

Ullapool High School

Positive Behaviour Policy

Rationale

Positive behaviour is a key ingredient to any pupil achieving in any aspect of their life. Our positive behaviour policy will encourage pupils to develop a sense of responsibility for their own behaviour, as well as the potential impact it has on themselves and others around them.

We will always seek to encourage and praise hard work and endeavour but recognise that even within the positive ethos we seek to create that sometimes discipline processes will need to be enacted.

Our approach will always be restorative but with an understanding that sanctions will be forthcoming if no modifications in behaviour are noted. We will always try and involve parent/carer(s) at an early stage, as we recognise the critical role of school and home working together.

Learning and Teaching Policy

Ullapool High School's Learning and Teaching policy illustrates the key concepts in making lessons engaging and in helping manage pupil behaviour.

<http://ullapoolhigh.wiserhosting.com/images/PDFs/Ullapool%20High%20School%20LT%20policy%202016.pdf>

We recognise as teachers, the importance of sound classroom based strategies to promote positive behaviour. We also recognise that a consistent approach around the school will help amplify our positive ethos.

Merit Awards

Whilst we, of course, expect good effort and behaviour in all classes we also fully understand the importance of recognising it.

Praise postcards - All pupils who go through a term with good academic effort will receive a 'praise' postcard signed by the Head Teacher. Information for which pupils will receive this will be drawn down from tracking and monitoring reports and discipline referrals.

Merit certificate - teachers/departments can give out a merit certificate to any pupil or group who have displayed remarkable effort. This can be in a number of areas, listed on the certificate.

Effort awards - each year teachers can vote for young people who have shown great effort over the course of the year. These votes are tallied and the pupils with most votes will receive a certificate at the end of year assembly.

Other awards- Assemblies in each term can be used to formally present any other awards deemed appropriate Eg sports awards, DofE, Saltire awards etc.

General Classroom Discipline

There will always be situations where misbehaviour arises.

Teachers will use their own judgement and professionalism in most cases to determine appropriate actions.

Usual sanctions including verbal warnings and moving seats will prove effective in almost all cases of low level disruption.

If a pupil will not behave or co-operate then a D1 should be considered. This is a first level of restorative practice that crucially involves the parents, it also allows the school to keep track of youngsters who may be displaying patterns of behaviour that require additional involvement of the Guidance team or the Senior Management Team.

Refusal to hand in a D1, or more serious misbehaviour (bullying, verbal abuse, aggression) should result in a D2. This is a lunchtime detention where the pupil will work with a member of staff on the restorative exercise and again a link will be made to the parent/carer(s), Guidance and SMT.

Toilet/out of class

Pupils learn best if they are engaged in the work of the class, within the class. Therefore pupils being let out of class should be the exception and not the rule. For example pupils should not be allowed out of lesson time to fill or purchase water bottles (this should happen at break or lunchtime).

If a pupil is to go to the toilet (or be out of class for any reason), then they must fill in the 'out of class' sheet. This is collated weekly and again alerts the school to emerging issues, this will be shared with all staff. Teachers must ensure the sheet is filled in, every time a pupil leaves.

Homework

Supported Study is offered to all pupils during lunchtime. If pupils are finding it difficult to complete homework then the first push is to make them aware of this opportunity.

Persistent/on-going problems with homework should be flagged up using the D1/2 referral system, but before this a talk with the relevant guidance teacher should be undertaken to establish any mitigating circumstances.

Outwith the Classroom

It is vital for the maintenance of a positive whole school ethos that everyone takes responsibility for ensuring good order in corridors and public spaces. If anything untoward is happening outwith the classroom then staff should intervene if it is appropriate and again, if a verbal warning is not enough, then D1 and D2 processes should be enacted.

Locker Area

Pupils should only be in this area before school start, break, lunch or at end of school day. They should not be here between classes. All necessary materials should be picked up at the allowed

times for the classes that follow. All staff should challenge any late coming due to pupils going down to their lockers between classes.

Canteen and concourse

All pupil meals should be consumed in this area. Volunteer staff and pupils will help monitor for litter etc.

Mobile phones

Mobile phone use is strictly with the permission of the class teacher. A statement on mobile phone use, drawn up after consultation with staff and pupils can be found here:-

<http://ullapoolhigh.wiserhosting.com/images/PDFs/Policies/MPPolicy2016.pdf>

Recording Merits and D1/2's

It is important for the school to build a picture of behaviour for all pupils and in particular to note and act upon changes in these patterns. The SEEMIS system allows an easy way to record merits and D1/2's that saves office time on collation from paper and record books as has happened in the past. Staff will be trained on how to use this feature for their classes. Weekly sheets will be displayed in the staffroom and guidance staff will also be provided with these, to allow us to spot patterns quickly.

Any incident that occurs outwith class can still be logged by the office if they are made aware of the details.

Serious and/or continued behaviour issues

We recognise that pupils displaying these types of behaviours may be in need of extensive work with partner agencies in one or more areas of their life. We will work with these partners to try and ensure that we can devise a strategy or package that helps the young person achieve.

Notwithstanding the above, the school can seek to exclude a pupil - particularly for dangerous behaviour. It is important to note that the school is still responsible for the education of pupils during a period of exclusion. Exclusion can be off-site or on-site.

Departments/Guidance and SMT can also use behaviour/attendance monitoring cards that can be very successful in bringing parent/carer(s) on board and in turning round persistent low-level issues.

Personalised timetables and other supports/protocols (de-escalation etc) can be considered in partnership with agencies, teachers, parent/carer(s) to assist in working with all young people who may be displaying behaviours that continue to present difficulty.

The school and departments can also look to withdraw privileges from a pupil after consultation with guidance/parent etc. These privileges could include representing the school team, attending a school trip, etc