



# **PROMOTING POSITIVE BEHAVIOUR**



# Promoting Positive Behaviour Policy

LOCHABER HIGH SCHOOL

# Promoting Positive Behaviour Policy

## Introduction

The key strategic policy drivers which inform Lochaber High School's Promoting Positive Behaviour Policy are:

- the national improvement framework particularly the improvement of young people's health and wellbeing, raising attainment and closing the attainment gap
- the United Nations Convention on the Rights of the Child
- the Scottish Government's policy of Excellence and Equity
- the policy framework of Getting it Right for Every Child (GIRFEC)

We believe that every young person in our school should be supported, challenged and inspired to achieve the best possible academic and social outcomes from their learning wherever learning takes place, and this policy sets out the framework to be used to support and challenge pupils so that together, with families and at times external agencies we remove barriers to learning.

Recognising resource limitations support should be targeted to those who need it most and as early as possible to ensure best possible outcomes. As with all our school practices, we will regularly scrutinise, review and modify this policy as part of our self-evaluation and school improvement process.

This policy is in line with our overall strategy regarding Health & Well-being.



As a school at the heart of the community of Fort William and Lochaber we wish to acknowledge our role within the community to promote positive behaviour by:

- expecting high standards
- consistently modelling high standards
- using praise and encouragement appropriately
- regularly referring to national well-being indicators found in every classroom
- encouraging positive relations between pupils
- providing proportionate support
- using referral systems as appropriate

## **Classroom Code of Conduct**

All pupils are expected to follow a simple Code of Conduct. Pupils should:

1. Show respect and consideration (for other people, for school property, for the wider community and for the environment).
2. Attend school; be punctual and suitably prepared for classes.
3. Follow instructions from staff and work to the best of your ability.
4. Behave in a safe, sensible and responsible manner.
5. Participate actively in school life.
6. Wear school uniform every day.
7. Take pride in yourself and your school.

## **Classroom Practice**

Factors underpinning positive behaviour are:

- effective learning and teaching
- positive professional-pupil relationships
- clear, supportive, staged interventions

Before learning begins:

- class teachers should welcome pupils into the classroom
- pupils are instructed to remove any outdoor or non-uniform garments
- pupils should have a designated seat or work station according to the class seating plan and instructed to prepare all resources required to start the lesson
- mobile phones should be silent, out of sight and not play a part in any lesson except if the class teacher wishes phones to be part of the learning. (This is in line with our school policy regarding mobile phones which should also be silent and out of sight in the corridors between classes.)

## **Level 1 – Class Teacher**

When a young person engages in behaviour which interrupts learning the following should be undertaken by the classroom teacher as appropriate:

- verbal reprimand or warning
- temporarily move seat of pupil

- temporarily remove pupil from classroom for a brief time to allow the class teacher to discuss issues away from the rest of the class. Pupils cannot be left outside the classroom for any length of time
- issue an exercise which has educational value and is appropriate to the prior attainment of the pupil or a Positive Behaviour reflection exercise
- instruct the pupil to wait back for a brief time from the morning interval to allow the class teacher to discuss issues away from the rest of the class
- issue lunchtime detention supervised by class teacher or any other department colleague (Lunchtime detention should be up to 25 minutes allowing time for eating and comfort break)
- **temporarily remove pupil to the classroom of the Principal Teacher with appropriate work. At this stage in Level 1 the class teacher will complete an incident form or GIRFEC form depending on the individual situation (See Appendix 2).**

In cases of serious indiscipline class teachers will contact the relevant Year Head or any other available member of the Senior Management Team and complete an incident form (See Appendix 2).

Serious indiscipline can be defined as:

- violent/threatening behaviour (*Any violent or threatening behaviour towards a member of staff, Reporting Health and Safety Incidents form must be completed.*)  
<https://app.uk2.sheassure.net/thc/p/QN37X4BA7C>
  - fighting
  - swearing
  - suspected drug /alcohol abuse
  - bullying (any form of bullying will be logged as a bullying incident within the child's file recorded in Seemis)

Teachers must give careful consideration to ensure sanctions are proportionate to the seriousness of behaviour which interrupts learning. Furthermore, teachers must respond to any incidents of indiscipline in any part of the school, and report this to their Principal Teacher who will make the judgement as to whether the offence should be managed by themselves or a member of the Senior Management Team.

## **Level 2 - Principal Teachers Curriculum**

Principal Teachers Curriculum will follow the relevant steps at Level 1 as appropriate. To support and reinforce sanctions of the class teacher, Principal Teachers Curriculum will undertake the following:

- interview pupil
- interview pupil to advise on restorative strategies
- implement staged increase of any sanction already given by class teacher
- partner with other Principal Teachers Curriculum to support each other in supervising detention
- if a pupil fails to attend a lunchtime detention the Principal Teacher Curriculum should contact a member of the SMT so that action can be taken by Period 6
- under Supporting Pupils as a staple department agenda item Principal Teachers, with department colleagues, will review referrals using the LHS Dashboard; document any additional planned supportive actions or refer complex cases to Guidance Teachers, Depute Head Teachers or Head Teacher

- request interview with parents following consultation with Guidance Teachers and/or Pupil Support teachers where further clarity on curriculum matters is required
- request additional support intervention from appropriate member of Pupil Support
- refer to Year Head through incident form (See Appendix 2).

### **Level 3 - Principal Teacher Pupil Support (Guidance)**

Guidance Teachers' main role in promoting positive behaviour will be in investigating complex incidents of indiscipline, such as bullying referrals, identifying underlying causes of misconduct and supporting pupils in modifying their behaviour.

Working in partnership with Principal Teachers Curriculum and/or Year Heads to support pupils modifying their behaviour, Principal Teachers Guidance will undertake the following:

- monitor Pupil Referral data and interview pupils as appropriate
- using Pupil Referral data contact parents to avoid escalation in pupil misconduct
- request interview with parents
- carry out regular progress reviews with parents as appropriate
- place pupils on Pupil Support Card
- using Pupil Referral data apply proportionate sanctions
- liaise with Support for Learning, Year Heads and give consideration to referring pupils to outside agencies such as SFM, ALG and Children's Reporter.

### **Level 4 - Depute Head Teachers**

Depute Head Teachers will take appropriate supportive action when:

- it has been demonstrated that a Class Teacher, a Principal Teacher Curriculum or Guidance Teacher has taken appropriate action before referral to Year Head /Depute
- there has been an incident of serious indiscipline
- if an overview of a pupil's behaviour gives reason for intervention

Depute Head Teachers will liaise with Support for Learning, Principal Teachers Curriculum and Guidance Teachers as appropriate and undertake the following:

- interview pupils
- contact parents
- meet with parents
- issue SMT lunchtime or after-school detention
- request PTs to supervise pupils in complex cases which require interviewing a number of pupils
- place pupil on Pupil Support Card
- engage with parents in a pre-exclusion meeting
- recommend exclusion and engage in readmission meetings
- refer pupils to PSB
- refer pupils as appropriate to outside agencies such as SFM, ALG, and Children's Reporter
- refer pupils to "Off-site" provision
- under Supporting Pupils as a staple agenda item within the SMT Operational Meeting, the SMT will review referral data and take appropriate action

## **Level 5 - Head Teacher**

The Head Teacher will take appropriate supportive action when:

- it has been demonstrated that a Class Teacher, a Principal Teacher Curriculum or Guidance Teacher, and Depute Head Teachers have taken appropriate action before referral to Head Teacher
- there has been an incident of serious indiscipline
- if an overview of a pupil's behaviour gives reason for intervention

The Head Teacher will liaise with Support for Learning, Principal Teachers Curriculum, Guidance Teachers and Depute Head Teachers as appropriate and undertake the following:

- any of the above sanctions
- implement exclusion policy

### **All non-teaching staff in Class, Corridors or Social Areas**

All incidents of indiscipline, except those requiring low level or verbal reprimand /warning, should be reported to the class teacher or member of the Senior Management Team as appropriate.

### **Recognising Positive Achievement**

All staff will have the opportunity to send home a certificate to celebrate a success whenever relevant. This is integrated into the suite of letters and there are five categories of praise:

- Consistent Excellent Behaviour
- Consistent Excellent Effort
- Excellent Contribution to School Life
- Excellent Homework
- Excellent Achievement



### Excellent Report Letter – Head Teacher Award

Pupils who have an excellent report card will receive a letter and a certificate from the Head Teacher.





**LOCHABER HIGH SCHOOL**

# **HEAD TEACHER AWARD**

IN RECOGNITION OF AN EXCELLENT REPORT CARD

Pupil Name

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**Mr S Steele**

Head Teacher

## **Appendix 1 - Vision, Values and Aims**

### **Vision**

Support, Challenge, Inspire!

## **Values**

At Lochaber High School we wish to promote mutual respect, hard work and resilience. Equality, fairness and inclusion will underpin all that we do as we strive to nurture an able, confident and ambitious community.

## **Aims**

At Lochaber High School we will:

- Strive to provide high quality learning and teaching which will challenge and inspire our young people to realise success.
- We will celebrate the uniqueness of our young people, our community and our learning environment.
- Encourage all our young people to develop their personal qualities and abilities by engaging positively with a wide range of activities and experiences within and beyond the curriculum.
- Value and treat everyone with fairness and respect so they feel included and nurtured within a caring, disciplined and supportive school community.
- Continue to develop productive partnerships with our associated local agencies to improve the well-being of our young people and families within our community.

## **Appendix 2 - LHS Pupil Referral System - Suite of Letters, GIRFEC Form & Incident Form**

All forms are completed via a Google Form. To access it open Chrome and go into 'LHS Bookmarks' and click on 'LHS Pupil Referral System'. Make sure you are logged into your school Google account (@lochaberhigh.org.uk) for this to work. The form can also be accessed from this link: <https://bit.ly/2D4SZM2>

Suite of Letters	GIRFEC Form	Incident Form
<ul style="list-style-type: none"> <li>• Underperformance</li> <li>• Homework</li> <li>• Effort</li> <li>• Assessment Failure</li> <li>• Missed Course Deadline</li> <li>• Change of Level</li> <li>• Withdrawal from Course</li> </ul>	<p>This form is completed when an issue is still occurring after strategies have been tried and the suite of letters has been used. This form should be used to highlight ongoing issues.</p> <ul style="list-style-type: none"> <li>• issue letter = improvement = no GIRFEC submitted</li> <li>• issue letter = no improvement = GIRFEC submitted</li> <li>• issue letter = improvement = regression occurs over a period of time = another letter (then as above)</li> </ul>	<p>This form is completed for one off incidents which require input from PT/FH and Year Head.</p>

## GIRFEC Form

1. Complete the Google Form.
2. When the form is submitted it will be automatically emailed to the appropriate PT/FH (for comment), appropriate Guidance teacher (for info) and all SMT (for info).
3. Following the link in the email, the PT/FH completes their section of the form, ensuring that 'for action' or 'for information' is deleted as appropriate.
4. PT/FH then uses 'Reply All' to notify Guidance teacher (for comment), class teacher (for info) and SMT (for info) that they have completed their section of the document.
5. Guidance teacher will now click on the link in the email and completes their section of the form.
6. Guidance teacher uses 'Reply All' to notify class teacher (for info), PT/FH (for info) and SMT (for info).

Each stage of the process is shared with all staff involved therefore all stages must be completed.

## Incident Form

1. Complete the Google Form
2. When the form is submitted it will be automatically emailed to the appropriate PT/FH (for comment), appropriate Guidance teacher (for info) and all SMT (for info).
3. Following the link in the email, the PT/FH completes their section of the form, ensuring that 'for action' or 'for information' is deleted as appropriate.
4. PT/FH then uses 'Reply All' to notify SMT (for comment), class teacher (for info) and Guidance teacher (for info) that they have completed their section of the document.
5. Relevant member of SMT (Year Head) will now click on the link in the email and completes their section of the form.
6. Member of SMT uses 'Reply All' to notify class teacher (for info), PT/FH (for info) and Guidance teacher (for info).

Each stage of the process is shared with all staff involved therefore all stages must be completed.

## LHS Dashboard

All pupil referral data will be collated and used to inform early intervention. This data will populate a dashboard of information which all staff will have access to.

# LHS Pupil Referral System

How to access the system:

1. Open Chrome and go into 'LHS Bookmarks' and click on 'LHS Pupil Referral System'. Make sure you are logged into your school Google account (@lochaberhigh.org.uk) for this to work. The form can also be accessed from this link: <https://bit.ly/2D4SZM2>
2. Select the type of referral you are making and fill in the required information.

