



Positive Behaviour and Relationships 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. Approaches to improving relationships and behaviour across the whole school community are underpinned by children's rights in accordance with the United Nations Convention on the Rights of the Child (UNCRC) and the Equalities Act 2010. Schools which focus on social and emotional wellbeing, and those creating a positive school ethos based on mutual respect and trust, are having the most impact (Better Relationships, Better Learning, Better Behaviour 2013).

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:

- Maximising potential of all learners
- Positive relationships among teachers and learners
- Enhanced awareness and understanding of the importance of our school values among teachers and learners.
- Young people managing their behaviours in a range of situations

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

- Good classroom management, with an awareness of the 8 de-escalation tips.
- 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.



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HONESTY

- Follow Mobile Phone & Uniform policies
- Avoid disrupting your own/others learning by arriving late to lessons
- Have a positive attitude to others -be kind and helpful.

EQUALITY

- Verbal/physical abuse of others is not tolerated
- Value all forms of diversity in our school, community and beyond.
- Take responsibility for roles in group/class activities.

ASPIRATIONS

- Strive to achieve the highest standards in all tasks and activities.
- Engage in productive work.
- All assignments/homework should be submitted within agreed timescales.

RESPECT

- Treat everyone with respect.
- Treat and maintain safe/clean environment throughout the school
- Class routines/expectations should be respected and maintained.

TRUST

- Be reliable and attend all classes
- Meet all deadlines in partnership with staff to ensure clear understanding
- Learners should follow staff updates on Teams

Integrating Nurture Principles

We are committed to fostering a nurturing environment where all students feel safe, valued, and supported in their learning journey. Our behaviour policy is rooted in the Six Principles of Nurture, ensuring that:

- Students' development is understood holistically,
- The classroom remains a secure base.
- All behaviour is recognised as a form of communication.
- Emotional well-being is prioritised
- The importance of transitions in students' lives is acknowledged
- Language is vital in fostering positive relationships.

By embedding these principles into our daily practice, we create a culture of respect, inclusion, and personal growth.

The Hub plays a crucial role in reinforcing these principles by providing tailored interventions for students who require extra guidance; this includes The Hive and The Snug, which provides a secure, safe base for pupils who are in need of time out for emotional regulation. These dedicated spaces offer structured, additional support, helping students navigate challenges related to behaviour, emotional regulation, and social interactions. Staff work collaboratively with students, families, and external professionals to ensure individual needs are met, promoting resilience and self-confidence. Through this approach, we empower students to engage positively with their education and develop the skills necessary for lifelong success.

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 ‘merits’ 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 ‘merits’ 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 ‘merits’ system.



MERITS

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Homework

You have completed your homework to a standard that has surpassed expectations, demonstrating effort and commitment to the task.

Contribution to class

You have noticeably contributed to this lesson, demonstrating your determination to learn and progress in this subject.

Attitude

You have continuously evidenced a positive attitude to all aspects of a lesson or demonstrated a positive attitude within your school day.

Effort

Your teacher has noted consistently high levels of effort and engagement with learning in this class.

Achievement

You have achieved success in class. For example producing an outstanding piece of work or achieving an excellent or improved score in a test.

Helping others

You have shown commitment to helping others whether in the classroom, in the school or out in our community.

Extra curricular involvement

You have shown commitment to attending or supporting events/clubs outside of the classroom or in the community.

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:

Demerits:

Demerits are applied for low-level behaviour issues. These include:

- Constant Disruption
- Swearing
- Using Phone in Class
- Homework Deadline Missed
- Lack of Effort
- Homework Poorly Attempted
- Insolence/Lack of Respect
- Lack of Equipment
- Sanction not completed
- Late to Class
- Uniform
- Senior phase lack of commitment to subject
- Toilet

When a child receives demerit(s) within a subject/faculty the following sanctions may apply depending on circumstances:

Number of Demerits	1	2	3	4
Action	Notification home	Detention by class teacher (Detention reflection sheets to be completed)	Referral - Principal Teacher of Curriculum intervention	Phone call home Behaviour timetable



DEMERITS

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Uniform

You have failed to meet the standards of uniform expected.

Constant Disruption

Your conduct has caused disruption to learning in the classroom on more than one occasion.

Swearing

You have used language that has been deemed inappropriate or offensive to others.

Mobile Phone

You have used your mobile phone whilst in the classroom or corridor without permission.

Lack of Effort

You have lacked effort in class which has had a notable affect on the work that you have produced.

Homework

You have failed to complete a homework task that you have been set, by the deadline.

Lack of Equipment

You have failed to attend class with the equipment required or requested in order to take part in a lesson.

Sanction Not Completed

A sanction that you have been given by a member of staff (e.g. punishment exercise or detention) has not been satisfactorily completed.

Late to Class

You have arrived late to class with no reasonable or acceptable reason.

Role of 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 - Detention reflection sheets to be completed.
- Temporary removal from classroom (Usually to another classroom, where supervised, and not more than 1 period)
- Send/refer to Faculty Head.
- Duty Rector call. (This would occur in the event of a very serious incident in the classroom.)

De-escalation Strategies:

A primary aim is to avoid escalation of behaviours, as maintaining a positive and respectful learning environment is core. De-escalation techniques are essential in managing challenging behaviour calmly and effectively.

Staff are encouraged to use strategies such as:

- active listening
- maintaining a neutral tone
- offering choices to help students regain control of their emotions

Recognising early warning signs of distress allows intervention before situations escalate. Our approach focuses on conflict resolution and fostering mutual respect to ensure that all students feel supported while developing self-regulation skills. By promoting a culture of understanding and proactive engagement, we aim to minimise disruptions and uphold a safe, inclusive school environment.

Role of 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)
- Refer to SMT/Pupil Support.

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

Role of 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.
- Request parental/child’s meeting.
- Contacting external agencies.

Role of 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.
- 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.

Role of 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.

- 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