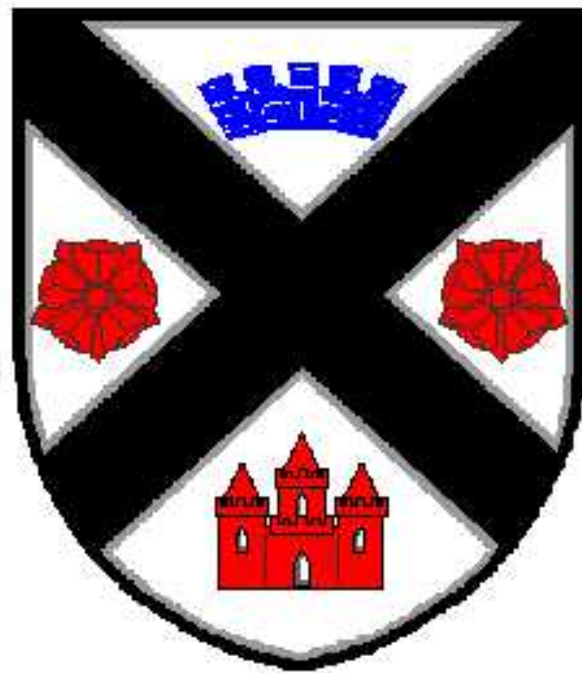


# GLENIFFER HIGH SCHOOL



Behaviour Management  
Policy  
May 2011

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# **Behaviour Management Policy in Practice**

## Rationale

The purpose of this policy is to:

- w Create an environment where pupils and staff have equal opportunities to raise attainment and achievement.
- w Promote positive behaviour and restorative practices. We seek to praise and reward good behaviour in a variety of ways.
- w Empower **ALL STAFF** to deal with incidents of misbehaviour in a positive and restorative manner, both for the well being of pupils and their own confidence and self esteem.
- w Promote and develop a range of behavioural initiatives which address the needs of individual pupils and support all staff.
- w Develop stronger partnerships with parents in promoting positive behavior and restorative practices.

To achieve this:

- w It is the responsibility of **ALL STAFF** to create and maintain a safe environment for teaching and learning to take place.
- w Implementation of the policy must be applied **CONSISTENTLY** by **ALL STAFF** at every level.
- w All staff will have the opportunity to be part of the evaluation process of the policy through departmental meetings and/or participation in the Behaviour Monitoring Group (BMG).

## Operating the Behaviour Management System

Staff do everything in their power to maintain a positive and restorative teaching and learning environment. However, a small minority of pupils can demonstrate challenging behaviour on occasions and disrupt the learning of other pupils.

### Principles

The Behaviour Management system:

- Recognises and rewards those who comply with school expectations and values.
- Is easy to apply and follow.
- Is a staged intervention approach, where an appropriate response is made each time there is an incident of challenging behaviour.
- Provides a restorative approach for pupils and staff to maintain working relationships.
- Uses information in an appropriate and positive manner when dealing with pupils, parents and staff.
- Updates parents regularly on pupil behaviour.
- Gives visual reminders in classrooms and corridors of the school expectations and values.
- Provides a staff group (Behaviour Management Group) which monitors and evaluates the effectiveness of the system.

### Plusses and Minuses

1. **Issuing a Minus** (demerit on Click and Go)  
(other strategies should first be used to modify behaviour)
  - Warning
  - Final Warning
  - Inform pupil that a Behaviour Minus has been issued
  - Log the Behaviour Minus on Click and Go when convenient

**NB Only one minus per period can be issued to a pupil**

#### ***Examples of occasions when a minus may be appropriate***

Persistent and deliberate latecoming (3 or more occasions)

Persistent talking

Work avoidance

Failure to follow teachers' instructions

Disrupting the work of other pupils

Eating in class

Throwing objects in class

Failure to bring class materials e.g. books, jotters and folders (not pens and pencils).

For monitoring purposes staff should give a minus for incomplete/forgotten homework on every occasion and a plus awarded when the homework is returned.

All toilet visits should be logged as a minus (including those who have a toilet pass). Pupils should not be allowed out to the toilet periods 1, 3 and after lunch. Staff should however judge each case on its own merits.

**NB Homework and toilet minuses are not disciplinary measures and this should be made clear to pupils.**

## 2. Issuing a Plus (merit on Click and Go)

- Inform the pupil that they have been awarded a Behaviour Plus
- Log the Behaviour Plus on Click and Go whenever convenient
- ***NB Can only be issued to a pupil who has received a Behaviour Minus from you during the same calendar month***  
**Only one plus per period can be issued to a pupil. It is possible to award a minus and a plus in the same period.**

Plusses are issued only to pupils who have previously received a minus during the same calendar month. Plusses give pupils an instant recognition that they have made efforts to rectify the initial issue and encourage them to continue with this. They are a key part of a restorative approach to behaviour management. They should be issued whenever the pupil makes a notable effort to improve. Good practice would be to issue a plus in the next lesson although it is possible to issue a plus during the same lesson where a significant effort has been made by the pupil to restore a working relationship with the class/teacher.

## Referral Procedures

### 1. Issuing a Referral (on Click and Go)

- Go to the class register and click on 'generate referral'.
- Send the referral to your PT (on Click and Go) who will take appropriate action and return the referral to you via Click and Go.
- Referrals for out of class incidents should be made directly to the appropriate DHT. This is the only occasion when class teachers can refer directly to a DHT. All other referrals should, in the first instance, be referred to the PT for investigation.

### ***Examples of when a referral might be appropriate***

Persistent low level misbehavior

Multiple minuses

Serious disruption to teaching and learning

Inappropriate name calling, e.g. of a racial, sectarian or sexual nature

Bullying

Verbal abuse of staff/pupils

Endangering others e.g. fire raising, fire alarms

Physical abuse of staff/pupils

Possession of an offensive weapon

Vandalism or theft

Alcohol/Drug related incident

## **SMT or PT Call Out**

These can be used where it becomes impossible for learning and teaching to continue, or when there have been serious breaches of health and safety. Send a trustworthy pupil to the nearest staff base or the school office with a message including the room number and year group so that the appropriate member of SMT / PT can attend.

It is recommended that staff do not send disruptive pupils to seek out the PT / SMT member since this can lead to further disruption in other areas of the school.

**A referral should follow every instance where a call out is required. All call outs should be logged on Click and GO.**

Examples of when call outs may be required:

- A pupil or a number of pupils make it impossible for teaching to continue.
- A pupil embarks on sustained abuse of anyone in the class.
- A pupil poses a physical risk to anyone in the class.
- A pupil who appears to be under the influence of drugs or alcohol.
- A pupil who is unable to be calmed down.
- A class that is unable to be calmed down.
- When a pupil/group/class continually challenge the authority of the teacher.
- A fight is imminent or has broken out.

## **Referral Procedures for PTs and Faculty Heads**

PTs/Faculty Heads have a range of sanctions available to them. A degree of professional judgment has to be exercised in relation to the action taken. The approach below is strongly recommended but not mandatory. Some referrals are particularly serious and are passed directly to the DHT after investigation by PT.

### **First Referral**

#### **Investigate the Incident**

Establish the facts from the class teacher

Confirm the facts with the pupil during a restorative interview

Agree a strategy and timescale for improvement

Advise on next steps should there be no change

Monitor the progress of the pupil

#### **Sanctions Available**

Departmental Behaviour Card

Parental Contact

Extraction within department

Final Warning

## **Second and Third referrals**

Investigate the incident as outlined above.

Advise pupil as to increasingly serious nature of the issue and likely consequences

### **Sanctions Available**

As outlined above

Parental letter

Behaviour Centre placement

### **Fourth Referral**

Investigate the incident as outlined above.

Referral to year group DHT who will apply an appropriate sanction.

### **Fifth and Subsequent Referrals**

Investigate incident as outlined above

Take action using previously agreed strategies with DHT

### **Detention**

Detention is available as a sanction at any level. This sanction should be used carefully and the following factors borne in mind:

Pupils must be given time to go to the toilet and have some of their break

It should last between 10-15 minutes

Departments organize and cover their own detention

Detained pupils are supervised at all times

## **Parental Letters**

- On receipt of a referral a PT may chose to issue a 'severe warning letter' if appropriate. This can be a standard letter created by the department or it may be a letter detailing the incident and what restorative steps have been taken to resolve the problem.
- PT interviews the pupil, prints off the referral and notes on the referral that a severe warning letter is required and then passes the referral to the office who post the severe warning letter to the parent/carer. The letter is recorded on the Click and Go system.

## **Behaviour Centre**

If a PT chooses they may book a pupil into the Behaviour Centre. In the Behaviour Centre the pupil will have a restorative interview with a member of the SMT, work on behaviour support materials and will also complete class work that the department should provide when 'booking in' the pupil.

The PT places the pupil's name into the register in the Behaviour Centre for the periods that they are to attend (no more than one week out of any subject area). The register will ask for other information, such as the house class, subject and class teacher the pupil should be with. This information is logged into Click and Go and



regular monthly updates are given to parents and PTs. Classwork should be provided for the pupil and placed in the subject tray when they are being booked in. The PT must tell the pupil they are going in to the Behaviour Centre and the reason why – this information is required for the restorative interview.

Only promoted members of staff may book pupils into the Behaviour Centre.

## Praise

Pupils respond positively to praise and should receive meaningful praise as often as possible where merited. Studies have shown that praise given **at the time** is much more effective than when a delay occurs.

### Informal (Verbal) Praise When

- Entering/Leaving a class e.g. in an orderly fashion
- Working well within a class
- Working cooperatively as a group or in pairs in a controlled manner.
- Working effectively
- Participating positively within the class.
- There is an improvement in behaviour of individuals, groups or the class.
- Pupils conduct themselves according to the school values
- Pupils achieve their potential

## Recognising Achievement

### Plusses

Plusses are issued only to pupils who have previously received a minus during the same calendar month. Plusses give pupils an instant recognition that they have made efforts to rectify the initial issue and encourage them to continue with this. They are a key part of a restorative approach to behaviour management. They should be issued whenever the pupil makes a notable effort to improve. Good practice would be to issue a plus in the next lesson although it is possible to issue a plus during the same lesson where a significant effort has been made by the pupil to restore a working relationship with the class/teacher.

### Class Certificates of Praise

Class Certificates of Praise are issued as a result of actions that may take place over a short period of time or for notable contributions during a lesson or series of lessons. There is a particular emphasis on rewarding pupils who demonstrate significant progress in any of the four capacities. Praise from **parents** is very important. Class Certificates of Praise will facilitate this.

### Letters of Praise

Letters of Praise are issued as a result of actions over a sustained period of time or for an outstanding contribution to the life of the school or activities of individual departments and extra curricular activities. Praise from **parents** is very important. Letters of Praise will facilitate this.

- Sustained period of achieving potential
- Sustained period of improved effort/behaviour/achievement
- High levels of performance in a unit of work
- Taking on responsibilities
- Representing the school
- Performance in assessments
- Leadership qualities in class or group work
- Sustained period of positive contributions to the class
- Consistently good behaviour/effort/attainment/attendance
- Supporting the department/extra curricular activity/school

### **Behaviour Reward Ceremonies**

The BMG will arrange a number of reward events for all year groups throughout the course of each session. These will usually take place in the social area at the end of the school day. However there may be times when out of school activities are planned. The nature of the rewards is open for discussion with the pupil councils.

The purpose of these events is to reward the pupils who consistently adhere to the school values and expectations. Attendance at the event is open to pupils who have no more than one minus (net) over the agreed monitoring period (usually a term).

### **Other Methods**

Certificate of Merit

School Awards

Inform PT/DHT/HT (positive referrals, verbal or written)

Carer Contact

Positive praise on pupil work

Displays of pupil work

Pupil of the Month

Pupil of the term

Publicity (newspaper, website, newsletter, bulletin)

## **Monitoring Behaviour**

### **Calendar Month Cycles**

Behaviour cycles are calculated by the calendar month.

### **Behaviour Cycle Action Lists**

The lists are emailed to the SMT and EMT each month for circulation to staff.

Lists are calculated by using a points system:

3 points for a referral

1 point for a minus

-1 point for a plus

There are triggers for pupils going on to lists and mandatory actions by appropriate staff which will take place within a few days of the lists being published.

List	Points	Mandatory Actions
Guidance Monitoring	6-10	Letter home, brief pupil interview, letter home, regular check on pupil stats
DHT Monitoring	11+	Letter home, interview, regular check on pupil stats, spot checks on high risk classes

### List Movement

Guidance Monitoring on two successive cycles- move to DHT Monitoring  
Improvement whilst on DHT Monitoring- move to Guidance Monitoring  
Improvement whilst on Guidance Monitoring- off lists

## Absence from Class

### Corridor Passes

In order to maintain a safe environment for pupils within the school building at all times corridor passes will be used. At the start of the session staff are issued with a number of passes which have their name on it. These should be given by staff to any pupil with permission to leave their class and handed back to the teacher on return.

### Lunchtime Passes

Lunchtime passes must be issued to pupils to gain entry to areas of the building when attending a lunchtime club. Teachers who organise the clubs can obtain Lunchtime Passes from the school office. Pupils will be refused entry to certain areas of the building during lunchtime unless they are in possession of a Lunchtime pass.

## Maintaining Consistency

Consistency is an essential factor for the successful implementation of any behaviour policy. All staff have identified this as a high priority. Applying the following measures will ensure that a level of consistency will be maintained. This applies to **ALL STAFF** at **EVERY LEVEL** and involves:

1. Being fair and consistent in the application of the behaviour management policy—rigorously following the restorative approach outlined above. Staff should follow the recommendations and good practice contained in the document. **This consistent approach is what will make the difference to pupil behaviour across the school.**
2. All departmental referrals **MUST** go through the Principal Teacher.
3. Ensuring pupils remove all outdoor clothing in class i.e. coats and non-school clothing.
4. Ensuring that there is no eating, chewing or drinking in class or corridors.

5. Ensuring that mobile phones, ipods and MP3s are not be used in class. If they are out they should be removed by the class teacher and sent to the school office for collection at the end of the day.
6. Participating in corridor duty.
7. Arriving at your class on time.
8. Leaving the class tidy and organised – ready for the next teacher or class Refer to the Classroom Management in Practice section for full details.

## **Statistical Information**

Behaviour Management information is freely available. Staff wishing information on their own behaviour management statistics should see their Principal Teacher.

## **Pupil and Staff Support**

The school continues to promote and develop a range of initiatives to ensure that all pupils and staff receive support where necessary to allow effective teaching and learning to take place. One of the aims of the Pupil Support Faculty is to meet the needs of ALL pupils, and for those who require it, make sure that appropriate strategies and support packages are in place and monitored.

### **Supports available**

1. Support from PT Pastoral Support, where appropriate.
2. DHT and Pastoral Support behaviour monitoring of those pupils on 'the lists'
3. Time in Behaviour Centre, engaging in restorative interviews and behaviour support tasks
4. Extended Support Team – a multi agency group who meet regularly to discuss the academic, social, emotional and behavioural difficulties experienced by pupils.
5. Learning Centre – to support pupils for whom a full mainstream timetable is inappropriate. This can be for a variety of reasons for pupils with additional support needs.
6. Behaviour support – one to one or small group sessions to focus on pupil's difficulty areas (such as anger management, self esteem, emotional literacy).
7. Case Conferences – meetings with school staff, the family and the school Educational Psychologist to discuss and plan strategies for pupils with academic, social, emotional and behavioural difficulties. The Psychologist may then decide it appropriate to provide more intensive professional support.
8. Home Link Service – to encourage closer links between home and school, and support a small number of pupils at risk of exclusion.
9. Alternative provision from Renfrewshire Council. This can be in an in/out reach basis, part time or full time. Extremely limited resources are allocated through the Prioritisation Group which meets two or three times per year, and includes: Intensive Support Base (ISF) at Paisley Grammar for S1/2; MPS; Ardfarn; Kintyre Base at Linwood High for pupils who are 'school phobic'; the Columba Base at St Benedicts for pupils with ASD / social communication difficulties; Extended New Directions for S3; New Directions at Reid Kerr College for those in their final year of education.

## **The Behaviour Monitoring Group**

The behaviour monitoring group (BMG) meets regularly to discuss issues relating to behaviour management in the school.

Members of the group have specific responsibilities to take forward strategic actions contained in the whole school improvement plan. For example monitoring the behaviour centre, reward ceremonies, developing restorative approaches.

# **Classroom Management In Practice**

## Principles of Effective Classroom Management

The following principles should be adopted by all staff:

### *Lesson Delivery*

- Preparation and availability of appropriate resources, teaching materials and engagement of pupils through varied methodology in a bright and welcoming class with up-to-date and stimulating displays of pupil work.
- Consistent routines established which reinforce school expectations on behaviour, effort and dress code.
- Positive welcome, administration and uniform check at the start.
- Learning intentions clearly stated, structured lesson which builds on or reinforces previous learning and encourages pupils to take responsibility for their own learning using a variety of methodologies.
- Use a variety of resources in lessons where appropriate e.g. projectors, power point, internet sites, cameras, DVDs and video clips, show me boards, artifacts and computer software
- Positive dismissal of class.
- Full use of pupil evaluation e.g. questionnaires, Q+A sessions, written feedback, feedback box.
- Maintain high levels of organisation of electronic and written administration.

### **Dissemination of Good Practice in Behaviour Management**

- Behaviour Management Policy Guidelines available to staff, updated regularly by the BMG.
- A range of supportive materials and posters are available for staff and pupils, such as code of conduct posters that are displayed in every classroom
- Staff encouraged to share examples of good practice and provide information when new procedures are introduced or to reinforce existing ones.
- School and Authority policies and materials available on classroom management in the Staff Development Base/ school server.

### **Establishing Mechanisms for Staff Support**

- In house CPD catalogue and other in service courses provided by the Local Authority and external providers, make use of thirty-five hours to set up a regular programme of staff development. There is a particular focus on restorative practice.
- Opportunities to allow staff to observe and share good practice i.e. staff meetings, DMs, EMTs, Peer Partners Programme
- Strive to create a culture where staff feel comfortable discussing behaviour management.
- Departmental planners and inventories
- Provide clocks in classroom to encourage staff to be more aware of time.
- Information and strategies on individual pupil behaviour issues circulated by the Pupil Support Faculty.
- Middle and Senior Management provide opportunities and offer support where issues arise with individuals, group of individuals and classes.

## Restorative Practices

Restorative practices (RP) are a range of practices that are aimed at maintaining and restoring relationships in schools. They focus on developing good relationships where there has been conflict or harm, and ensuring that the school ethos, policies and procedures reduce the possibility of conflict or harm occurring.

Essentially RP hold pupils accountable for their actions and helps them accept responsibility and supports them in learning what they have done to others, paving a way forward to behave differently next time.

The three principles behind restorative practices are:-

1. engagement – involve pupils and ask for their input
2. explanation – everyone understanding the how and why of decisions made
3. expectation clarity – rules are stated clearly so all individuals understand the standards and penalties for failure to meet these standards

RP enhances our behaviour management policy, and works along side it as we commit to being restorative, rather than retributive. It is an expression of what we believe in, as well as what we do.

### In the classroom

*Preventative RP:* restorative language, restorative questioning (use of our Gleniffer High School restorative triangle), circles, buddying, peer mediation and a curriculum that addresses relationships.

*When things go wrong:* restorative conversations, mediation, conferencing, solution oriented problem solving and in the future, restorative work in the Behaviour Centre.

In classrooms RP involves staff talking, listening and being fair with pupils. Pupils are given time and space by staff who model appropriate behaviour (including tone and body language) with a focus on involving all those affected in finding a way forward.



Respect      Relationships  
 Responsibility

### Time Out Cards

The purpose of these cards is to give the offending pupil and opportunity to reflect on the questions printed on the card in order that they may reflect on the potential consequences of continued misbehavior. Pupils may have this time out in the corridor or, preferably, the class. At a convenient time staff should discuss the pupil's responses to the questions on the card.