



Earlston High School

Promoting Positive Behaviour Policy

Aim :

To help pupils develop their skills and knowledge to the highest levels and to grow as individuals to become respectful, responsible and honest with a commitment to excellence.

Rationale:

If learning and teaching are to take place successfully, it is essential to create circumstances that make it possible for teachers to teach and pupils to learn. Those circumstances do not happen by accident. This policy attempts to draw on current thinking on how best to create these circumstances, and how to deal effectively with difficulties as they arise.

The situation at EHS 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 disturbed behaviour, from a small percentage of pupils with more pronounced difficulties, is evident.

“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 Promoting Positive Behaviour policy reflects, and is informed by:

- How Good is Our School
- Better Behaviour Better Learning
- Restorative Practice
- Our school values
- School policy on Teaching & Learning,

Our Promoting Positive 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 the school values among teachers and learners
- Young people becoming able to better manage their behaviours in all situations.

Key Influences

Recent documents have identified the following as key influences on the behaviour of youngsters in any school:

- Expectations of the pupils
- Expectations of staff in particular the role of support staff
- Expectations of parental support and involvement

Each department can make a very significant contribution to the positive behaviour in the 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
- Establishing and displaying a few rules for behaviour in each class

Expectations of pupils

Pupils should:

- Arrive on time with the necessary books and equipment
- Listen carefully and follow instructions at the first time of asking
- Ask for help when unsure
- Hand homework in on time and present it neatly
- Follow all safety rules at all times
- Wear appropriate uniform at all times
- Show respect and consideration for others and their property
- Not eat or drink in class with the exception of bottled water

Expectations of staff

Teachers should:

- Arrive on time and not leave class unnecessarily
- Keep an accurate register of attendance for each class
- Ensure that work is at an appropriate level to meet the needs of all pupils
- Have high expectations of pupil work and behaviour
- Use praise appropriately
- Be consistent in their application of rewards and sanctions

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, 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
- The use of stamps or stickers in jotters
- Praise postcards
- Letters of commendation to parents
- Appropriate recommendations for ‘Celebrating Success Awards’

The school can promote positive behaviour with:

- Consistent approaches
- A positive ethos based on the school values
- Allowing appropriate privileges to all pupils
- Rewarding achievement with Celebrating Success Awards
 - Please see appended note

Dealing With Disruption

Earlston High School recognises the need for a parallel system that deals with disruption. There is a clear need for society in general to learn how to deal with situations of disruption, conflict and harm and ‘Restorative Practice’ is recognised as an appropriate model that endeavours to support the offenders in putting right their actions. It is accepted that within school, the sanction system must run alongside ‘Restorative Practice’ to support it but that, with time, the need for sanctions would decrease as the school becomes a ‘restorative’ school.

Restorative Practice

Restorative practice was introduced into EHS during 2008. Staff training has subsequently taken place to ensure that all staff become familiar with the principles of RP and that they have a clear understanding of 'Restorative Meetings' and 'Restorative Conferences'.

Restorative Practice works to resolve conflict and repair harm. It encourages those who have caused harm to acknowledge the impact of what they have done and gives them an opportunity to make reparation. It offers those who have suffered harm the opportunity to have their harm or loss acknowledged and amends made. Conflict between people is inevitable, but when it occurs, restorative practice can help to restore the balance in a just and fair way. In resolving the harm done it works to prevent it happening again.

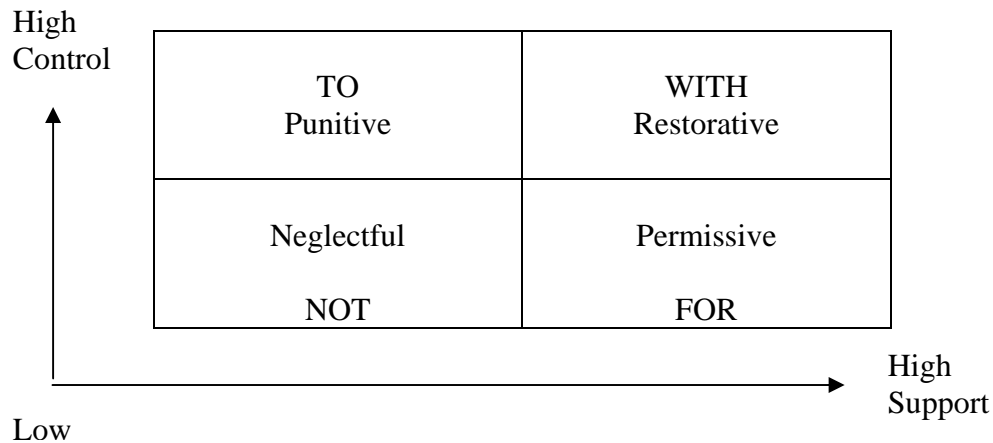
Restorative Practice is based on 4 principles:

- **RESPECT** - listening to other opinions and learning to value them
- **RESPONSIBILITY** - taking responsibility for your own actions
- **REPAIR** - discussing how to repair harm
- **RE-INTEGRATION** - working through a process that solves the problem

Restorative Practices involve a set of principles, strategies and skills. The underpinning principles include:

- the importance of fostering social relationships in a school community of mutual engagement
- responsibility and accountability for one's own actions and their impact on others
- respect for other people, their views and feelings
- empathy with the feelings of others affected by own actions
- fairness
- commitment to equitable process
- active involvement of everyone in school with decisions about their own lives
- issues of conflict returned to the participants rather than behaviour pathologised
- a willingness to create opportunities for reflective change in pupils and staff''?

Restorative Practices emphasise the human wish to feel safe, to belong, to be respected and to understand and have positive relationships with others. They acknowledge the potential of social and experiential learning approaches that enable pupils (and staff) to understand, and learn to manage, their own behaviour. They recognise the fundamental importance in schools of both effective support and clear control and boundaries. This is often illustrated by the model of the social discipline window (see below) that suggests that adults using restorative approaches can offer both control and support with children.



Restorative Practices can be employed at different levels in school:

- as preventive and promoting positive relationships within the whole school community; as responsive and repairing when difficulties arise;
- and as part of support and intervention for more long-term and persistent difficulties.

So Restorative Practices can be seen on a continuum from whole school approaches to those used in more challenging situations or with individual pupils. They include:

- Restorative ethos building
- Curriculum focus on relationship development
- Restorative language
- Restorative Conversations
- Mediation and peer mediation
- Restorative meetings or conferences
- Restorative management of exclusion /reintegration

Role of Behaviour Support Coordinator

The role of the Behaviour Support Co-ordinator is to oversee the support, the support arrangements, support policies and procedures for students who are experiencing challenges in their life, which are impacting upon their education. The Behaviour Support Coordinator works alongside the student, family, class teacher and other professionals.

Some students need more individual support during their time at Earlston High School. Under the Education (Additional Support for Learning) Scotland Act 2004, schools have a responsibility to provide this extra support.

In Earlston High School, we provide a variety of supports to ensure that all students are enjoying and fulfilling their potential. Supports in school start in the classroom where most students feel positively supported by their teacher. Pupil Support becomes involved if the support required for the student is more complex. Support can be needed for issues such as behaviour, attendance, emotional and life challenges.

Outside agencies can be brought in to offer specialised support. We work closely with many partner agencies - Children 1st, Face to Face, GYP, Penumbra, Young Carers, Health Services, Social Services and Educational Psychology.

In developing support strategies for individual students we consult with parents/home to ensure their views influence any outcomes. In all the support we offer, we work in close partnership with every family and student, because this support is vital for any successful outcome.

We are working towards an Integrated Children's Services which brings together Social Work services for children and Additional Support Needs services currently provided by Education and Lifelong Learning.

Sanction System

A sanction system will work alongside Restorative Practice in order that the discipline within the school can be maintained at the highest level at all times. The following sanctions are available to teachers when seeking to deal with negative behaviour but the preference in every case is to utilise 'Restorative Meetings' or 'Restorative Conferences' where possible.

Class Teacher

- verbal reprimands
- warnings
- punishment exercises
- moving the pupil to another seat
- temporary removal from the classroom (not more than one period)
- letter home (check with Head of Department and Guidance Teacher)
- send/refer to Head of Department
- send to SMT (This would occur in the event of a very serious incident in the classroom, or when the Principal Teacher is unavailable or if special arrangements have been set up for certain pupils.)

Head of Department

- interview by Head of Department
- departmental detention
- letter home (always check with Guidance Teacher before sending letter home)
- temporary removal into another class
- refer to SMT

Senior Management Team

- interview pupil
- SMT detention – 'On Report'
- contact parents by phone
- request a meeting with parents

- referral to SLG (School Liaison Group)
- behaviour monitoring card
- exclusion (temporary – up to 5 days)
- hold formal “conditions of re-admission meeting” with parents and others

Recording of Sanction System

There is a requirement that all behaviour interactions be monitored. The monitoring will be done by the respective year heads. As we move to recording this within the SEEMIS Management Information System