

PAISLEY GRAMMAR SCHOOL

BEHAVIOUR POLICY - DRAFT

INTRODUCTION

There is an essential link between learning and relationships. The achievement of individual pupils relates directly to their emotional health – emotional well-being closely links to our ability to plan, think, learn effectively and achieve.

The relationship base of a school, the interactions among staff, among pupils and between staff and pupils should create purposeful, secure and supportive conditions which make for successful learning and teaching.

The key is to establish a climate where

- achievement, in its different forms and at all levels of ability, is seen as the norm;
- staff and pupils will not settle for mediocrity;
- excellence is not an embarrassment;
- success is acknowledged and applauded.

This policy seeks to ensure suitable conditions for effective learning and teaching within the school.

It reflects the school's aims which are;

- To meet the needs of all
- To foster a safe and caring environment for all
- To promote high expectations
- To develop skills, knowledge and experience
- To recognise and celebrate the success and achievement for all
- To encourage everyone to be more responsible for themselves and to be considerate towards others

RESPONSIBILITIES

It is the responsibility of pupils, parents and staff to deal with each other in a courteous and considerate manner.

Teaching staff

It is the responsibility of all staff to help create and maintain the best climate in which effective learning and teaching can take place.

Parents

The help and support of parents is a contributory factor to good order in a school. It is the responsibility of all parents to ensure that their children attend school on time and bring with them the necessary equipment. Parents should also be encouraged to support the school dress code and take a positive interest in their child's education. They should work in partnership with the school in the best interest of their child.

Pupils

It is the responsibility of all pupils to come to school with the necessary equipment and to be prepared to learn. Pupils should conduct themselves reasonably at all times, showing respect to those around them.

Code of Conduct

To ensure reasonable consistency, the following code of conduct for pupils has been drawn up. Pupils should be regularly reminded of the code and it should be clearly displayed in classrooms.

Pupils should:

- Treat staff and others with respect
- Come to school with the necessary equipment and prepared to work
- Listen to the teachers and carry out the instructions given by the teachers
- Behave in a way which allows everyone to learn and achieve their potential
- Move about the school in an orderly fashion
- Treat the school building and grounds in a respectful way
- Arrive on time for class and school

ROLE OF CLASS TEACHER

The class teacher should strive to know about pupils' prior attainment, ASN etc., to forge good relationships with the pupils and to provide encouragement to them.

Class teachers should, whenever possible, arrive promptly for class and should contribute to the control of movement into and out of the classroom, whilst establishing clear and consistent standards of behaviour. It is important that the staff work as a team in their supervision of pupil movement throughout the school, supporting each other.

A consistent finding from teacher research over successive decades is the power of teacher example and of teacher expectations in relation to behaviour, attitude and performance.

We are often so close to this process that we tend to underestimate our impact. Pupils do notice the way we behave towards them and towards each other including:

- our courtesies and concerns for each other;
- our manner and respect for each other;
- our tolerances and ability to negotiate;
- setting high standards, but recognising that in certain circumstances compromise is a mature response;
- our 'people' skills;
- our punctuality;
- our consistency and rigour, as, for example, in meeting deadlines.

It is much easier to expect, and get, the same high standards from these pupils if these standards are the general pattern within the classroom and across the school.

All staff have these key roles to play in the setting of expectation and example.

The provision of relevant and varied course content and appropriate methods is important. Staff should be approachable. Encouragement and praise should be offered. Any sanctions applied should be administered fairly and consistently. Staff should work in partnership with parents and external agencies to support the pupils.

Inappropriate behaviour may be dealt with in the following ways:
(Teachers should use their professional judgment when deciding which action is most appropriate for any given behaviour. NB These are not stages in the disciplinary process, simply suggestions of sanctions and strategies available.)

- use of ASN information to identify appropriate strategies,
- consult Pupil Support staff,
- clearly state expected behaviour,
- remind pupils as necessary,
- move pupil to another seat,
- write a note to parents in the student planner,
- move pupil to another classroom,
- log a demerit
- issue a written exercise,
- refer pupil to Head of Department,
- complete appropriate alert – Pupil Support staff.

ROLE OF HEAD OF DEPARTMENT

Heads of department have a clear responsibility for the maintenance of discipline and good order in their departments. They have a responsibility to ensure that the curriculum on offer is stimulating and appropriate to the needs and abilities of the pupils. They should ensure that departmental staff have adequate resources. They should ensure that departmental staff participate in staff development and, particularly where appropriate, in the area of behaviour management.

They must provide support for departmental staff by:

- pursuing a departmental approach to the shared responsibility for promoting positive behaviour
- arranging support for pupils experiencing problems
- ensuring that year heads and pastoral care staff are informed at an early stage when it becomes clear that a pupil is exhibiting a pattern of persistent misbehaviour
- maintaining departmental records of disciplinary incidents including details of classroom sanctions used

Heads of Department may deploy the following strategies:

- Department Pupil Monitoring Sheet
- Log a demerit
- Referral to Time Out Base
- Referral to DHT
- Referral to Support Base
- Detention
- Isolation
- Removal to class of Head of Department
- Removal to another class in the department
- Letter to parents
- Planner entry

ROLE OF SENIOR STAFF

Senior staff should have a high profile and positive role in disciplinary matters. Where possible, SMT members should be out and about the school at the changeover of periods and breaks. They should set an example by the manner in which they deal with situations.

Senior staff should be proactive in their approach to behaviour management, engaging staff, parents and pupils in discussion.

The promotion of positive behaviour is not only about reactions to episodes of indiscipline.

Serious breaches of discipline will involve referral to Senior Management Team.

Strategies available to the Senior Staff:

- withdrawal of privileges
- discussion with pupil
- reinforcement of appropriate behaviour
- use of monitoring sheets
- referral to Support Base
- change of class/timetable
- detention
- communication with parents
- referral to EST
- exclusions from school (Maximum of 10 days)

Senior staff should, where possible, respond timeously to referrals and be open to enquiries from staff for information.

Senior staff should work with Pupil Support Staff to ensure pupils are supported and steps are taken to prevent escalation.

ROLE OF PUPIL SUPPORT STAFF

Guidance Staff

Guidance staff have a non-punitive role in the disciplinary procedure. They have an active role in familiarising themselves with their pupils and consulting with departments, thus enabling them to react at an early stage to approaches from staff. They should endeavour to work with all parties to address the reasons for inappropriate behaviour at the earliest stage.

Guidance staff could:

- interview and counsel the pupil
- communicate with parents
- provide information and/or advice to class teacher
- negotiate targets with pupil
- referral to Support Base
- prepare a pupil support plan
- issue a support sheet
- refer pupil to appropriate year head
- refer the pupil to the EST

Behaviour Support Staff

Behaviour support staff help pupils to address their behavioural issues. They provide positive proactive support in a safe and purposeful environment.

Behaviour Support staff could:

- enabling pupils in the identification of their learning stances
- supporting pupils in identifying barriers to achievement
- communicate with parents
- liaise with teaching staff, pupil support staff and year heads
- provide information and/or advice to class teachers
- negotiate targets with pupils
- contribute to an IEP
- help pupils to access the curriculum