Forfar Academy –
Positive Behaviour Management Policy 2016

Better Behaviour

Better Relationships

VIRTUS VIA VITAE

Better Learning

"Curriculum for Excellence cannot be delivered without good relationships and positive behaviour. Children and young people should feel happy, safe, respected and included in the learning environment and all staff should be proactive in promoting positive behaviour in the classroom, playground, and wider community. Underpinning this is the emotional health and wellbeing of staff."

Building Curriculum for Excellence Through Positive Relationships and Behaviour

Rationale

At Forfar Academy we believe that better behaviour, better relationships and better learning are all linked together. Effective learning and teaching occurs in a well ordered environment where everyone knows what is expected of them and where they work together to meet these expectations. Effective learning and teaching also depends upon a foundation of good working relationships between pupils and staff, and between pupils. To achieve the highest standards we need to work consistently to support our pupils in meeting our high expectations and recognise their achievements and efforts as they progress through the school.

Aim

The aim of this policy is to support our teachers to teach and our learners to learn and by doing so enable every pupil to achieve to their fullest potential. It aims to address the issue of behaviour management in a positive way, with the highest standards for all being the key focus, whilst also giving ownership to class teachers and effective strategies to employ in the classroom.

Objectives

- To ensure that high standards and expectations are set for all pupils.
- To support pupils in achieving high standards of behaviour, enabling effective learning and teaching to take place.
- To motivate pupils by recognising their efforts and achievements.
- To empower teachers by providing a supportive framework for positive behaviour management.
- To engage parents/carers as partners in promoting good behaviour.
- To promote a consistent approach to behaviour management throughout the school.
- To restore relationships through the use of restorative practices.

Key Principles

- Every pupil in Forfar Academy is entitled to education of the highest quality and where pupils are educated in a well ordered, stimulating environment this entitlement is enhanced.
- Our aim is for Forfar Academy pupils to learn in an environment which offers praise and recognition of achievement, where strengths are identified and focused upon, and genuine interest is demonstrated.
- Behaviour management is the concern of everyone at Forfar Academy.
- Behaviour management cannot be separated from effective learning and teaching. Effective learning and teaching is easier to achieve when we have a positive ethos, positive relationships and good discipline.
- Every member of the Forfar Academy community is of equal worth and is entitled to respect.
- We are committed to working in partnership with parents/carers and relevant outside agencies to assist our pupils achieve high standards of behaviour.
- We are committed to the systematic and regular monitoring, evaluation and review of standards of discipline in the school and the impact of the policy itself.

Rules, Routines and Expectations

It is important that there are clear rules, routines and expectations for all across the school. More importantly, these rules, routines and expectations need to be applied and adhered to consistently by all and where this does not happen this must be challenged appropriately. A key part of this is the expectation that all pupils adhere to the agreed school rules. Forfar Academy school rules are simple and are as follows:

Key Expectations:

- Aim high and believe in yourself
- Respect yourself and others
- Arrive on time wearing full school uniform
- Be prepared
- Keep the school and local community tidy

Classroom Rules:

- Follow all instructions given by staff
- Work to the best of your ability
- No mobile phones unless permitted for classroom use

Corridor Rules:

- Move directly from one class to the next in an orderly and sensible manner
- Follow all instructions given by all staff and prefects
- Keep left and use the appropriate staircase
- No eating or drinking

Once in the classroom, well established routines and well thought out lessons contribute to good behaviour and effective learning and teaching. High expectations for all and appropriate pace and challenge contribute to this and help create a positive learning environment.

Classroom Routines:

- Pupils should arrive at class promptly.
- Staff should be at the door to greet pupils and monitor corridor behaviour.
- Pupils should enter quietly and remove all outdoor clothing including hoodies, outdoor jackets and scarves.
- Established routines for seating, storage/distribution of materials/resources required.
- Pupils should not be drinking anything other than water in class.
- At the end of each lesson pupils should pack up and wait in the classroom in an orderly fashion until they are dismissed.

A "Good Lesson" should:

- Connect the learning to previous lessons and explain "The Big Picture" – the purpose of the lesson/series of lessons.
- Begin timeously to avoid any "downtime" – for example beginning with a lesson starter to link previous learning.
- Share, discuss and agree learning intentions and success criteria.
- Include well-focused, direct teaching with clearly explained learning outcomes, sound questioning and discussion.
- Encourage pupils to take more responsibility for their own learning, for example through independent tasks and co-operative activities that build upon social skills as well as academic skills.
- Make use of a wide variety of resources including digital tools – digital tools are most effective where teachers have identified the specific role they should play in lessons.
- Display good time management and make use of appropriate time limits for tasks.
- Make use of a variety of strategies and differentiation in the classroom in order to motivate and meet the needs of all learners, for example differentiated tasks and extension activities as required.
- Use formative assessment and effective feedback as an important part of the learning process.
- Give pupils opportunities to demonstrate their understanding.
- Contain reminders throughout for the students about what the purpose of the lesson is and what they are expected to achieve by the end of the lesson.
- End by reviewing and recalling what the students have covered – preferably with them providing the answers.
- The learning should be linked by explaining what they will cover next.
- Sum up what has been covered.
- Include consistent use of praise and rewards to motivate and recognise good effort and work.

Where pupils follow expected routines and adhere to rules, there will be rewards to recognise this. Where pupils fail to do as expected there will be agreed sanctions.

Praise and Rewards

Pupils will be rewarded for good behaviour and effort across the school in a number of ways in order to maintain motivation and encourage a positive ethos of achievement across the school.

Merits:

In classrooms, teachers should make regular and consistent use of merits on SEEMiS to log effort and achievement. The available merits are:

- Continued good behaviour
- Continued good effort
- Improvement in behaviour
- Improvement in effort
- Excellent piece of work
- Fantastic contribution to lesson

UPS teachers should carry out a monthly check of the number of merits issued to each pupil and then take appropriate action as per instructions in Appendix 1. This will include verbal praise, small prizes and praise postcards.

Classroom Rewards:

Curricular areas should agree upon when and how merits should be issued to ensure a fair and consistent approach.   Other methods of recognising positive achievement should also be agreed within curricular areas. This may include such things as: praise postcards, pupil of the week/month, displays of work, praise stamps, stickers, comments in planners etc.

The Big Reward:

The key part of the whole school reward system for S1-3 is "The Big Reward". The Big Reward focuses on some key basic measures and culminates in a subsidised reward day trip before the summer holiday. It is not about academic ability so all pupils have the opportunity to succeed.

Once a term UPS teachers will conduct spot checks on uniform and equipment. Pupils who have the correct uniform and equipment will receive merits and those who don't will receive demerits. The uniform is as per the agreed school uniform: white shirt, school tie, black trousers/skirt, black shoes, no leggings/jeans. Equipment is a list of essential basic materials: pen, pencil, rubber, school planner and school bag. Pupils will not be warned about when these checks will take place so they will need to be prepared at all times. UPS teachers must log merits/demerits for uniform and equipment in log books and on SEEMiS for every S1-3 pupil. Log books will be issued to UPS teachers at the beginning of each session.

At the end of May how pupils have performed in these measures will be collated, as well as numbers of other merits/demerits, attendance/late-coming and overall behaviour. Our "Top 50" pupils in S1, S2 and S3 will be decided and it is these pupils who will be eligible for the reward day trip – there may be some flexibility in the numbers if necessary.

Golden Tickets:

Pupils can also receive Golden Tickets to reward their actions, effort, performance and behaviour both in class and outwith class. The Golden Ticket scheme rewards pupils who are Responsible Citizens, Effective Contributors, Confident Individuals and Successful Learners.

All members of staff have a supply of Golden Tickets that can be awarded to any pupil in S1-6. This may be for rewarding pupils who have gone "over and above" what is expected of them or who have in some way demonstrated maturity/acts of kindness that feed into the ethos of the school. They may also be issued to recognise academic achievement but should not replace faculty systems.

Once a pupil has received a Golden Ticket they should complete it with the relevant information and then put it in the box for the pupil's House in the school library. Each Golden Ticket equals one House Point. Each ticket earned will also be entered into a prize draw. Draws will take place once a term with the exception of January to Easter term where two draws will take place. Four winners from each House will be selected at random.

The winners will be able to choose from such prizes as: Q-Jump passes and a selection of stationery and pen drives. All Golden Ticket winners across the year will go into a grand prize draw at the end of the school year where the prize will be a gift voucher. See Golden Ticket Leaflet on Glow for further information.

Recognising Achievement:

Pupils have their achievements, both academic and otherwise, recognised at the school's annual prizegiving ceremony. Wider achievement is also recognised across the school in a variety of ways. Please make use of the school Twitter account and the termly newsletter to publicise the fantastic things our pupils have been involved in.

Dealing with Challenging Behaviour

Where indiscipline does occur within the school it is the responsibility of all staff to work consistently and fairly with the procedures outlined in this policy to address issues of concern. Many discipline issues result in inter-personal conflicts which leave people feeling angry, hurt and resentful. Where possible restorative approaches should be used to resolve such issues.

The aim of restorative approaches is to rebuild relationships and help people to find solutions for themselves. This can change choices people make in the future as mutual respect and consideration develops.

Restorative enquiry is the key skill in all Restorative Approaches. It makes use of key questions which keep the door open to communication and encourage reflection, ownership and responsibility, i.e.:

- What's happening?
- What were you thinking when it happened?
- Who's been affected?
- What needs to happen to put things right?

Staff are encouraged to use these questions and approaches in conjunction with the procedures outlined below.

Strategies

Below is some information about further strategies that can be used.

Demerits
Tracking and monitoring of pupil behaviour through the logging of demerits on SEEMiS is an integral part of the behaviour management policy. Staff can choose from the following demerits:

- Behaviour
- Effort
- Homework
- Equipment
- Late for class
- Inappropriate behaviour outwith class
- Detention issued

Pupils should only be issued with one demerit per lesson for behaviour however additional demerits can be issued for homework, equipment or logging detention as required. The number of demerits received by pupils is monitored by UPS teachers and PTs PC&S and appropriate action is taken when necessary.

Good Neighbour Timetables
A good neighbour timetable should be created by every curricular area. This should then be used to ensure there is an appropriate place for pupils to work if they cannot do so in their own classroom. Pupils should not just be put outside of rooms and left, nor should they be sent to the PT or directly to DHT unless pre-arranged. If it is a serious incident the PT or DHT should then be contacted.

Detentions

All teachers will have the option to issue pupils with a whole school detention, as a result of continued poor behaviour, serious misbehaviour or incidents in the corridor etc.

- The detention room will be the same room, three times per week and detention will occur at the same time for consistency.
- Detentions will begin at 1.25pm and will last for 15 minutes.
- Two teachers will be on duty during each detention.

The staff rota will be available for all staff at the beginning of each term in order to complete the detention slips effectively. Staff are responsible for checking the detention rota and ensuring that they know when they are required to be on duty.

PTs Curriculum and PTs PCS will support whole school detention procedures by supervising the next level of detentions. This will work on a rotation system shown in the detention spreadsheet available on the T:drive. Detention with Principal Teachers will be for the pupils who failed to attend their original detention. This detention will be on a Wednesday, starting at 1.40pm and lasting 30 minutes.

Detention Procedures

Stage 1

- Detention Issued by class Teacher, along with a **demerit** to log the detention.

- The pupil's name and details are added to **whole school spreadsheet**. Spread out pupils from the same class/year across the days where possible.

- **Detention Slip** is issued by the class teacher stating the date of the detention.

- **Please note –** detentions should not be issued to the same pupil by the same class teacher within two weeks. If the pupil is continuing to misbehave, please refer to the PT Curriculum.

Stage 2

- If the pupil turns up to the lunchtime detention they should complete a **restorative exercise** which is placed in the class teacher's pigeonhole upon completion. No further action will be required.

- If the pupil **does not** turn up at detention the supervising staff member should update the spreadsheet to indicate this. They will then be issued with a PT detention and a text message will be sent home to make parents aware of this.

Stage 3

- If the pupil turns up to the PT Detention they should complete a **restorative exercise** which is placed in the class teacher's pigeonhole upon completion. There will be no further action required.

- If the pupil **does not** turn up to the PT detention:

- The PT on duty will send a referral to SMT to inform them of the pupils who have not turned up.

- SMT will deal with these pupils accordingly.

If class teachers become aware that they are issuing detentions to the same pupil on a regular basis or UPS/PTs see the same name appearing then alternative action should be taken.

Departmental Target Sheets
Where there is a persistent issue with a pupil in a class within one department then a departmental target sheet may be issued by the PT. This will be monitored by the PT Curriculum with appropriate sanctions and rewards as required. The PT should phone home to alert the parent to this step and this should be recorded on pastoral notes.

Whole School Timetables
Where a pupil is causing concern across curricular areas the PT PC&S may issue a whole school timetable for behaviour, endeavour or attendance/latecoming. This will be monitored by the PT PC&S with appropriate sanctions and rewards as required. The PT should phone home to alert the parent to this step and this should be recorded on pastoral notes and an alert flag placed on SEEMiS.

Class Teachers

All teachers will help to establish and promote a positive school ethos both within and outwith the classroom by:

- Consistently implementing school expectations by following the school behaviour management procedures.
- Building positive relationships and identifying and agreeing clear boundaries.
- Having high expectations of pupils' behaviour which allows effective learning and teaching to take place. However, please be realistic about this when dealing with some of the more challenging pupils as one size does not fit all!
- Acknowledging success wherever possible.
- Being aware of pupils' needs and using identified strategies to support and encourage positive behaviour.
- Using restorative approaches to address issues.
- Tracking and monitoring pupil behaviour and progress.
- Evaluating practice, and accessing support from colleagues and opportunities for CPD.

Where issues of indiscipline do occur class teachers should follow the procedures below:

First Warning

Second Warning

Third Warning
Move Seat
Or
Restorative Conversation Outside
+Demerit Logged On SEEMiS.

Good Neighbour With Restorative Task (See Appendix 2)

Continues To Display A Poor Attitude

Completes Task And Apologises For Behaviour

Whole School Detention Issued By Class Teacher
+Demerit Logged On SEEMiS

Return To Class Next Lesson

Return To Class Next Lesson

If This Behaviour Continues On Return Referral To PTC

Principal Teacher Curriculum

Principal Teachers Curriculum have a further responsibility to encourage and support colleagues and are responsible for monitoring and evaluating the application of the policy in their own departments.

Curriculum leaders will:

- Ensure that every teacher introduces and implements the Positive Behaviour Management Policy and procedures consistently with pupils.
- Provide support and advice to staff.
- Induct new staff to the policy and procedures.
- Work with Pupil Care and Support staff and Additional Support Needs staff to implement appropriate actions.
- Use learning visits to monitor and provide supportive feedback in relation to classroom management.
- Discuss Behaviour Management at faculty meetings, share and analyse relevant data, and agree action with staff.
- Discuss and agree CPD needs via the review process.

Where issues of indiscipline do occur Principal Teachers Curriculum should follow the procedures below:

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                              ┌─────────────────────┐
                              │   Receive Referral  │
                              └─────────────────────┘
                                         │
                              ┌─────────────────────┐
                              │  Reply To Referral With │
                              │  Action Taken From Below │
                              └─────────────────────┘
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| Restorative Conversation (May Involve Class Teacher) | Phonecall Home | Issue Behaviour Letter Via SEEMiS | Lunchtime Detention Issued **+ Detention Demerit Logged On SEEMiS** | Faculty Target Sheet | Removal From Class With PT | Referral To DHT |

Log In Pastoral Notes

Phonecall Home

Log In Pastoral Notes

Phonecall Home

Log In Pastoral Notes

Pupil Care and Support Staff

Pupil Care and Support staff have an important role to play in respect of school discipline, becoming involved with pupils before their behaviour gives serious cause for concern. Concerns should be discussed with the relevant member of the Senior Management Team and an agreed course of action implemented. PCS staff will provide initial support for pupils and will involve the parents and other agencies as required if the concern persists.

Where issues of indiscipline do occur PTs PCS should follow the procedures below:

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┌─────────────────────────────────────┐
│ Concerns Raised Via: Referral From Form │
│ Tutor For High Number Of Demerits,   │
│ Referrals Across A Variety Of Subjects,│
│ Emails From Staff                    │
└─────────────────────────────────────┘
                    │
┌─────────────────────────────────────┐
│ Restorative Conversation            │
│ (May Include Class Teachers)         │
│ Feeback To Staff Who Raised Concerns,│
│ With Action Taken From Below.        │
└─────────────────────────────────────┘
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Concerns Raised Via: Referral From Form Tutor For High Number Of Demerits, Referrals Across A Variety Of Subjects, Emails From Staff

Restorative Conversation (May Include Class Teachers) Feeback To Staff Who Raised Concerns, With Action Taken From Below.

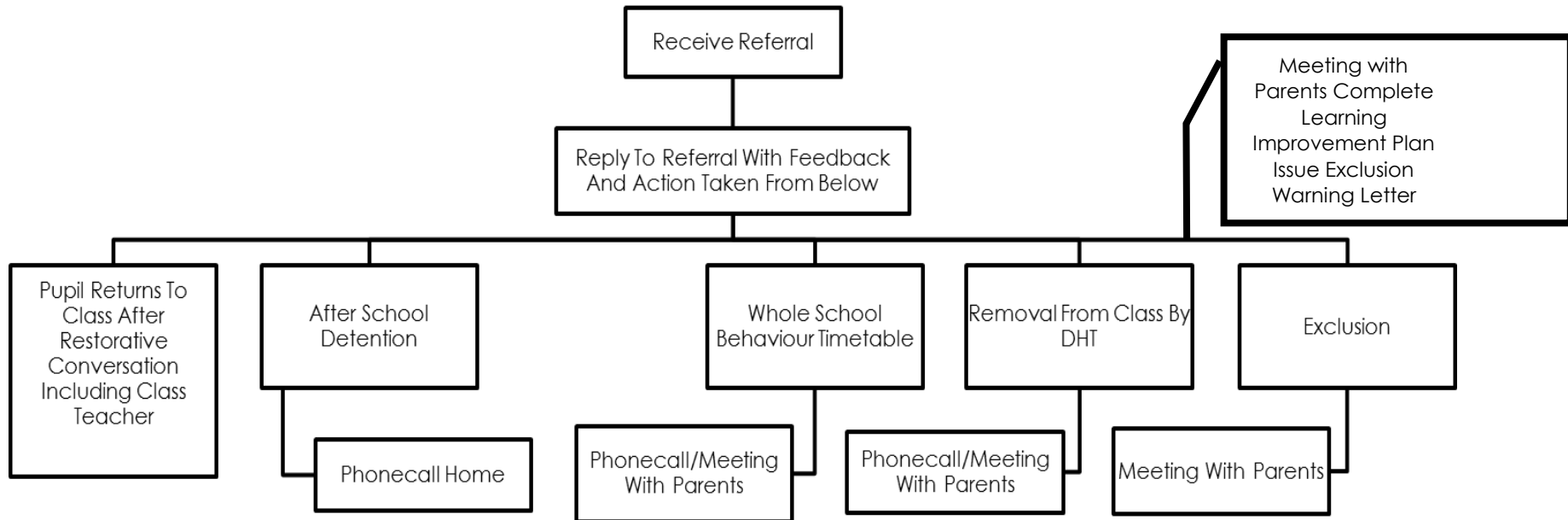| Detention Issued **+ Detention Demerit Logged On SEEMiS**	Trawl Of Behaviour Across Subjects	Whole School Behaviour/ Endeavour Timetable	Referral To DHT
	Meeting/Phonecall With Parents	Phonecall Home	

The Senior Management Team

The Senior Management Team will provide advice and assistance whenever necessary to all members of staff. The advice and assistance will aim to empower the teacher and to emphasise to pupils that they must co-operate with staff in applying the behaviour management policy. The Senior Management Team will:

- Work with all staff to achieve the school's commitment to sustain high standards of behaviour, giving advice and support.
- Implement the Positive Behaviour Management Policy established by consultation.
- Advise pupils and parents of the Positive Behaviour Management Policy and seek their views and support.
- Support staff with a relevant training programme and CPD activities.

Where issues of indiscipline do occur SMT should follow the procedures below:

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                        ┌─────────────────┐                          ┌──────────────────────┐
                        │ Receive Referral │                          │     Meeting with     │
                        └─────────────────┘                          │   Parents Complete   │
                                 │                                    │       Learning       │
                                 │                                    │   Improvement Plan   │
                 ┌───────────────────────────────┐                   │    Issue Exclusion   │
                 │ Reply To Referral With Feedback│                   │     Warning Letter   │
                 │  And Action Taken From Below   │                   └──────────────────────┘
                 └───────────────────────────────┘
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Pupil Returns To Class After Restorative Conversation Including Class Teacher	After School Detention	Whole School Behaviour Timetable	Removal From Class By DHT	Exclusion
	Phonecall Home	Phonecall/Meeting With Parents	Phonecall/Meeting With Parents	Meeting With Parents

After action has been taken, SMT will initiate a restorative conversation involving the pupil and the class teacher before the pupil returns to class.

Behaviour Outside Class

At the start of each new session pupils will be reminded of expectations, rules etc. and this will cover behaviour outside of class and attitudes to **all** members of staff, as well as in-class behaviour with teaching staff. If pupils are causing issues outwith classes e.g. corridors, the library, assembly hall, staff should use the above systems where possible and appropriate. However, where it is not appropriate or possible to use the above system, matters should be referred directly to the relevant PT PCS or DHT, depending upon the severity of the issue.

Conclusion

This policy is intended to support staff in the management of positive behaviour.
Better Relationships lead to **Better Learning** which, in turn, leads to **Better Behaviour**. The three are inextricably linked and the key to all is **consistency** across every subject and in each classroom in the school. Successful implementation is dependent on all staff applying what is set out in the policy in a consistent and fair way. It is not a prescription for solving a problem, but a framework intended to help and guide staff to fulfil their roles and responsibilities in the management of pupils, and in creating an environment where effective learning and teaching can take place.

Appendix 1 –

Merits and Demerits UPS Tracking

Monthly checks should be carried out by the UPS teacher with a record of action taken kept in the tracking booklet issued at the start of term.

Merits

S1-3 Number of Merits	Action	UPS Key
0	Encouragement	-
15+	Reward Gift Bag	G
20+	Praise Postcard (via PT PC&S) + Reward Gift Bag	P

S4-6 Number of Merits	Action	UPS Key
0	Encouragement	-
5+	Reward Gift Bag	G
10+	Praise Postcard (via PT PC&S) + Reward Gift Bag	P

Demerits

Number of Dermerits	Action	UPS Key
0	Praise	-
6+	Refer to PCS	R

Appendix 2 –

Restorative Exercise

Forfar Academy
Restorative Exercise

Name: _____ Class: _____

Teacher: _____

State how your behaviour and effort is normally in class.

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Describe what happened which resulted in you being removed from class/given a detention.

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Describe how your behaviour/actions affected the rest of the class and teacher.

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Suggest how you are going to stop this from happening again.

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Date: _____ Signature: _____