



Stirling High School

Positive Behaviour Management

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Introduction

In seeking to define acceptable standards of behaviour it should be acknowledged that the school has a central role to play in the children's social and moral growth just as it has a role to progress their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those that reflect these principles.

The Scottish Executive in "Better Behaviour, Better Learning: Report of the Discipline Task Group" stated that

"Schools should agree and adopt policies for the management of pupil care, welfare and discipline, including the promotion of positive behaviour. Particular attention should be paid to expectations, rules, rewards and sanctions. These policies should be applied consistently."

– Recommendation 6

Effective Behaviour Management is evident when there are positive relationships between teachers, students and parents. The goal of this policy is to focus on the reinforcement of acceptable behaviour and outline a code of practice where pupils accept responsibility for their own behaviour and respect the rights of others.

Stirling High School aims to

- Create an environment which encourages and reinforces good behaviour
- Define acceptable standards of behaviour
- Encourage consistency of response to both positive and negative behaviour
- Ensure that the school's expectations and strategies are widely known and understood to staff, parents, pupils and others
- Encourage the involvement of both home and school, in partnership, in the implementation of this policy.

School Ethos

The adults encountered by children at school have an important responsibility to model high standards of behaviour, both in their dealings with children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- Create a positive climate with realistic expectations
- Emphasise the importance of being valued as an individual
- Promote, by example, honesty and courtesy
- Provide a caring and effective learning environment
- Encourage positive relationships based on respect and understanding

The Curriculum and Learning

An appropriate structured curriculum and effective teaching contribute to good behaviour. Methodical planning for the needs of individual children, the active involvement of the children in their own learning, and structured feed back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. Teaching methods should encourage enthusiasm and active participation for all. Lessons should be aimed to develop skills, knowledge and understanding and enable students to work in co-operation with each other.

It follows from this that lessons should have clear objectives, be understood by children and differentiated to meet the needs of children with different abilities. Marking and record keeping can be used as a supportive activity, providing feedback to children; giving a clear signal that children's efforts are valued as well as their academic progress.

In November 2002 all Stirling High School staff took part in Assertive Discipline Training delivered by Dr. Geoff Moss. The importance of clear activity directions (PRINT), the structure of the lessons and lesson routines were all emphasised as part of Behaviour Management Strategies.

Teachers of Additional Support Needs play an important role within the classroom. They work in partnership with the class teacher to support children with all additional needs. The deployment of teachers of ASN is the responsibility of the Senior Manager of Additional Support Needs and teachers are deployed following consultation with the Senior Management Team and classroom teachers.

In addition to this Secondary Support Services staff are deployed to work either one to one or with groups of children who display social, emotional or behavioural difficulties. The deployment of SSS teachers is the responsibility of the Depute Headteacher - Pupil Support. Staff from SSS is deployed following discussions with Senior Managers of Pupil Support and normally work with pupils who are on Staged Intervention level 3 or greater.

Classroom Management

Classroom management has an important influence on pupil behaviour. The environment gives clear messages to children about the extent to which their efforts are valued. Displays should help develop self-esteem through demonstrating the value of the individual's contribution and provide a welcoming environment.

The arrangement of the furniture and access to equipment also has a bearing on the way children behaviour. Materials and equipment should be organised to avoid disruption and keep the students on task.

Rules and Procedures

Rules and procedures are designed to make clear what are acceptable standards of behaviour for the pupils and how they are achieved. Following the Geoff Moss Training a new set of school rules were developed by staff and pupils.

Stirling High School rules are

- Follow all staff instructions immediately
- Arrive on time prepared for the lesson
- Listen to the person who is meant to be talking
- Treat each other with respect and consideration (No physical contact or unkind words)
- Take care of all school equipment

The school rules are on display in all classrooms and should be consistently applied and enforced. The rules should be used to redirect behaviour and give corrective feedback to pupils.

Acceptable Noise Levels, Rewards and Sanctions are also displayed in order that the pupils have a clear understanding of what is required to maintain good order and discipline.

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need to register the disapproval of unacceptable or disruptive behaviour in order to provide security and stability in the school community. Central to this is the effective use of sanctions. When classroom or school sanctions are applied it is important that:

- It is clear why the sanctions are being applied.
- It is clear what changes in behaviour are required to avoid future or further sanctions being applied.
- There is a clear distinction between major and minor offences.
- It is the behaviour rather than the person that is being criticised.
- That the sanction applied is not out of proportion to the offence.

Sanctions can range from expression of disapproval of the classroom teacher; punishment exercise; referral to the Senior Manager Curriculum or Pupil Support; referral to the Head of House; involvement of parents and ultimately, in the last resort exclusion. If exclusion takes place it will follow the Stirling Council guidelines.

The referral routes are clearly laid out to staff in the “Communication/Referral Routing - Use of the Tri-form” paper (appendix 1)

Most minor instances of poor behaviour will be dealt with by the classroom teacher. However when anti-social, disruptive or aggressive behaviour is frequent sanctions alone are rarely effective. In such cases whole school procedures should take place to offer additional support.

These typically include

- Involvement of parents
- Monitoring of behaviour/attendance in all subject areas
- Placing the student on Staged Intervention
- Involvement of the School Liaison Group
- Classroom support by ASN
- Involvement of school based Secondary Support personnel
- Involvement of external agencies.

It may be that following a careful evaluation of the curriculum on offer, a period of “Time Out” is required from a subject. This “time out” allows the student respite to reflect on their behaviour. The student involved would follow their normal class activity in isolation supervised by a member of the Senior Management Team. The “time out” will be for an agreed set period of time and normally the aim would be for the student to be re-integrated back into the class.

At this stage the Senior Manager - Pupil Support, the Senior Manager Additional Support Needs and the Head of House will always be involved.

Pupils are discussed at weekly House meetings. These meetings involve all the Senior Management Team for that House. (Depute, Senior Manager Pupil Support and Senior Managers Curriculum) The purpose of these meeting is to share information and ensure a consistent approach to dealing with disciplinary matters.

Partnerships with Parents

Where behaviour is causing concern, parents will be involved at an early stage either in writing (Stage 1 letter - Cause for Concern - Appendix 2) or by telephone. This should result in an interview with the parents in order to resolve the difficulties.

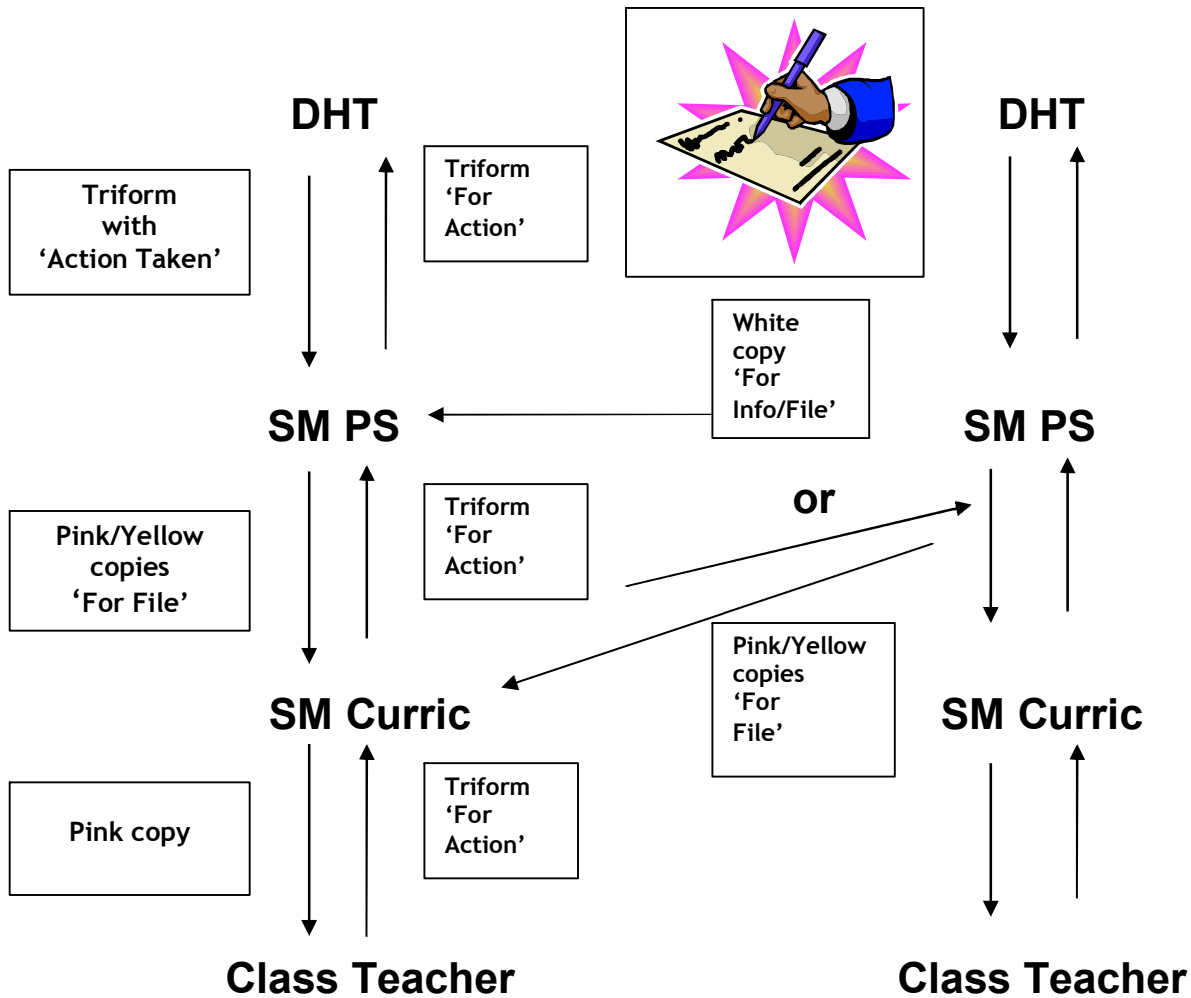
It is important to build trust and develop a common approach when developing a strategy or plan of action to deal with such problems. The participation of parents in many aspects of the school life is crucial to the success of the students. This participation assists the development of positive relationships and parents are more likely to be responsive if the school engages their support in dealing with difficult issues of unacceptable behaviour at an early stage.

APPENDIX A

Communications/ Referral Routing

Use of the Triform

Communication/Referral Routing -Use of Triform



White - Central File/PT PS

Yellow - SM Curriculum

Pink - Class Teacher

PROMPT and effective support for Classroom Teachers should be the aim. A verbal response to the Classroom Teacher by the SM (Curriculum/Pupil Support) within the School Day of action taken should be the target, with paperwork following as soon as possible. Action taken **MUST** be communicated back to the Classroom Teacher **before the pupil is timetabled to be in his/her class again.**

NB.

The regular SMT House Meetings will be the clearing mechanism for all referrals.

SMs (PS) will retain referrals 'For Information' received until the next scheduled SMT House Meeting and then pass them for filing.

Patterns of low level indiscipline should be picked up via this strategy. Form Tutors will also monitor PPMS entries on indiscipline and liaise with SMs (PS).

A review of 'Referrals for Action' should take place at the weekly SMT House Meetings.

SM ASN will attend all SMT House Meetings.

Step 1

A pupil misbehavesclass teacher uses 'Assertive Discipline' approaches.

Step 2

Pupil persists in misbehaviour. **Class Teacher** responds with one of a number of appropriate measures*it does not have to be lines! It could be Good Neighbouring.*

Pupil responds**Class record kept (PPMS)**. *Form Tutors will monitor PPMS indiscipline entries and liaise with the Senior Manager (Pupil Support).*

Step 3 (Information/Action route)

Pupil fails to respond or repeats misbehaviour Refer to **Senior Manager (Curriculum)** by completing '**Reasons for Referral**' section on the tri-form. Complete tri -form passed to **Senior Manager (Curriculum)**.

Pupil responds to the action taken by the **Senior Manager (Curriculum)*** **Senior Manager (Curriculum)** completes '**Principal Teacher/Senior Manager**' section. Passes White copy to the **Senior Manager (Pupil Support)** for information and ultimately central file, retains Yellow copy for own files and pass the (Pink) copy back to referring **class teacher** for information on action taken.

(*Action taken is at the discretion of the Senior Manager (Curriculum). The Senior Manager (Curriculum) may contact parents by telephone and/or 'Cause for Concern' letter at this stage if it is deemed appropriate).

*It is vital that the class teacher is provided with a **prompt** response to their referral.*

The **Senior Manager Pupil Support** will retain the White copy until the next SMT House Meeting. White copies '*For Information*' will be discussed at SMT House Meetings and will be used to identify patterns of misbehaviour across the school. The aim will be to identify these patterns early and deploy appropriate early support to prevent future difficulties.

Supervision Timetable (Green or Yellow, whichever is deemed appropriate by the House Team) may be a strategy introduced at this stage.

Supervision Timetables should only be used for a period of **two weeks** and will be monitored by the Form Tutor, who will liaise with the **Senior Manager (Pupil Support)**. At the end of the two weeks period the SMT House Team will decide what the next step is. The Timetable is removed, if the exercise has been satisfactory, or the pupil is referred on to the next stage, if the outcome has been unsatisfactory.

Cases reaching this stage should be the subject of discussion at the weekly SMT House Meeting.

The **Senior Manager Pupil Support** will take appropriate action interviewing pupil/parental contact/pupil & parent appointment.

Consideration should be given to starting Staged Intervention Procedures at this point if the Supervision Timetable does not prove to be satisfactory.

Step 4 (Disciplinary Action Route)

Pupil fails to respond to **Senior Manager (Curriculum)** eg. Fails to produce an exercise (ie fails to accept school discipline) the **Senior Manager (Curriculum)** should send a standard 'Cause for Concern' letter home to parent.

Pupil fails to respond to all departmental steps/repeated misbehaviour Refer. The **Senior Manager (Curriculum)** completes **'Principal Teacher'/Senior Manager (Curriculum) section** and passes all three copies of the tri-form to the **Senior Manager (Pupil Support)**, for the appropriate House.

Senior Manager (Pupil Support) takes appropriate action **parental contact** (by telephone and/or letter and/or parental interview).

Senior Manager (Pupil Support) completes the **'Principal Teacher'/Senior Manager (Pupil Support)** section of the tri-form. Retains the top (white) copy for the central file, passes the middle and bottom (Yellow & Pink) copy to the **Senior Manager (Curriculum)**, who in turn passes the Pink copy back to the Class Teacher.

Supervision Timetable (Red) may be a strategy introduced at this stage.

Cases reaching this stage should be the subject of discussion at the weekly SMT House Meeting. Referral to the School Liaison Group should be considered.

If the Staged Intervention procedures are not already in place, it would be prudent to initiate that procedure at this stage.

Step 5

Pupil persists in behaving in a manner that is unacceptable. After parental contact, parental interview and all other appropriate strategies had been tried, which could include referral to the School Liaison Group. The Senior Manager (Pupil Support) should refer the matter on to the Depute Head Teacher/Head of House by passing on the complete tri-form. This decision can be discussed at the weekly SMT House Meeting.

Depute/HoH takes appropriate action parental contact (letter and/or telephone call inviting parent for interview).

Depute/HoH completes the BOS Section of the tri-form. Passes the top (white) copy to the Senior Manager Pupil Support for the central file, passes the middle (Yellow) to the Senior Manager Curriculum and the bottom (Pink) copy to the class teacher.

Serious Indiscipline

If the referral involves verbal abuse of staff, assault, serious disruptive behaviour, intimidation (including racial and sexual), referral should be made directly to the most readily available Senior Management Team Member.

In the most urgent cases referral should be made by telephone (SMT extension numbers are on display in every teaching area) and the response will be as **near immediate as possible** (the tri-form can follow).

If a member of the SMT is not available, the nearest colleague should be contacted.

Positive Referrals

Positive referrals are welcome. They can be made via ACE. *'Praise Postcards'* are also available for use at any time.

Positive referrals are much appreciated by pupils and parents.

SUPERVISION TIMETABLES

(+) Supervision Timetable(+)

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GREEN

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The **Green (+) Supervision Timetable (+)** may be issued by the pupil's **Senior Manager (Pupil Support)** or member of the **BOS** with the responsibility for the pupil's Year Group.

This type of Supervision Timetable will be used with pupils whom it is thought will respond to more positive comments being made about their conduct.

The **Yellow Supervision Timetable** may be issued by the pupil's **Senior Manager (Pupil Support)** to monitor behaviour over a period of two weeks. If behaviour is unsatisfactory during that time the matter will be referred on to the member of the BOS with responsibility for the pupil's Year Group, for appropriate action

Supervision Timetable

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YELLOW

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Supervision Timetable

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RED

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The **Red Supervision Timetable** may be issued by the **Senior Manager (Pupil Support)** with responsibility for the pupil's Year Group. The pupil's behaviour will be monitored over a two week period. If the pupil's behaviour is unsatisfactory during this time the pupil's parent(s) will be asked to come into school.

The names of pupils who are being placed on Supervision Timetables are published in the PPMS Notice board

A bank of appropriate comments are printed on the reverse side of the Supervision Timetables and there is also space for staff to add additional comments.

APPENDIX 2

Contact with Parents

Stage 1 Letter

Cause for Concern

