



Crieff High School

Positive Behaviour Policy

Introduction

Positive behaviour management is the responsibility of all staff and the wider school community. It is a co-operative venture: we work as part of a team. Mutual respect, consistency and communication are essential components of this teamwork. The Positive Behaviour Management Policy at Crieff High School is a statement of good practice that covers all aspects of school that contribute to the development and maintenance of positive relationships, good behaviour and a positive ethos both inside and outside the classroom.

Effective behaviour management is essential for the smooth running of the school. The school recognises the importance of teaching behaviour and does this explicitly through the curriculum and implicitly through example.

All members of the school are expected to help maintain an atmosphere conducive to learning with courtesy and consideration for others as basic requirements, allowing teachers to teach and pupils to learn.

The overarching aims are:

- To promote good behaviour and encourage achievement
- To support pupils in learning self-regulation
- To enable effective teaching and learning
- To create a safe and secure environment for pupils and staff
- To teach pupils to understand, accept and tolerate differences in individuals

All staff are responsible for the behaviour and management of pupils in their charge and should use effective strategies and sanctions to maintain an orderly environment for learning. In dealing with matters of indiscipline or unacceptable behaviour, staff should always:

- Act justly and fairly and be seen to do so
- Endeavour to establish a relationship of mutual respect with pupils
- Deal promptly, appropriately and sensitively in matters of discipline

All behaviour, positive and negative, will be acknowledged by staff to create a positive ethos in the school and every lesson should incorporate praise and encouragement of pupils.

The successful implementation of this policy depends on full participation of all staff. Every member of the school and its wider learning community has a responsibility to ensure positive behaviour is encouraged and supported.



Expectations of Pupils “Be mindful and aware”

- Follow school rules
- Be prepared to listen and learn
- Follow teacher instructions
- Let others work and make progress
- Sort out disagreements without resorting to physical/verbal aggression [e.g. swearing]. Respect other pupils.
- Respect staff. If you disagree with anything a teacher does wait until the end of the lesson before speaking to him or her or your Year Head or the Headteacher
- Respect property.
- Make your best effort to understand and accept differences and the individuality of everyone and to be particularly supportive to minorities in terms of race, abilities, sexual orientation and background
- Work to the best of your ability in class and in the context of homework/home study
- Wear school uniform Arrive in class with appropriate equipment (e.g. PE Kit or a pen or pencil) Follow the CHS Mobile Devices Policy- to be reinforced at school assemblies

This policy applies to all pupils whilst they are in school, travelling to and from school, in school uniform, attending colleges or businesses associated with Crieff High School and whilst participating in activities or events organised by or associated with the school.

Expectations of Teaching Staff “Be mindful and aware in order to...”

- Provide an environment in which pupils can learn
- Create positive behaviour through, for example, having clear routines for transitions and for stopping the class. Teach and reinforce these and other class routines with learners.
- Praise a desired behaviour as soon as it appears and whenever it is present. Praise learners doing the right thing more than criticising those who are doing the wrong thing.
- Teach respect through modelling it, e.g. by treating pupils with fairness and consistency
- Teach interpersonal skills by promoting positive and supportive relationships within teaching groups
- Demonstrate being calm and manage the learners to create a calm learning context. Be aware of your tone of voice, language and body language.
- Provide opportunities for pupils to learn to the best of their ability by setting suitable learning challenges, removing barriers to learning, accepting diversity
- Support the school’s Positive Behaviour and Support for Pupils protocols in order to reduce confrontation.
- Meet and greet pupils when they come into the classroom where possible. Whenever possible avoid leaving pupils standing queueing outside the classroom
- Pupils should be allowed to go to the toilet on request, managed sensitively by the teacher



Expectations of SMT “Be mindful and aware in order to...”

- Provide timeous feedback to all parties involved regarding issues
- Be sensitive and responsive to the needs of all young people and colleagues
- Ensure appropriate transition arrangements for all young people
- Ensure everyone works together to implement GIRFEC
- Ensure that creative approaches are used to engage pupils
- Build effective partnerships
- Provide effective support and direction
- Deliver a clear Positive Behaviour Management Policy that is consistently applied by all
- Build and sustain a professional staff team
- Ensure staff wellbeing and pastoral support
- Ensure that the school vision and values are modelled by all
- Provide opportunities for professional dialogue between all stakeholders
- Celebrate those who have displayed exceptional positive behaviour

Expectations of Parents/Carers “To support learning...”

- Ensure your child’s regular attendance and punctuality
- Prepare and encourage your child to bring the right equipment and wear full school uniform
- Co-operate with the school to ensure that your child follows the school’s Positive Behaviour Policy
- Show support of the school by discussing and dealing with issues raised by the school at home
- Keep the Guidance Teacher aware of any circumstances which may affect your child’s learning and behaviour
- Maintain regular contact with the school through attendance at parents’ evenings, and, as appropriate, through meetings, letters, reports and telephone calls
- Encourage and support your children in completion of homework

Stages of Intervention

Potential Sanctions		
A	Class Teacher	Verbal intervention; move seat or class if appropriate and warn that next stage is parental involvement; parental notification or restorative conversation
B	Class Teacher	Lunchtime Detention or restorative conversation
C	PT	2nd Lunchtime Detention or restorative conversation
D	SMT	After school Detention
E	HT	Potential Exclusion



Potential Rewards could include		
A	Class Teacher	Parental notification; star of the week; praise postcard etc.
B	PT	Parental notification; star of the week; praise postcard etc.; departmental award
C	SMT	Parental notification; reward event etc.

Leaving a pupil unsupervised outside your room as a punishment is expressly forbidden under this policy. However it may be appropriate to put a pupil outside for up to two minutes to defuse a situation and allow the teacher to talk more privately to the pupil

A sanction should not be issued to any pupil who has not completed homework or come to class without equipment. Instead staff should liaise with their line manager and pastoral staff.

If a detention is issued SMT will ensure that this will be completed as quickly as possible- ideally within two school days- detention runs every Tuesday, Wednesday and Thursday.

Should a pupil move repeatedly to stage B or beyond with the same teacher it is recognised that a restorative meeting will be recommended to be facilitated by a trained senior member of staff- usually SMT (See Appendix)

Should a pupil move repeatedly to stage B or beyond with a range of teachers it is recognised that further parental involvement will be required to be facilitated by Guidance Staff or SMT

Appendix

Restorative Approaches in Schools in the UK

<https://www.educ.cam.ac.uk/research/projects/restorativeapproaches/RA-in-the-UK.pdf>