

Sgoil Lionacleit

Promoting Positive Behaviour



Policy
&
Supporting Documents



Sgoil Lionacleit – Behaviour Policy

Aims and Objectives

At Sgoil Lionacleit we firmly believe in promoting positive behaviour. Pupils are encouraged to do well and we have very high expectations for all our pupils.

As Sgoil Lionacleit is a community school it is vital that we all act in a way that reflects a positive image. As such, the aims and objectives of this policy are:

- To promote a positive atmosphere in our school community where discipline and good order lead to excellence;
- Encourage behaviour that promotes respect and creates a safe learning environment for all;
- To marginalise poor behaviour by promoting good behaviour;
- To recognise, reward and celebrate good behaviour;
- To develop and implement a whole school approach to managing behaviour; and
- To involve pupils, parents and staff in the creation and implementation of a consistent approach to behaviour.

Promoting Positive Behaviour

Recognising Achievements

A school ethos of encouragement is central to the promotion of desirable behaviour. We recognise in school achievement by means of the tannoy system, school newsletter and social media where appropriate.

Sgoil Lionacleit recognises that many of our pupils achieve success out with the school environment and these achievements are also worthy of note within school. We encourage pupils, parents/guardians and the wider community to notify the school of any activity or achievement a pupil undertakes or accomplishes.

Discipline

It is our expectation that all students are in their classes actively participating in their learning. Making appropriate choices in daily behaviour will help students achieve that goal. Our approach to student discipline is to teach appropriate actions, promote understanding that all actions have consequences, and to develop the self-discipline and character in our students so they make the right choices next time. When misbehaviour occurs our approach to dealing with it involves three aspects: we will impose a sanction; we will give students the opportunity to make amends for their inappropriate behaviour; and then give support to promote better behaviour in the future.

Rights and Responsibilities

In order to maintain the successful running of a positive learning environment, everyone in the school has the right:

- To be involved in the learning process
- To work in a safe environment
- To be treated with dignity and respect

However, no person has the right to interfere with another person's right.

Everyone has the responsibility to treat others and the school environment with **courtesy, care and consideration**. We show this by:

Arriving on time

Working together

Not being afraid to try because making mistakes is part of the learning process

Trying out new ideas

Showing creativity in our approach to learning

Speaking politely to each other

Adhering to the rules of the school and the laws of society

Being considerate of other's feelings

Respecting each other

Caring for ourselves and our environment

Being well prepared for learning with books, jotters and equipment

Asking permission before using the property of others

Valuing the diversity of opinion, beliefs, traditions and cultures that exist

Sgoil Lionacleit will become a 'greatness generator' – our pupils and staff will do great things in any field they wish. Our school will provide skills and experiences to allow everyone to achieve what they wish on their journey. We will be part of our community, take pride in the things we do and reflect our school and community values in how we conduct ourselves. We will be a powerhouse of education that leads, innovates and excels.

Standards and Expectations

Guidelines

The following are guidelines that all pupils and staff are expected to follow:

- Pupils must attend during school hours unless granted permission to be absent or have written permission to leave school premises. Parents/Guardians must let the school know if a pupil is absent.
- Pupils are to wear the school dress code – (the wearing of football shirts/colours is forbidden).
- Pupils must follow instructions issued by staff.
- Everyone should be courteous and considerate to others.
- The Council has strict policies on smoking, alcohol and drug consumption – they are forbidden on school premises and transport and as such pupils should not bring prohibited items.
- Students must not bring offensive weapons of any kind.
- Pupils must behave on all school transport.
- All school property, including equipment and books issued, should be treated with care and respect. Any deliberate damage to school property will be the pupil's responsibility to replace.
- Mobile phone use – the school policy must be adhered to.
- The use of personal music is prohibited during class times unless otherwise indicated by the class teacher.
- At break time year pupils must remain within the school grounds at all times.
- All food and drink should be consumed in the cafeteria area or outside.
- Litter, including chewing gum, must be placed in the bins provided.
- Vending machine – may only be used at designated break times.
- Pupils that do not act responsibly or interfere with the rights of others will face consequences for their actions.

Mobile Devices

See mobile device policy.

Corridors

All staff should remind pupils of the Building Code should they encounter disorderly conduct.

A verbal reprimand in most cases should be all that is required however if a pupil responds in an inappropriate manner or refuses to follow instructions the staff member should advise the pupil that they will take the matter further and the incident should then be reported direct to SLT and a referral completed.

If the incident observed is a serious matter and requires immediate attention – for example if someone is being hurt or in a dangerous situation then the nearest panic button should be activated.

SLT should be alerted immediately.

Parental Involvement

The support of parents to any school is vital. At Sgoil Lionacleit we work in partnership with parents/guardians to get it right for all the pupils in our school. We request that parents:

- Support the school behaviour policy;
- Make regular checks of the personal organiser;
- Contact us with details of absences and appointments;
- Ensure that homework tasks set by the school are completed and that their child comes to school prepared for learning;
- Encourage their child to arrive at school on time and wearing the school's dress code;
- Make sure that their child does not bring prohibited items to school.

Additional Support Needs

Some pupils in school have been identified as having social, emotional or behavioural difficulties which result in challenging behaviour. These pupils should have an Action Plan, Individual Education Plan (IEP) or Co-ordinated Support Plan (CSP) which includes behaviour support. This may mean that some pupils are having support for their behaviour which is additional to, or different from, the procedures in the whole school behaviour policy. The Action Plan, IEP or CSP will give details of this.

In addition a few pupils may have Risk Assessments/Safe Plans. These will identify risks to pupils, staff or members of the public and will outline the measures that are in place to minimize these risks. In some cases this will include measures to be adopted for physical intervention.

The council's "Improving Behaviour Policy" should be consulted for fuller guidance relevant to pupils with additional support needs.

Consequences

This policy has been designed to promote mutual respect and positive relationships between pupils and staff in our school community. Any behaviour that disrupts the learning and progress of pupils should be addressed consistently by every teacher. However the focus on building and restoring relationships is of equal importance. All staff must ensure that each stage of consequence is followed accurately, consistently and fairly.

Classroom Teacher:

Level 1: Verbal warning – the pupil will be given a verbal warning and reminded of the behaviour expectations.

Level 2: Second verbal warning and a move, either seat or to talk to the teacher.

Level 3: The teacher will inform the pupil that a referral will be submitted outlining the reasons for them reaching level 3.

Level 4: The pupil will be sent to the Principal Teacher and the teacher will submit a referral outlining the reasons the pupil reached level 4.

Principal Teacher:

If a pupil reaches level 4 twice in a term the Principal Teacher will lead a 'Restorative Meeting' between the pupil and class teacher. If there is no sustained improvement after this the pupil will continue to move through the levels outlined below.

Head of Year:

Level 5: The Head of Year will call a meeting with Parents/Guardians and the pupil to discuss the behaviour that has led up to level 5 and the pupil will be placed on a behaviour monitoring card for two weeks.

Head Teacher:

Level 6: The Head Teacher will call a further meeting with Parents/Guardians and the pupil to discuss the behaviour that has led up to level 6. At this meeting a formal 'Warning of Exclusion' will be issued to the pupil.

Level 7: The Head Teacher will call a further meeting with Parents/Guardians and the pupil to discuss the behaviour that has led up to level 7. At this meeting a formal 'Final Warning of Exclusion' will be issued to the pupil.

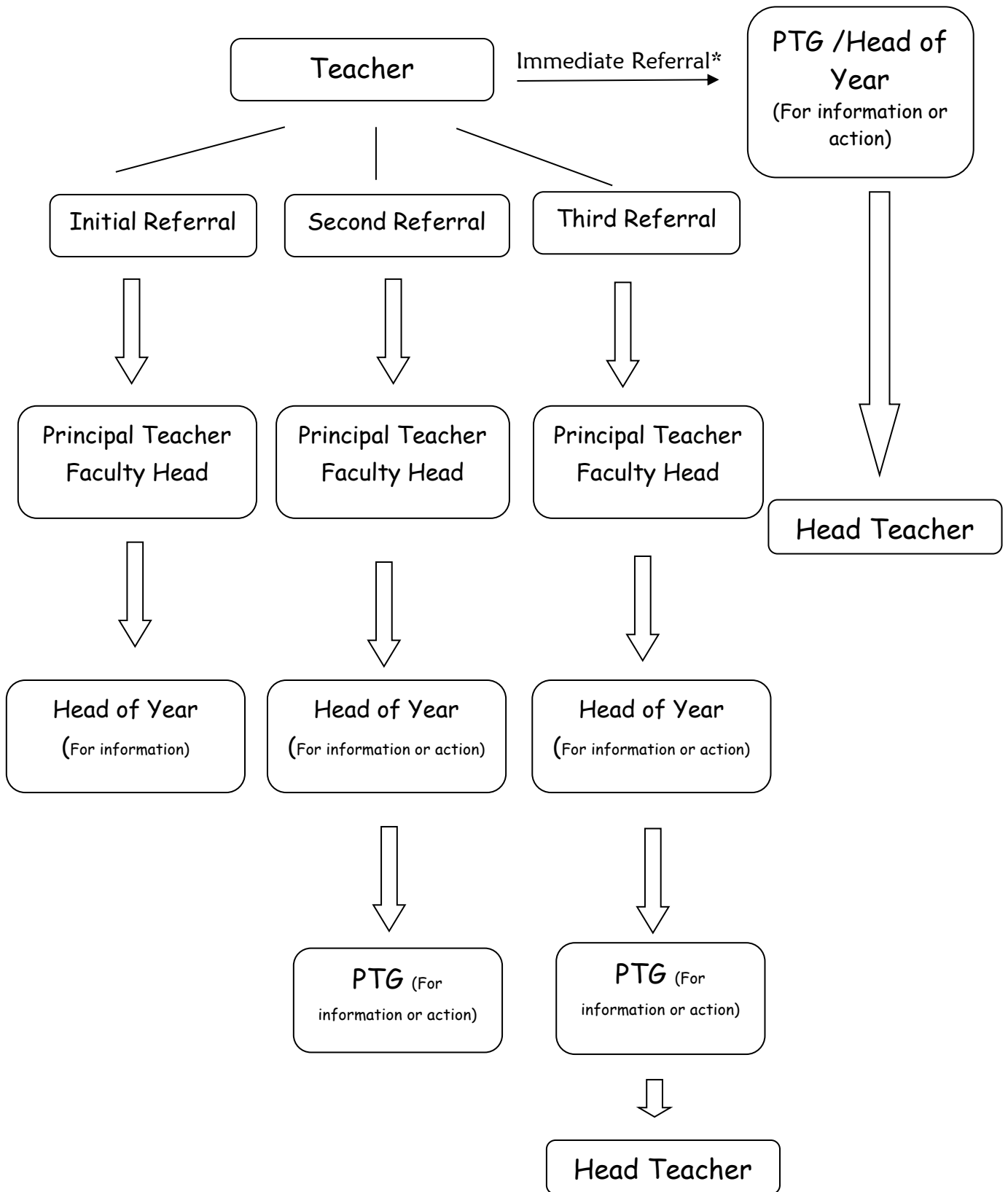
Level 8: Due to behaviour that undermines the good order and running of the school on a persistent basis - that the young person has had many opportunities (with support) to correct, the Head Teacher will discuss a formal exclusion with the Head of Schools.

Escalated Incidents

The majority of pupil misbehaviour should be dealt with in the order written above and relationships should be restored quickly. However in extreme cases of misbehaviour, staff can move more quickly through the consequence stages and seek support from their line manager or senior leader.

If a young person refuses to move between classes (Level 4), the class teacher must seek support from their PT in the first instance, who will then seek support from SLT if the young person still refuses to move. If a young person leaves a room without permission, class teachers should contact the school office so that they can alert SLT.

Referral Flow Chart



Head of Year
 S1/2 – H. MacDonald
 S3/4 – R. Gillies
 S5/6 – G. Young

*Serious incident/serious breach of behaviour code

School Behaviour Code

Behaviour Code

1. Follow all instructions
2. Have respect for self and others
3. Be on time
4. Be prepared for learning

Building Code

- Pupils should not run inside the building and keep to the left when moving around the building
- Bags should be either with pupils in class or in a locker during break and lunchtime
- Pupils should only consume food and drinks (other than water) in the cafeteria area or courtyard – this includes any type of snack - chewing gum should be disposed of in the waste bins
- Pupils should only use vending machines at interval or lunchtime
- Pupils should dispose of all litter in the appropriate bins
- Pupils should only use the lift with permission of a member of staff

S1 – S3 Department Monitoring Card

Agreed Targets:

1.				
2.				
3				
Signed	Pupil:			
	Principal Teacher:			
1: Met target Consistently 2: Generally met target 3: Failed to meet target				
Week Commencing:				
Targets:	Lesson 1	Lesson 2	Lesson 3	Lesson 4
1,				
2.				
3.				
Teacher Comment				
PT/FH Comment				
Week Commencing:				
Targets:	Lesson 1	Lesson 2	Lesson 3	Lesson 4
1,				
2.				
3.				
Teacher Comment				

S4 - S6 Department Monitoring Card

Agreed Targets:

1.	
2.	
3	
Signed	Pupil:
	Principal Teacher:

1: Met target Consistently 2: Generally met target 3: Failed to meet target

Week Commencing:

Targets:	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
1,						
2.						
3.						

Teacher Comments:

PT/FH Comments:

Week Commencing:

Targets:	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
1,						
2.						
3.						

Teacher Comments:

PT/FH Comments: