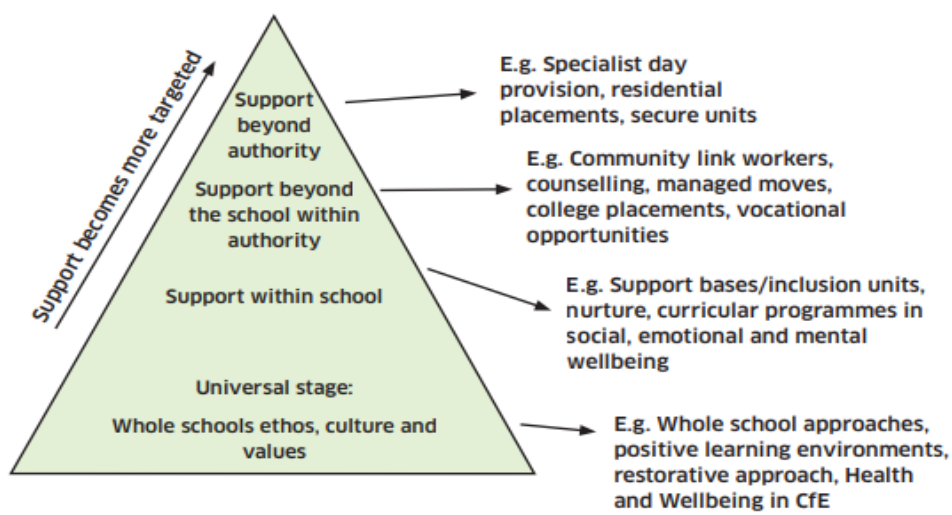


Schools are able to use a wide range of approaches to encourage positive behaviour:

- Curricular focus on social and emotional wellbeing
- Restorative approaches
- Nurturing approaches
- Peer mentoring
- Solution oriented approaches.

Positive and supportive approaches are increasingly being used far more than punitive methods. The staged intervention model is a key component in local authority behaviour and relationships policies



Our emphasis when managing pupil behaviour in Duncanrig Secondary School is on prevention and positive strategies to encourage good behaviour, rather than punitive and negative strategies to respond to poor behaviour. It should be noted that all behaviour management strategies have to be implemented taking into account the Equality Act 2010, in which strategies take in to account the need to be inclusive of gender, race, religion, disability, pregnancy and maternity, sex and sexual orientation of the pupil.

Good behaviour can be achieved by ensuring that teaching and learning is effective, that your classroom ethos is positive and supportive, and that you have high expectations of your pupils with respect to their behaviour, attainment and achievement. Poor behaviour can be prevented when teaching and learning methods are varied, where contexts for learning are relevant and stimulating, where the pace of learning activities is brisk, where pupils are involved in active rather than passive learning, and where individual pupils are presented with challenging but achievable goals. Every child has the right to experience success in learning in your classroom. Failure is likely to cause poor behaviour. The school supports a restorative approach to behaviour and relationships.

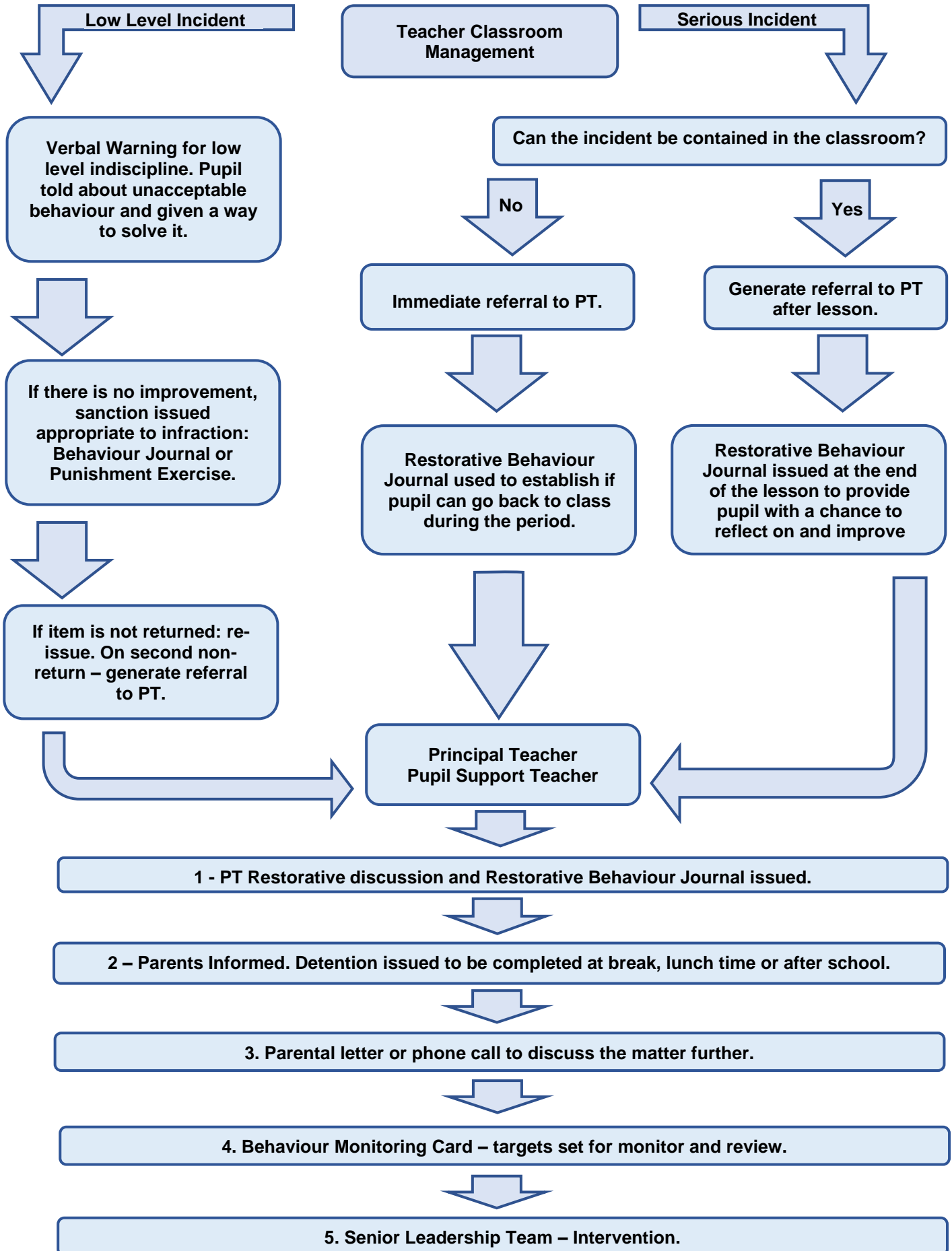
Code of Conduct

The Code of Conduct should be displayed in all teaching areas. Departments may also develop their own rules and regulations with respect to any health and safety issues that are particular to their subject.

The SEEMiS Merit and Demerit system should be used to record incidences of negative and positive behaviour within classrooms. All staff are encouraged to monitor and report positive behaviour by recording a merit in the SEEMiS system. Merits can be given for effort, attitude, meeting targets and will support current departmental and school praise and reward systems. The system operates as a tracking tool and does not replace or alter the discipline system.

Duncanrig Secondary School – Promoting Positive Behaviour

In all instances, the classroom teacher should use professional judgement before issuing punishment exercises/sanctions. Demerit should be used to record intervention. There may be instances of a serious nature, which would be referred to PT or DHT as appropriate including incidents contravening the Equality Act 2010.



Verbal Warning for low level indiscipline. Pupil told about unacceptable behaviour and given a way to solve it.

If there is no improvement, sanction issued appropriate to infraction: Behaviour Journal or Punishment Exercise.

If item is not returned: re-issue. On second non-return – generate referral to PT.

**Principal Teacher
Pupil Support Teacher**

1 - PT Restorative discussion and Restorative Behaviour Journal issued.

3. Parental letter or phone call to discuss the matter further.

2 – Parents Informed. Detention issued to be completed at break, lunch time or after school.

When dealing with issues of low level indiscipline, class teachers should use their normal sanctions and supports: issue a warning, move seat the pupil's seat, a one-to-one discussion or any other appropriate strategy. At this point the teacher may note that a sanction was issued by recording a demerit in the system. Recording a demerit in the system is not a sanction, the expectation is that the class teacher will have dealt with the indiscipline using normal discipline procedures during the class. Incidents of serious nature which cannot be contained in the classroom should be referred immediately to the Principal Teacher Subject.

The teacher may issue a detention and should record this as an appropriate demerit on the system. An electronic referral can be made to PT Pastoral Support and Subject Principal Teacher for information only.

A classroom teacher may feel that a pupil should be given an additional chance to submit the relevant item – Behaviour Journal or Punishment Exercise. However, should it continue to be unsubmitted then the matter should be passed to the Principal Teacher Subject.

The Principal Teacher has the responsibility for managing behaviour within their departments. The behaviour tracking reports in SEEMIS will give the PT a quick overview of behaviour within their department. They will be able to monitor the number of merits and demerits issued by teachers to pupils within their dept at any given time. It is important that the PT tracks the number of merits issued and links this to positive behaviour schemes within the dept. Low level disruption in their department can be monitored through SEEMIS and should be resolved effectively. (See end for further information on the ambit of Principal Teachers of Pastoral Support.)

Principal Teachers can action departmental detention, remove a young person to work in their room for a period of time, departmental monitoring timetables and refer on to Principal Teachers of Pastoral Support or members of the Senior Leadership Team if required. Where the Principal Teacher has exhausted all departmental sanctions and supports or where the behaviour is of a very serious nature, the Principal Teacher can make a referral to the Principal Teacher of Pupil Support or a member of the Senior Leadership Team.

4. Behaviour Monitoring Card – targets set for monitor and review.

The role of Pupil Support staff in promoting positive behaviour is essential. Pupil Support staff have an important role given their level of knowledge regarding pupils and their histories, personal circumstances and learning needs. The Principal Teacher of Pupil Support will be able to track pupil progress and behaviour across the school and will have an overall picture of how the pupil is performing in all departments. Pupil Support staff will track merit, demerit and referral information weekly and where there is concern across a number of departments, will intervene as appropriate. This could mean contact with parents, a Pupil Support Monitoring Timetable and other strategies. This may involve referral to the Depute Head Teacher of Pupil Support, in school and external agencies. Pupil Support staff will monitor the number of Merits a pupil receives and will be able to provide information regarding pupil suitability for school trips and other rewards. Where the interventions from the Pupil Support Team are not making an improvement, the Principal Teacher of Pupil Support can make a referral the relevant Year Head of the Senior Leadership Team.

5. Senior Leadership Team – Intervention.

Referrals to members of the Senior Leadership Team should usually come from Principal Teachers unless there is a serious incident within a classroom that requires an immediate response. It is important that there is a staged process to the involvement of SLT and that low level indiscipline issues are not escalated too quickly. Members of the Senior Leadership Team can action sanctions that may include contacting home, arranging parental meetings, removal of the child from the department for a short period of time or an internal exclusion. Members of the Senior Leadership Team can make a referral to other agencies within and outwith the school to support a young person to manage their behaviour. In extreme cases of indiscipline, the young person may be excluded from school for a short period of time.

Principal Teacher of Support

Principal Teachers of Pupil Support are engaged in a wide range of strategies and actions which aim to encourage positive behaviour. These include:

- Parental meetings.
- Pupil meetings.
- Restorative meetings – between pupils and between pupils and staff.
- Support Cards (Behaviour, Timekeeping, and Late-coming can be issued.)
- Liaison with Classroom Teachers and Principal Teachers.
- Liaison with Support for Learning and members of the Senior Leadership Team.
- Referrals to GIRFEC & JAT meetings.
- Parenting Programmes to support pupils and their families.
- Targeted Programmes to promote positive relationships
- Periods of one-to-one support.
- The Tracking and Monitoring of Merits and Demerits
- Leading and having input in House, Year and Special Assemblies.
- Work through the school's Personal and Social Education Programme.
- Use of Positive praise and contact with pupils, parents and carers to commend good behaviour.
- Liaise and coordinate with educational and external agencies.
- The creation of Individualised Timetables for pupils.
- The provision of Alternative Curricula for pupils who find accessing the mainstream curriculum problematic.

Vital Role of Parents and Carers

Parents and carers should be engaged as partners in ensuring the consistency of approach to promoting positive relationships and behaviour between home and the learning environment

SEEMiS

In the incidence of an electronic referral sent from class teacher to the Principal Teacher Subject, the PT should decide on appropriate action, record their action and close the referral. The PT may also refer to PT Pupil Support if they feel their input would be appropriate. The class teacher will be able to access the referral to check on progress at any time. In the incidence of a referral sent from PT to SLT, the Year Head will record actions taken and close the referral.

In the incidence of a referral sent for Information Only, the person receiving the referral should note any details needed and close the referral. All past referrals can be view through the behavioural tracking reports or pupil profile.

EVERY LESSON



IN on time; OUT on time.



Non-school uniform items: OFF.



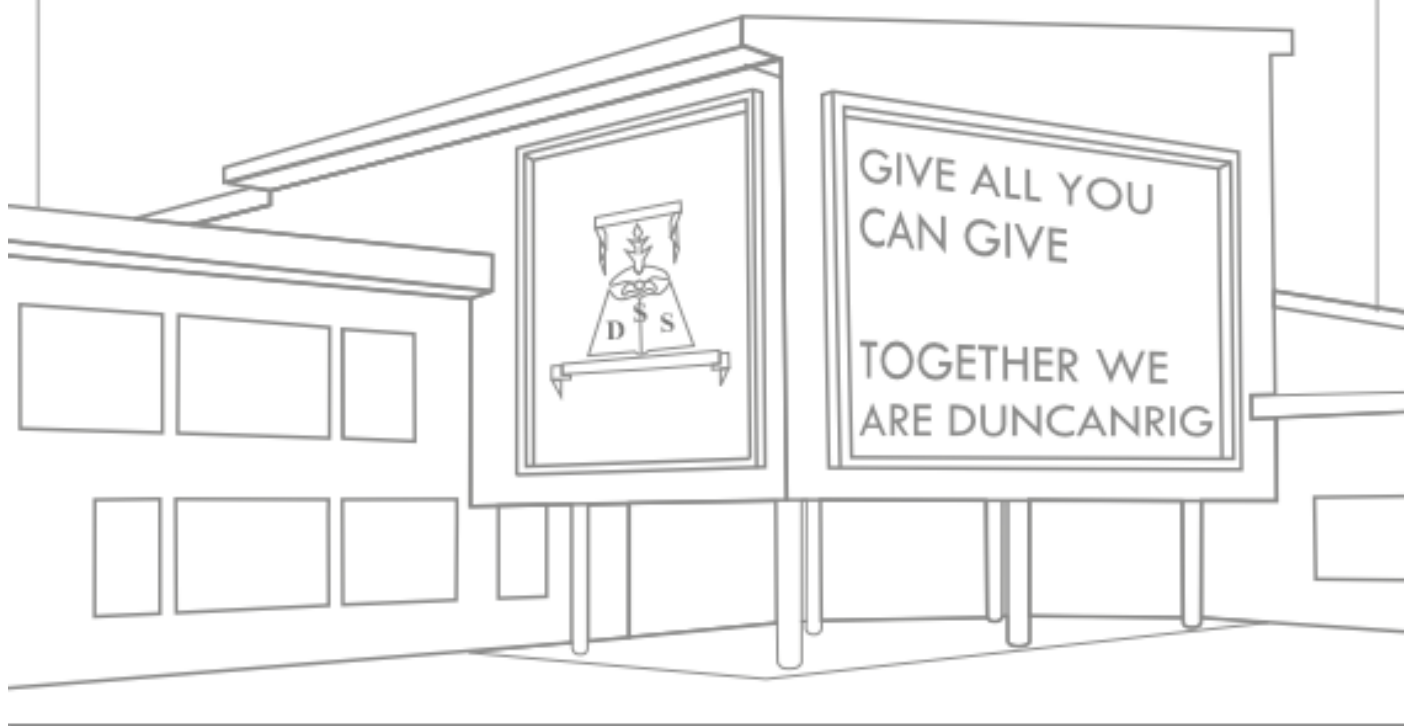
Earphones: AWAY.



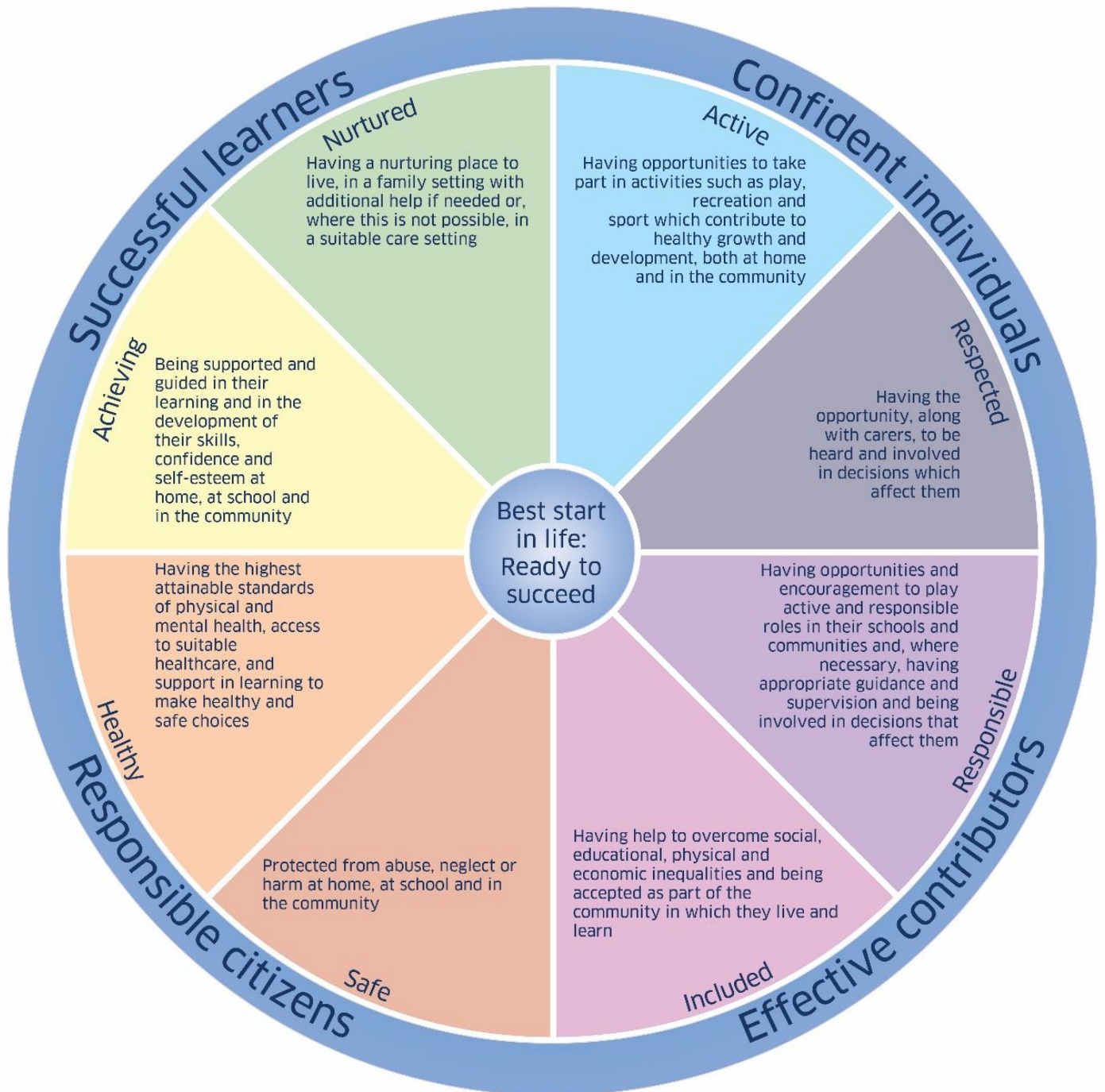
Phones & other electronics: AWAY.



READY to learn.



Wellbeing Wheel



Supporting Documents

Better Relationships, Better Learning, Better Behaviour

<https://education.gov.scot/parentzone/Documents/BetterRelationships.pdf>

Building Curriculum for Excellence Through Positive Relationships and Behaviour

<https://www.gov.scot/Resource/Doc/316280/0100664.pdf>

Children and Young People Act (Scotland) 2014

http://www.legislation.gov.uk/asp/2014/8/pdfs/asp_20140008_en.pdf

Child's Plan – Summary Leaflet

<https://www.gov.scot/Resource/0050/00500764.pdf>

Getting It Right for Every Child

<https://www.gov.scot/resource/0039/00394308.pdf>

Getting It Right for Every Child – Leaflet Summary

<https://www.gov.scot/Resource/0050/00500761.pdf>

Getting It Right for Every Child – 2017 Update

<https://www.gov.scot/Resource/0052/00529614.pdf>

Understanding Wellbeing – Leaflet Summary

<https://www.gov.scot/Resource/0050/00500774.pdf>

Equality Act 2010 – Website Summary

<https://www.equalityhumanrights.com/en/equality-act-2010/what-equality-act>