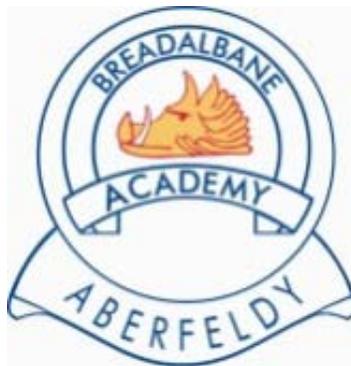


Breadalbane Academy



Behaviour Management Policy May 2016

1. Rationale

Positive behaviour management is about creating an ethos within our school where our pupils are encouraged to make good choices about their behaviour and these choices are acknowledged in a variety of ways. This policy stresses the need to be positive in our approach as a starting point at all times, but also aims to describe the procedures we have in place for dealing with situations where behaviour falls below expectations. This policy only seeks to cover behaviour management in the context of secondary classroom management. **For any such policy to be effective, it must be consistently applied by all teachers.**

1.1 Restorative Approaches

The school is currently in the process of introducing restorative practice approaches, and this policy will be updated at some point to take account of any relevant changes to classroom practice. In the meantime staff will be guided in their approach by the following statements which describe the principles of restorative practice:

- *When a situation continues to occur, we are inquisitive and concerned about what needs to happen rather than blaming the child, parent or teacher.*
- *Working restoratively is about strengthening relationships and building community within the classroom and the wider school community.*
- *No significant learning occurs without a significant relationship.*
- *Wherever possible, zero tolerance is defined “we don’t accept that behaviour in our school”, rather than “we will exclude pupils based on that behaviour”.*
- *There is an attitude of persistence among staff that means that the school is unwilling to give up on difficult pupils or wants to get rid of them at the earliest opportunity. Young people are not demonised.*
- *We do not expect to see a behaviour that we have not first taught.*
- *When pupils cannot read, we teach them to read; when pupils cannot write, we teach them to write; therefore, when pupils cannot behave we first seek to teach them to behave.*

1.2 Positive Reinforcement

It is vital to use positive reinforcement to encourage pupils to behave appropriately and to encourage ongoing appropriate behaviour. Approaches aimed at developing pupils’ self-esteem and creating a positive classroom atmosphere are most likely to assist teachers in developing positive relationships with pupils.

1.2.1 Positive Reinforcement in the Primary

Throughout the primary various incentives are used:

- Well Done Tickets.
- Gold Cards (for earning 10 well done tickets).
- Pupil of the Week.
- Golden Time. This is earned over the week; each pupil starts the week with 5 minutes and can earn a further 5 minutes every day
- House Points.
- Green slip home informing parents of good news.
- Stickers and stamps.

Individual teachers may also use personal points, table points, etc.

1.2.2 Positive Reinforcement in the Secondary

Secondary teacher will use the following whole approaches towards promoting positive behaviour:

- Verbal Praise- staff will encourage positive behaviour through regular praise. As well as supporting the behaviour of the pupil in question, such praise also identifies a model of acceptable behaviour for others to aspire to and so helps set standards in class.
- Positive Referral- these will be given to every pupil who sustains positive behaviour throughout a lesson.
- Bronze, Silver and Gold Certificates - These will be given to pupils achieving the required number of positives referrals, and will be presented at assemblies.

2. Expectation for Pupils

In Breadalbane Academy we expect pupils to reflect the values of respect and ambition in the way they conduct themselves in lessons. These should be in evidence in the following respects:

- Coming to class expecting to learn
- Coming to class prepared with books, equipment etc.
- Arriving on time
- Being attentive and following instruction given by teacher
- Not talking over the teacher or otherwise distracting the class
- Being respectful towards the teacher and other pupils at all times
- Treating school property with respect
- Not eating or chewing gum in class
- Only using mobile devices when given the permission of the teacher.

3. Expectations for Teachers

As well as clear expectations for pupils, an effective behaviour management policy depends upon clear expectations in terms of what pupils can expect from staff. Pupils and parents can expect teachers to carry out their responsibilities and duties in a professional manner, including in the following ways:

- being aware of information which has been provided on individual pupils by the Support for Learning Department /Guidance Team, and noting where and why flags appear on SEEMIS.
- being prepared for lessons: good behaviour management depends on a high level of organisation, and lessons should always aim, through planning, to meet the needs of all pupils.
- having clarity in lesson structure - particularly in terms of beginnings and endings. Clarity about classroom procedures will assist staff in creating an ordered learning environment for pupils in which expectations are clear.
- setting high standards and applying them consistently.
- Being clear with pupils about the rules of the positive behaviour management policy and supporting this by clear display of the 'levels summary' poster (appendix 1)

4. Managing Behaviour in Class (Primary)

The primary positive behaviour management system is based on the following Golden Rules:

Do	be kind	Don't	be unkind
	be gentle		be rough
	think of others		be rude
	work hard		be selfish
	look after property		be lazy
			misuse property

Should a pupil break a Golden Rule the following system should be followed:

Level	Action	What does this mean?
1	First Formal Warning	A verbal warning is given, explicitly stating that if the behaviour continues or happens again that day a yellow card will be issued.
2	Yellow card	If the behaviour continues a yellow card is issued to the pupil along with a yellow card slip to be taken home for parents to sign. A yellow card means that only 2½ minutes of golden time can be earned that day. Once the behaviour improves the yellow card is taken away.
3	Orange Card	Should the behaviour continue the pupil is issued with an orange card along with an orange card slip to be taken home for parents to sign. An orange card results in no golden time being earned that day. Once the behaviour improves the orange card is taken away.
4	Red Card	Should the behaviour continue the pupil is issued with a red card along with a red card slip to be taken home for parents to sign. A member of the senior management team is contacted to speak to the pupil. The SMT member will contact parents, either through a SMT slip or phoning home. In some cases, pupils may be withdrawn from class by SMT for a period of time, not exceeding two hours.

Should a pupil get three yellow cards in the one day a member of the senior management team is contacted to speak to the pupil. The SMT member will contact parents, either through a SMT slip or phoning home.

Should a pupil not return a signed slip the class teacher should contact the parents to ensure they are aware of their child's behaviour.

In cases where a pupil has a behaviour protocol these should be read alongside the PBM policy.

5. Managing Behaviour in Class (Secondary)

5.1 Informal Behaviour Management

It is expected that each class teacher will continue to manage and teach their classes using the skills and techniques that they have developed during their teaching career. Each teacher is unique and will have developed many personal techniques for dealing with their pupils. This will include setting standards and reminding or warning pupils of them, without recourse to formal logging. Teachers should only introduce formal consequences when their normal strategies have had no effect and the work of the class or that of an individual is being affected.

5.2 Formal Behaviour Response Levels

In advance of moving into the formal behaviour levels, pupil will be told what behaviour is unacceptable and warned that the teacher is about to move to a formal stage.

Level	Action	What does this mean?
1	First Formal Warning	If a pupil persists with unacceptable behaviour, the teachers will say what behaviour is unacceptable and inform the pupil that (s)he has lost his/her period merit. The teacher may move the pupils at this point.
2	Second Formal Warning	If the behaviour continues after a formal warning, the teacher will say what behaviour is unacceptable and issue the pupil with a demerit and a departmental detention. The teacher may move the pupils at this point or ask them to stand outside for a short period (max 5mins) for reflection and possible discussion with teacher.
3	Refer to PT	If there is no improvement in behaviour, the teacher will refer the pupil to the principal teacher. The PT can take one or more of these steps: <ul style="list-style-type: none"> • Speak with pupil • Remove pupils from class for remainder of lesson • Letter home (automatic in the case of removal from class) <u>Notes on removal from class:</u> Removal from class is a serious step which can impact negatively on learning. It should not therefore be done lightly. If a pupil is removed from class for the remainder of the period, PTs should send an information referral on SEEMIS to SMT and log it as 'transferred class'. This will result in a letter home being generated to be signed by the PT. Pupils should not spend any longer than one period

		<p>in an alternative classroom without the matter being agreed with SMT.</p> <p>It is expected that the vast majority of issues will be dealt with at PT level, but when this is not possible, behaviour issues should be referred through SEEMIS to SMT.</p>
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5.3 SMT Duty Call

For very serious breaches of discipline where an immediate response is deemed necessary by the class teacher or PT, the SMT should be called to deal with the issue. This teacher calling for SMT should record this incident by making a SEEMIS referral to the house head.

6. Consistent Application of Policy

As well as sharing the policy with pupils, staff should ensure that they are seen to follow it consistently. This is not only fair, but will make actions taken far easier to justify to pupils are parents at a later stage, if required.

In particular, teachers should avoid issuing ‘blanket’ consequences to a whole class. Similarly, staff should always work through the levels and avoid any temptation to escalate in way that misses out steps, unless the extreme nature of the behavior demands this approach.

7. General Principles of Classroom Behaviour Management

Teachers will:

- Establish clear, predictable routines and use them to manage the class
- Describe what they want rather than what they don't want
- Keep the focus on successful learning
- Maintain a classroom which is bright, tidy and welcoming
- Greet classes in a positive way, setting high expectations from the outset
- Attempt to capture pupil interest and stimulate their enthusiasm
- Provide clear instruction, including sharing of learning intentions for the lesson.
- Deal with latecomers in a way which minimises disruption to others
- Be fair and consistent in implementing discipline within their classroom
- Strive for an atmosphere of trust and respect
- Encourage both boys and girls to think and answer
- Separate the behaviour from the person and not personalise the situation
- Never try to insult or humiliate pupils
- Focus on solutions

Appendix 1



Breadalbane Academy Primary Positive Behaviour Management Stages

At Breadalbane Academy we want all our pupils to have excellent behaviour. If your behaviour in class is not acceptable your teacher will use the following steps to support you:

Level	Action	What does this mean?
1	First Formal Warning	A verbal warning is given, explicitly stating that if the behaviour continues or happens again that day a yellow card will be issued.
2	Yellow card	If the behaviour continues a yellow card is issued to the pupil along with a yellow card slip to be taken home for parents to sign. A yellow card means that only 2½ minutes of golden time can be earned that day. Once the behaviour improves the yellow card is taken away.
3	Orange Card	Should the behaviour continue the pupil is issued with an orange card along with an orange card slip to be taken home for parents to sign. An orange card results in no golden time being earned that day. Once the behaviour improves the orange card is taken away.
4	Red Card	Should the behaviour continue the pupil is issued with a red card along with a red card slip to be taken home for parents to sign. A member of the senior management team is contacted to speak to the pupil. The SMT member will contact parents, either through a SMT slip or phoning home.

Appendix 2



Breadalbane Academy Secondary Positive Behaviour Management Stages

At Breadalbane Academy we want all our pupils to have excellent behaviour. If your behaviour in class is not acceptable your teacher will use the following steps to support you:

Level	Action	What does this mean?
1	First Formal Warning	<p>If a pupil persists with unacceptable behaviour, the teachers will say what behaviour is unacceptable and inform the pupil that (s)he has lost his/her period merit.</p> <p>The teacher may move the pupils at this point.</p>
2	Second Formal Warning	<p>If the behaviour continues after a formal warning, the teacher will say what behaviour is unacceptable and issue the pupil with a demerit and a departmental detention.</p> <p>The teacher may move the pupils at this point.</p>
3	Refer to PT	<p>If there is no improvement in behaviour, the teacher will refer the pupil to the principal teacher.</p> <p>PT can take one of these steps:</p> <ul style="list-style-type: none"> • Speak with pupil • Remove pupils from class for remainder of lesson • Letter home (automatic in the case of removal from class) <p>Pupil will not spend any longer than one period in an alternative classroom without the matter being agreed with SMT.</p> <p>It is expected that the vast majority of issues will be dealt with at PT level, but when this is not possible, behaviour issues will be referred SMT.</p>