with at as low a level as possible, being referred upwards in a staged way, as illustrated:



It is important to understand that, **as a general rule** (but of course there will sometimes be exceptions), **this model applies at all times during the school day**, whether during timetabled classes, at transitions between classes, or during breaks.

First point of contact/referral

Usually, **the line manager of a teacher is their first point of contact/referral i.e. the Principal Teacher of their faculty**. An exception to this could be if a teacher is covering a class in another faculty, where it would be appropriate for the Principal Teacher of that faculty to be the first point of contact/referral.

It should be unusual for another member of staff to be called upon to help deal with a discipline issue in a class. However, from time-to-time, this situation does arise. **In the first instance, the person contacted should be the faculty Principal Teacher**. For example, if an English teacher is teaching an English lesson, they should call upon the Principal Teacher of English; if an English teacher is teaching a Science lesson, they should call upon the Principal Teacher of Science.

Principal Teachers (i.e. Middle Managers) play an important part in the staged approach. Because a particular Principal Teacher may not always be available (e.g. because they are absent or involved in something that they can't get away from), **each Principal Teacher should have in place an arrangement whereby another Principal Teacher or a teacher can step in, in their place**. It is the responsibility of Principal Teachers to ensure that this arrangement is in place, and that teachers in their faculty understand the arrangement, including how to use it. A teacher should not usually be calling for a Depute Headteacher to come to deal with a discipline issue - this misses a key stage in the staged intervention approach.

A grey area might be where a behavioural incident happens during transitions or at a break. However, **the staged approach still applies**. A teacher may wish to deal with it themselves (and most of the time, this is all that should be required), or they may wish to escalate it to their Principal Teacher. For example, if a teacher comes across a behavioural issue that they believe warrants a Misconduct Exercise at break time, they should issue this. If it is not returned by the agreed time, then it should be referred to their Principal Teacher, who has the option of issuing a lunchtime detention.

If a teacher comes across what they believe to be a bullying incident at transitions or break or lunchtime, it should be referred to a Principal Teacher in the first instance. However, situations of this nature, the most appropriate Principal Teacher is likely to be the student's Pastoral Teacher, rather than the Principal Teacher of their faculty (and teachers should exercise their professional judgement as to who the most appropriate Principal Teacher would be). Should the Pastoral Principal Teacher deem it necessary, the incident will be referred to the appropriate Depute Headteacher.

Senior Manager involvement

Where a student refuses to co-operate with a Principal Teacher, in the first instance, the Principal Teacher may wish to call upon the support of another Principal Teacher. However, they may also wish to refer the incident to the relevant Year Head, i.e. a Depute Headteacher; this is in line with the staged approach. Similarly, if a Principal Teacher comes across (or is informed of) a situation which they feel merits involvement at a higher level, they should refer it to the relevant Depute Headteacher.

Should there be an **emergency situation** where a teacher requires immediate support (e.g. something physical between students or a teacher is threatened), they should press their panic alarm (this alerts the school office to the problem, and the Senior Manager who is on duty that day will attend). This bypasses the Middle Manager and it is hoped that such situations would be rare.

Similarly, if a student were to swear at any member of staff, this should be escalated to Depute Headteacher level, rather than going via a Principal Teacher.

Professional Reading on Behaviour Management

A range of books on effective behaviour management are available in our staff Professional Learning Library. These include:

- *Classroom Behaviour*, Bill Rogers
- *The Seven C's of Positive Behaviour Management (Alphabet Sevens)*, Sue Cowley
- *Better Behaviour: A Guide for Teachers*, Jarlath O'Brien
- *When the Adults Change, Everything Changes: Seismic shifts in school behaviour*, Paul Dix