

PORTLAND HIGH SCHOOL

'Care, Support and Respect'



Behaviour Management Policy 2015/2016

Mission Statement

At Portland High School, we are committed to the principle that all children have a right to an education which recognises their learning, emotional and social needs.

We aim to establish and develop the foundations for each pupil's life beyond school, through maximising attainment and celebrating achievement.

We aim to do so through an ethos of care support and respect.



Contents

Mission Statement	1
Contents	2
Introduction	3
Rewards & Recognition	4
Sanctions	6
Behaviour Systems	7
Summary Page	10



Introduction

At Portland High School our aim is to develop positive pupil attitudes and responsible pupil behaviour.

We recognise that good behaviour is essential so that individuals feel secure and learning can take place effectively. Success and recognition of positive achievements helps student's self-esteem and confidence, which in turn leads to self-discipline. Pupils will gain self-confidence, founded in their learning achievements and social skills, enabling them to become good citizens. Their attainment, achievement and wellbeing will give them energy and enthusiasm for the challenges before them. We expect that they will have pride in their success and find their school life a lasting inspiration.

We achieve this by:

- Getting to know our pupils and their abilities, respecting our pupils and expecting them to show respect to others
- Providing a safe learning environment in which each individual can succeed
- Providing extended learning opportunities where individuals can broaden their experiences to develop skills and talents
- Encouraging pupils to develop a sense of citizenship.
- Encouraging pupils to develop a sense of awareness and take responsibility for their behaviour
- Celebrating success
- A strong inclusive ethos

At Portland High School we expect excellent behaviour and consideration for others.

The consistent application of the school rules and our reward system is crucial to establishing and maintaining good order and behaviour for learning.

Portland High School hopes pupils will realise that there is always a consequence for your behaviour, whether it is positive or negative.

We expect our pupils to

- Behave in a way that brings credit to themselves and our school- on the way to and from school and when off site or any reason such as trips etc.
- Understand and appreciate our rewards (Rec – Lunchtimes – Fab Fridays - Mentor Trips – Positive Referrals)
- Wear uniform correctly
- Not to be involved in bullying of any kind
- Move around the school in a calm manner
- Look after our school – litter, graffiti and damage make our school an unpleasant place to be for everyone.
- Follow all Health and Safety rules e.g. wearing goggles and using tools safely in Technical and the safe use of kitchen equipment
- Behave responsibly on school transport
- Not to bring any banned items such as weapons, laser pens, tobacco, lighters, illegal substances and any offensive materials

- Know that mobile phones, ipods/mp3 players and similar items are to be switched off during class time.

Rewards and Recognition

Praise, rewards and recognition are an essential part of creating a positive climate for learning.

It is important to consider how students like to receive praise. For some, public praise is difficult and a quiet word later in the lesson or on the way out is much more valuable. Even stronger is the use of 'secondary praise' where a good comment is written to parents or is passed on to a colleague who then delivers the message back to the pupil. It may be tempting to over-praise pupils' by using the words such as 'brilliant' or 'excellent' to describe work that is barely adequate – over time these words lose their meaning. If the response is overly positive what tends to happen is that the level of expectations will fall.

Examples of suitable rewards and recognition

- Verbal praise
- Thumbs up
- Pat on the shoulder
- Stickers/stamps on work
- Phone call/letter home
- Work on display
- Certificates
- Recreation Time
- Lunchtime rewards
- Mentor Trips
- Fab Friday

Rewards will encourage pupils

- Help to build and maintain positive relationships between staff and pupils
- Produce an ethos whereby success is celebrated
- Make school more enjoyable for students and staff
- Contribute to student self-esteem and confidence
- Raise attainment

Rewards

Positive Referrals should be completed when a member of staff wishes to comment a pupils actions, work or choices. These should be recorded in Pastoral Notes and a paper copy given to the pupil's Mentor Teacher.

Each week, pupils are nominated by members of teaching and support staff to receive a Fab Friday award. This is made in recognition of any merit worthy conduct or act in class, in relationships, good manners etc. Pupils nominated receive a token to exchange for Tuck Shop goods.

Mentor Trips are organised to reward Mentor Groups for good behaviour and cooperation over a period of time. This will usually be decided by the group and its Mentor Teacher, and will usually take place once a term.

For most of our parents/carers, it is a delight to receive a phone call that is praising their pupil. If a phone call home is merited, please inform a PT or SMT and record this in Pastoral Notes. In addition, text messages can be sent to parents/carers' mobiles via the office.

Recreation Time on a Friday afternoon offers a range of activities for pupils who have earned this over the course of the week.

Lunchtime privileges are available to S3 & S4 pupils. This allows pupils to leave the school grounds to visit the town centre, the park etc. As well as being a reward for these pupils, we realise that this comes with inherent responsibilities e.g. conduct, interactions with public/retailers etc. We also recognise that this allows pupils to demonstrate responsible citizenship and encourages them to be confident individuals. In this respect, this reward also supports our formal and informal social curriculum.

Sanctions

The purpose of sanctions is to improve behaviour and lead to better learning. Sanctions are more likely to change pupil behaviour when we address poor behaviour without condemning the person and encourage pupils to take responsibility for their actions.

Examples of Sanctions

- Verbal reprimand
- Morning detention
- Lunchtime detention
- After school detentions
- Phone call/letter home
- Exclusion

Sanctions are effective if we set clear standards and expectations

- Fairly applied within a short time frame
- Reasonable and proportionate to the incident
- Organised in a hierarchy and do not escalate too quickly
- Consistently applied
- Focus on the behaviour not the person

If any sanction is applied, the incident that led to it should be recorded as a referral or pastoral note on Seemis. This does not, but may, include verbal reprimands.

In serious situations, a review would be convened which would involve pupil, parent, key/social worker, (possibly) psychological services and school representative(s). This forum would discuss the extent of the pupil's misbehaviour and strategies to prevent the circumstances happening again.

Where a pupil is excluded by the school, parents have the legal right to appeal against the exclusion to the appropriate Education Officer at Kildonan Street, Coatbridge.

Partnership and co-operation between school, pupil and parents are essential components of our aim to realise the welfare, well being and security of our pupils.

Behaviour Systems

Monitoring Behaviour

Mentor Teachers should issue pupils with Daily Trackers, to be completed by class teachers each period, to help monitor behaviour and identify needs/challenges. These will inform regular dialogue, along with Pastoral Notes/Referrals, with Principal Teacher.

Pupil Support Base

Any pupil who displays disruptive behaviour will have the opportunity to work in the Pupil Support Base with a member of staff, whether it is with PT responsible for Pupil Support or with any member of the management team or teaching staff.

Quiet Room

The Quiet Room may be used to give pupils – particularly pupils in crisis – a supervised, restorative time out. In such instances, it provides an opportunity to counsel and advise pupils, through discussion, on how to resolve any circumstances that led to such isolation and supervision.

Therapeutic Crisis Intervention (T.C.I.)

In this school, in a crisis situation when all other avenues have been exhausted in an attempt to calm the situation, it may well be necessary to use physical restraint. This would only be used as a last resort when a pupil is totally out of control and has become a danger to himself or others.

The strategy we use is Therapeutic Crisis Intervention. These methods are recognised nationally and internationally as a safe means of dealing with crisis situations.

The majority of staff members have undergone a thorough training in behaviour management techniques aimed at avoiding physical contact and in physical restraints. Our main aim is to avoid injury to both pupils and staff and to return the pupil to a calm and relaxed disposition after a crisis.

If any parent requires additional information please contact the Head Teacher.

Detentions

Work – Lost Learning

Pupils who have not completed set classwork will receive a detention. Pupils on detention for lost learning are given the opportunity to catch-up to ensure consistency in their learning.

Behaviour - Reflection

Pupils may receive a reflective detention. Pupils will complete this detention either by a restorative chat with a member of staff or complete restorative worksheets. We feel this is the best approach as pupils can reflect on their behaviour.

All detentions should be recorded on a reflection form.

Procedures for Absconding

If a pupil absconds from the school building, parents / carers are informed immediately. School will only contact the police at the request of the parent / carer. Pupils who return to school may either be allowed to return home in their taxi or complete an after school detention if they are persistently absconding. Pupils will complete a reflective detention the school day after their absconding.

Recording of Behaviour

Incidents

All incidents should be recorded as a referral or pastoral note on Seemis. If further action is needed, staff should consult with PT or SMT.

Physical Intervention

Although every opportunity will be taken to diffuse a situation there will be occasions when pupils' lose control and will have to be physically restrained.

All staff at Portland High School are trained and yearly updated in the use of TCI (Therapeutic Crisis Intervention) and follow the policy and procedures for Physical Intervention (refer to Physical Intervention Policy).

We must be consistent in our application of the rules, codes of conduct, rewards and sanctions. Inconsistency is confusing to pupils and undermines the work of other staff and pupils confidence in our systems.

Safeguarding

This organisation is committed to safeguarding and promoting the welfare of children and young people and expects all staff, pupils, parents/carers, visitors and volunteers to share this commitment. A safer setting starts with safe individuals.

UN Convention on the Rights of the Child

This policy takes into consideration the following Articles:

Article 14 – Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights.

Article 19 - Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

Article 28 – All children and young people have a right to primary education, which should be free. Discipline in schools should respect children’s human dignity Young people should be encouraged to reach the highest level of education they are capable of;

Article 29 – Education should develop each child’s personality to the full. It should encourage children to respect their parents, and their own and other cultures.

Article 30 - Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

This policy is available in different formats upon request.



Portland High School BEHAVIOUR MANAGEMENT

PREVENTIVE MEASURES BY ALL STAFF:

- Teaching room to be made as interesting, stimulating and welcoming as possible.
- Knowledge of pupils' support needs, triggers and targets
- Knowledge from PPR/ASP/ICMP
- A variety of materials and presentation styles to be used to cater for all pupils in each class.
- Differentiation and tailored support

CLASS TEACHER ACTION

- Verbal Warning
- Tracker
- De-briefing
- Pastoral notes/referral for information
- Pastoral notes/referral for action
- Removal from class (radio for SMT/TCI)
- Detention
- Phone call home

Detention or Phone Call Home

- Morning/Lunchtime Detention
- Off Recreation
- Off Mon/Weds Lunch (S3/4)

- After School Detention
- Phone Call Home

Inform PT or SMT

Liaise with Head or Depute

Reflective Exercise Completed
Update Pastoral Notes/Referrals

Reflective Exercise Completed
Update Pastoral Notes/Referrals

Consult with PT/SMT for incidents outwith class.

PASTORAL NOTES AND PHONE CALLS HOME SHOULD ALSO BE USED FOR PRAISE.