



Better Behaviour Better Learning Process

Positive relationships are the starting point for effective learning to take place. In the journey towards developing a Relational Policy that reflects this a process of promotion of positive behavior and one that places boundaries and supports to support effective learning and teaching to take place is required. Behaviour management sanctions are part of the process by which an orderly, safe and purposeful ethos is encouraged and maintained. Sanctions in isolation are a blunt instrument, but used in conjunction with a focus on high quality learning experiences, the promotion of positive behavior and the development of positive staff/pupil working relationships they have an important role to play.

In order for sanctions to be effective they must be applied as **consistently and fairly** as possible within an agreed discipline structure at every level of the process. That is not to say professional judgment and discretion should not be used, but pupils should be very clear as to the consequences when their behavior impinges on teaching and learning, and the general positive relationships within the school.

- **Level 0 – Expectations and Promoting Positive Relationships and Better Behaviour**

Setting the scene for beginnings and ends of lessons is central to ensuring orderly lessons– a crib sheet has been provided for reference.

Training will be provided on developing a toolkit of strategies in order to promote positive relationships and behavior, and to provide strategies to redirect negative behaviour.

Currently merits are a key vehicle to reward positive behaviour. Monthly merit reports are produced and letters sent home to celebrate success, and end of year rewards are given to those with most merits. PTC's can issue Faculty Praise Post Cards. Further approaches will developed and implemented through a working group.

Appropriate materials used to ensure appropriate pace and challenge for all pupils, through reference to the pupil support handbook (robust processes to gather and communicate accurate and up to date information on individual's additional support needs are being developed in tandem with this process).

- **Level 1 - Warning**

When a pupil's behavior is not meeting expectations strategies should be put in place to redirect negative behaviours and a warning of possible consequences issued. Some strategies could be :

- Writing names on white boards, use of coloured warning cards in conjunction with colour coded warning poster
- further clarification of expectations by the classroom teacher
- discussing the specific barrier to learning and devising appropriate support for the pupil to re-engage with the task
- moving seats
- separating individuals
- reference made to pupil support handbook for individual strategies for pupils with additional support needs

- **Level 2 – Formal Warning**

Once appropriate warnings have been given and behaviours have not changed, a formal warning should be issued and a demerit recorded on SEEMIS. This will result in a pupil losing one point for every demerit. It is important all demerits are recorded as a fortnightly demerit report is produced and parents contacted for those pupils with a significant number of demerits.

- **Level 3- Restorative Exercise**

In light of continued poor behavior, or a first instance of more significant poor behavior, young people need a more structured approach to reflect on their behaviours. They need to think about what went wrong, what more appropriate behaviours are required and how to avoid those behaviours in the future. At this point a restorative exercise will be issued. This should be returned to the classroom teacher the next day. **See exercise attached.** We recognize that some students with additional support needs may need this approached in a different way and may need supported through this process.

This exercise can be the starting point of a conversation for the student and teacher on return of exercise.

The exercises are designed to affect change through reflection rather than merely focusing on a punishment.

The restorative exercise should be recorded through the demerit system on SEEMIS. This will result in the loss of a point.

Failure to submit a restorative exercise, should, in the first instance be dealt with by the issuing teacher by giving one more opportunity to complete the restorative exercise. If the exercise is not submitted, the issue should be referred to the PTC.

- **Level 4 Classroom Exclusion/Detention**

When effective learning and teaching has broken down and a teacher decides to formally exclude a pupil from class the pupil should be sent to the PTC/Faculty Exclusion Room and the PTC informed via email. The PTC will make the decision as to next steps e.g. PTC detention etc.

A referral should be made to the PTC in all cases of faculty exclusion to inform next steps.

Faculty exclusions will be communicated to parents.

A PTC may issue a detention if a pupil fails to submit a restorative exercise once it has been referred on to them. A detention may also be issued by the PTC where a pupil is referred for more serious or regular poor behaviour.

DHTs may issue detention where a pupil has been referred to a Head of Year by PTC for failure to complete PTC detention or significant/ongoing poor behavior.

Further discussions around timings and nature of detentions are taking place. (e.g. lunch time detentions due to buses, completion of work missed in class to support the learning process or reflective exercise to support behavioural change)

Where there is failure to reflect and/or change behaviours resulting in continued disruption of the learning process within a classroom the PTC may decide to remove the pupil from class for a specified period of time. This is to enable effective learning and teaching to resume in class and a for the pupil to undergo a period of reflection and evidence changed behaviours. The pupil will undertake the classwork in another area of the Faculty at that time. This process will be communicated to parents by letter supported by the PTC. The PTC will update the relevant Guidance Teacher.

- **Level 5 -DUTY HEAD SYSTEM**

Where Levels 1-4 have been implemented with no impact or for a serious incident which requires immediate intervention from the Extended Management Team the Duty Head should be contacted only via the PTC.

The Duty Head's role is to be available to deal with serious classroom misconduct as it happens. The Duty Head's priority is to minimise disruption for all involved – and the ultimate aim is to return a pupil to class, where appropriate.

When the Duty Head's is called, this should always be followed up with a referral by the teacher to the PTC. The PTC will then decide who is best placed to deal with the referral (PTC,Guidance/DHT). The Duty Head's only involvement, other than dealing with the immediate situation, is to provide information to the person dealing with the referral.

The expectation is that pupils will not appear back in class without feedback to staff around future expectations, and/or a restorative meeting held if appropriate.

A range of sanctions may be appropriate following duty head involvement, including

- contact home
- isolation
- behaviour card (faculty)
- behaviour card (DHT)
- exclusion (see below)

In some serious incidents a final written warning will be issued, outlining that the pupils is at risk of exclusion. Within this process the pupil will be isolated until parents/carers can attend a meeting to discuss the way forward. At this stage, on return to class, a pupil would be put on a red card to the HT.

ELC is currently finalising an updated exclusion policy in to which this process will feed – further details once this process is completed.

NB.

PTC – Principal Teacher Curriculum (Head of Faculty)

DHT – Depute Head Teacher

Duty Head – Can be Head Teacher , Depute Head Teacher, Principal Teacher Curriculum.

Draft

2 March 2017