



Kirkcudbright Academy

Behaviour Policy

Aim:

The help pupils reach their full potential by creating a positive learning environment where quality teaching can take place free from disruption and distraction.

Rationale:

If learning and teaching is to take place successfully, it is essential to create an environment that makes it possible for teachers to teach and pupils to learn. This type of environment does not happen by accident and this policy attempts to provide advice and strategies to create consistent approaches to be used, and how to deal effectively with difficulties as they arise.

The situation at Kirkcudbright Academy reflects the national picture where the vast majority of pupils are well behaved and experience high quality learning and teaching. However, like all schools, a range of discipline problems from low level inappropriate behaviour in classrooms to more serious behaviour incidents, from a small percentage of pupils, does occasionally occur.

“No matter what the extent or nature of indiscipline is within any given situation, it is a barrier to learning and teaching.” –Better Behaviour Better Learning (2001)

Principles:

Our Behaviour Policy will have been successful if it results in:

- Improved achievement for all learners.
- Improved relationships among teachers and learners
- Enhanced awareness and understanding of the importance of our school values among teachers and learners.
- Young people becoming able to better manage their behaviours in all situations.

Each faculty can make a very significant contribution to promoting positive behaviour in school by:

- Good classroom management.
- Well prepared lessons matching the needs of all pupils.
- Taking an interest in pupils as individuals.
- Creating a climate of mutual respect between teacher and pupil.

Promoting Positive Behaviour:

“Areas such as curriculum organisation, teaching approaches, praise and reward systems and pupil involvement in decision making about rules, rewards and sanctions, contribute to an ethos of high expectations and positive relationships in which indiscipline is minimised.”

Pamela Munn 1999

Emphasis on praise and reward, through the school ‘pozzie’ system, combined with an examination of how we manage classroom behaviour in whole school and individual classroom contexts will lead to an enhanced school atmosphere in which the task of teaching and learning becomes naturally easier.

Teachers can promote positive behaviour with:

- Verbal praise
- Regular encouragement.
- Positive feedback on completed work.
- Use of stamps or stickers in jotters.
- Use of the school ‘Pozzie’ system.

The school can promote positive behaviour with:

- Consistent approaches.
- A positive ethos based on the school values.
- Rewarding positive behaviour by maintaining appropriate privileges to those deserving pupils.
- Rewarding achievement through the school ‘Pozzie’ system.

Sanction System:

It is always preferable to avoid having to apply sanctions to pupils, however, this is not always possible and it is important that staff use sanctions appropriately and consistently across the school.

The following highlights the sanctions commonly available to staff, however this list is not prescriptive:

Class Teacher:

Classroom teachers have a key role in maintaining appropriate behaviour, both within the classroom and across the school, by ensuring a fair and consistent approach to dealing with incidents of indiscipline or disruption. Many incidents can, and should, be dealt with using a variety of sanctions to correct the behaviour of the pupil before it escalates to the level where it is necessary to seek further assistance.

“implement consistently the school’s 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;”

From Standard for Full Registration - GTCS

- Verbal reprimands. (Usually quiet word in pupils ear.)
- Warnings. (Use of Demerits)
- Punishment Exercises.
- Moving pupils to another seat.
- Use of break/lunchtime teacher/departmental detention.
- Temporary removal from classroom (Usually to another classroom, where supervised, and not more than 1 period)
- Send/refer to Faculty Head.
- Send to SMT through Duty Rector call. (This would occur in the event of a very serious incident in the classroom.)

Faculty Head:

The faculty head has a key role in **supporting** the classroom teacher in promoting positive behaviour and in **providing advice** in the management of behavioural issues within the classroom. Only where the learning experiences of other pupils in the class is being disrupted on a continual basis, or where the behaviour of the pupil is of major concern, should the faculty head seek to intervene. The behaviour of pupils should be a 'standard agenda item' at faculty meetings where the classroom teacher can discuss ongoing concerns.

Where the Faculty Head does deem it necessary to provide support to the classroom teacher the following sanctions could be utilised:

- Interview by Faculty Head.
- Departmental detention.
- Departmental Behaviour Timetable.
- Temporary removal into another class.
- Letter Home (check with guidance teacher before sending letter)
- Request meeting with parent (check with guidance teacher before organising meeting)
- Central Detention.
- Refer to SMT/Pupil Support.

(All of the above Faculty Head sanctions should be recorded as a referral in SEEMIS)

Pupil Support/Guidance Staff:

The role of the pupil support teacher is restorative in nature and his/her intervention would be sought where the behavioural issues of a pupil are causing concerns across a number of curricular areas or are continual, where interventions by the Faculty Head have not had the desired effect. The pupil support staff will provide the main link between the school and parents, in terms of behavioural concerns, and may result in contacting external agencies where this is deemed appropriate.

These sanctions would be where behaviour concerns are raised across the school and are not isolated occurrences within a subject area:

- Interview pupil to discuss concerns.
- Contact parents by letter.
- Contact parents by phone.
- Behaviour timetable.
- Central detention.
- Request parental/child's meeting.
- Contacting external agencies.

Senior Management Team:

Support from the SMT should be sought where any discipline issues are of a serious nature that could result in severe sanctions being issued. These would include incidents where the safety of other pupils or staff has been put into question.

Sanctions used by the SMT could include:

- Interview pupil.
- Central detention.
- Contact parents by phone.
- Behaviour timetable.
- Request parental/child's meeting.
- Contacting external agencies.
- Exclusion.
- Hold formal re-admission meeting with parent/carer and pupil.

UPS Tutor:

The UPS Tutor has a role in supporting the behaviour of pupils within his/her house group. This role would take the form of linking with the student's pupil support teacher where issues of behaviour have been raised during 'learner conversations' and the review of pupil reports.

The UPS Tutor may also be asked to monitor the behaviour of pupils through the 'behaviour timetable', discussing with the pupil any issues, and praising when appropriate behaviour has been achieved.

Duty Rector Call:

The school has a system in place whereby assistance can be provided when a 'serious incident' has arisen in class and the teacher requires immediate support. Duty Rector calls should only be used where the incident places the safety of the individual pupil, or other children in the class, in question and the faculty PT is not available, or the incident which has occurred could result in exclusion for the pupil involved.

Central Detention:

Central detention operates twice weekly, on a Wednesday and Friday lunchtime from 1.00 - 1.50pm. This should only be used once other appropriate sanctions available to both classroom teacher and faculty head have been exhausted and there has been no change in pupil behaviour, or the unsatisfactory behaviour of the pupil is deemed to be persistent in nature.

As central detention operates during lunchtime, on both days, the pupil involved should be given the opportunity to access lunch from 12.30pm on the day of the detention in the dining hall, permission should not be given for the pupil to leave the campus. As this may require the pupil to bring a packed lunch, the requirement to attend the central detention should not be issued on the same day as the pupil is informed of the detention.

To remind pupils of the requirement to attend central detention a detention card should be issued, containing the date and time of the detention and the name of the member of staff who issued the detention. This card should be shown to the period 4 teacher for the pupil to access the early lunch. Parents should also be made aware of the detention via group call through the office.

APPENDIX 1

Advice to classroom teacher:

Most of the day to day incidents in the classroom can be, and should be, dealt with by the classroom teacher, and every attempt should be made to avoid escalating a minor incident into a more serious issue. The majority of pupils in the class will respond to minor incidents through the use of the verbal reprimand, however, the teacher should also **avoid sarcastic or embarrassing comments** as these could escalate the situation.

Minor incidents would include the following:

- Inattention in class.
- Minor disruption through talking at inappropriate times.
- Distraction of others in the class.
- Lack of appropriate equipment to engage in the lesson.
- Late coming.

These incidents should be dealt with using verbal reprimands, warnings, punishment exercises and/or moving seat within the classroom.

Continued classroom incidents would then escalate the sanctions to use of break/lunchtime class/faculty detentions, temporary removal from class using pre-arranged faculty provision and referral to Faculty Head.

The teacher would be justified in moving straight to the above sanctions involving incidents such as:

- Comments toward other pupils which could be classed as bullying.
- Refusal by the student to carry out teacher instructions.
- Inappropriate comments/behaviour toward the teacher or fellow students.
- Deliberate damage to, vandalism of, classroom/school equipment.
- Persistent non-submission of homework.

APPENDIX 2

A 'Duty Rector Call' should be made where the incident is serious in nature and could potentially lead to a formal exclusion for that student. Incidents that would fall under that category would include:

- Verbal Abuse of Staff/Pupil
- Insolent or Offensive Behaviour
- Refusal to Attend Class
- Physical Assault
- Theft
- Threat of Physical/Sexual Violence
- Deliberate Damage to School/Personal Property
- Substance Misuse