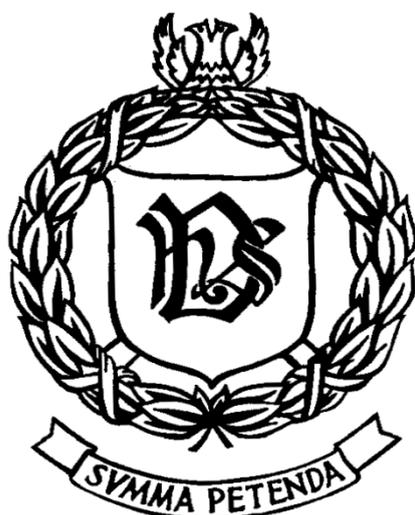


DALZIEL HIGH SCHOOL MOTHERWELL



PROMOTING POSITIVE BEHAVIOUR POLICY

Contents

Rationale

Staff Guide

School Expectations

Classroom Expectations

Summary of Discipline Procedures

Effective Classroom Strategies

Appendices

- 1 Praise Postcard
- 2 Standard Pupil Referral Form
- 3 Standard Department Discipline Log
- 4a,b Standard Department Pupil Monitoring Forms
- 5 Standard Pupil Monitoring Form – Pupil Support
- 6 Standard Pupil Monitoring Form – DHT
- 7 Exemplar Departmental Letter

Rationale

Discipline at school is essential at all times so that effective teaching and learning can take place. In Dalziel High School we seek to create and maintain a positive school and classroom ethos which promotes mutual respect between staff (both teaching and non-teaching) and pupils at all times.

If pupils are to begin to achieve their academic and personal potential if the more vulnerable and less confident of our pupils are to feel safe and comfortable in the school environment such an ethos is essential.

It is our further belief that through fair and consistent treatment of pupils, we can help them to grow into responsible young people with a concern for others and a sense of fair-play.

It is the responsibility of all teachers to encourage and support the pupils in their care and to be aware of the positive effect of praise whilst at the same time developing pupils' awareness of the need for courtesy towards and consideration for all staff (teaching and non-teaching).

Good discipline in both the classroom and the general school environment is essential if positive behaviour strategies are to be effective. Pupils need to know what is expected of them, what acceptable conduct is, and what is not. If these parameters are clearly set, and staff consistently follow through the procedures set out in the promoting positive policy, then it should be possible to maintain an effective system for monitoring behaviour in school.

Staff Guide

Expectations during lessons

Create and sustain a positive, supportive and secure environment.

At the beginning of lessons expect pupils to:

- endeavor to arrive before the class and begin on time
- Pupils to enter the room in an orderly manner
- endeavor to arrive before the class and begin on time pupils to enter the room in an orderly manner pupils to sit as directed by the teacher
- to take the register and challenge unacceptable lateness
- pupils to come fully equipped and prepared to participate fully
- pupils to remove outdoor clothing and to be in compliance with the school dress code as outlined in the School Handbook

During lessons expect:

- everyone to listen when you or anyone else is talking to the class
- pupils to raise their hand if they wish to contribute to class discussion
- pupils not to eat, drink (except water) or chew gum
- no pupil to leave the room without permission

At the end of lessons expect:

- pupils to pack away only when instructed to do so
- pupils to put away equipment and arrange furniture neatly as directed and the room/changing room to be left in a clean and tidy condition
- to dismiss pupils in a calm and orderly manner

General misbehaviour during lessons

This may include talking inappropriately; distracting others; calling out; lack of concentration; turning round.

Within each department, there should be a set of clear, specific steps to be carried out in dealing with such issues. Staff should apply sanctions according to the department policy but it is recognised that there should also be some scope for teachers to be able to express their own individuality in dealing with pupil misbehaviour.

It is important that any threatened sanction is carried out in the event that the pupil does not heed the warning and continues to misbehave.

Appropriate sanctions that might be applied in particular circumstances are:

Distracting others/talking	- Move pupil to another area of the class
Persistent eating or non-compliance with a request	- Issue of punishment exercise/detention
Continued shouting out or distracting others	- Issue of punishment exercise/detention
	- Send to PT, with a note of explanation and relevant classwork

Sending outside the classroom should only be used as a strategy to defuse the situation or as an opportunity to speak to the pupil alone. No pupil should be left to stand in the corridor for a lengthy period of time.

Managing Misbehaviour

“Problems” are normal where young people are learning and testing boundaries of acceptable behaviour. Our success is tested not by the absence of problems but by the way we deal with them. It may be helpful to keep the following suggestions in mind.

- do not react hastily
- avoid confrontation, especially in front of an audience
- listen
- establish the facts
- judge only when certain
- use sanctions consistently and in a stepped response to misbehaviour

Good classroom management should avoid incidents occurring. This can be achieved by the careful planning of lessons and a well considered seating plan.

All pupils should be aware of our shared expectations of them in and out of lessons. The most important aim when dealing with inappropriate behaviour during lessons should be to minimise disruption to learning. Minor irritating behaviour should not be allowed to build up to an incident of confrontation.

Use of mobile phones (banned in school)	Class teacher confiscates phone and gives it to a DHT
Continual misbehaviour or lack of effort	Refer to PT ¹ using standard pupil referral form * Appendix 2
Behaviour does not improve despite use of sanctions	Refer to PT ² using standard pupil referral form * Appendix 2

All referrals should be logged by Principal Teachers using the Standard Department Discipline Log* **Appendix 3**

*Referral to PT¹

When a pupil is referred to PT the Principal Teacher may employ a range of strategies to resolve the situation. These may include:

- lunchtime detention within the department
- pupils placed on Standard Department Monitoring Form* **Appendix 4(a) and (b)**

If the matter is resolved, referrals should be passed to Pupil Support indicating this and noting strategies employed.

*Referral to PT²

When a pupil is referred for a second time on the same or similar issue, then the Principal Teacher should interview the pupil and pass the referral to Pupil Support indicating the strategies employed in dealing with the pupil and that the matter is not resolved.

Unless of an exceptional nature, the Pupil Support Teacher will deal with the matter in the first instance, perhaps in conjunction with the appropriate PT Pupil Support. If it is deemed necessary, the Pupil Support Teacher/PT will pass to DHT.

Possible action by Pupil Support Staff includes:

- contacting parents
- use of (pink) monitoring form **Appendix 5**
- support structure put in place
- referral to external agencies
- referral to DHT
- loss of privileges

Possible strategies employed by DHT may be:

- use of detention
- use of monitoring form (blue) **Appendix 6**
- loss of privilege
- suspension

SPECIFIC MISBEHAVIOUR IN CLASS

Sexist or Racist incidents

- dealt with in accordance with NLC Policies

Swearing

- If swearing is directed offensively at any member of staff the pupil should be referred immediately to the Principal Teacher who will refer the pupil immediately to the appropriate member of SMT.
- If swearing is directed offensively at another pupil the comment should be challenged by the member of staff and appropriate action taken depending on the context. However, it is important that pupils are made aware that swearing is unacceptable.
- Accidental swearing should be commented on and shown to be inappropriate.

Serious incidents of misbehaviour

This may include:

- violence or threats of violence against staff or their property
- abusive language directed at a member of staff

Pupils should be referred and sent to PT who should then pass referral on to appropriate DHT. In the event of a serious incident, the use of physical restraint is permitted to prevent injury or damage, in accordance with Standard Circular B2.

BEHAVIOUR IN CORRIDORS AND STAIRS

Expect that:

- pupils should walk at all times – no pushing
- pupils should keep left when moving about the school
- pupils should line up outside classrooms in an orderly manner
- pupils should put all litter in bins
- staff should supervise areas outside rooms at beginning of lunchtimes and intervals and change of periods if possible
- prefects should supervise corridor movement at end of intervals and lunchtimes – staff should allow prefects to leave class early to facilitate this.

REINFORCING POSITIVE BEHAVIOUR

- Staff should recognise and reinforce good behaviour and genuine achievement by using Praise Postcards **Appendix 1**.

DALZIEL HIGH SCHOOL EXPECTATIONS

PROUD

- Wear Dalziel High School's uniform
- Create a good impression of yourself and your school both at all times
- Take pride in the school premises and wider community
- Put litter in the bins provided

RESPECT
RESPONSIBLE

- Show self-respect, respect for all others and respect school property
- Arrive at school and class on time

ACHIEVE

- Be prepared to learn
- Arrive and settle quickly
- Bring appropriate equipment
- Have a positive attitude to learn

INVOLVED

- Be involved in all aspects of school life at Dalziel
- Actively participate in lessons
- Aim to participate in Extra Curricular clubs
- Support and attend inter-house events and school events

SAFE

- Move around the school in a safe and responsible manner
- Keep to the left when moving around the corridors and stairwells

ENJOYMENT

- Enjoy and embrace all opportunities at Dalziel High School

How to Achieve in class at Dalziel High School

- Be at your class on time and remove all outdoor clothing.
- Be **P**roud of learning at Dalziel.
- Listen to and **R**espect the teacher and others when they are talking.
- Pack away your equipment in a **R**esponsible manner, when instructed.
- Have any equipment and homework diaries on the desk in preparation to learn and **A**chieve.
- Contribute confidently if asked and be fully **I**nvolved in the lesson.
- Leave the classroom/area in a tidy and **S**afe condition for the next class.
- **E**njoy learning at Dalziel.

Summary of Discipline Procedures

<u>Classroom Teacher</u>	<u>Principal Teacher</u>	<u>Pupil Support</u>
<p>Make eye contact followed by a quiet comment</p> <p>Verbal Warning</p> <p>Pupil moves to another seat</p> <p>Issue of Punishment Exercise</p> <p>Sent to Curricular PT</p> <p>Referral to Curricular PT</p> <p>Confiscate mobile phones and give to SMT</p>	<p>Verbal Warning</p> <p>Issue lunchtime detention in department</p> <p>Put pupils on departmental monitoring form</p> <p>Refer pupil to SMT/Pupil Support</p> <p>Send letter to parents (Appendix 7)</p>	<p>Contact parents</p> <p>Put pupil on pink monitoring form</p> <p>Contact outside support agencies</p> <p>Referral to SMT</p> <p><i>Referrals to pupil support should be dealt with within 3 days of incident.</i></p>
	<p><i>Referrals to PTs from classroom teacher should be dealt with before pupils are back in class.</i></p>	<p><u>SMT</u></p> <p>Verbal Warning</p> <p>Put pupil on blue monitoring form</p> <p>Issue structured detention</p> <p>Exclusion sanctioned by HT</p> <p>Loss of privileges</p> <p><i>Referrals to DHT are of a significant nature and should be dealt with as soon as possible.</i></p>
<p>Members of the SMT should be contacted directly in the event of a major incident for example a classroom fight or an assault. All teachers can make a referral at any time to the Pupil Support Team for advice or information about pupils. It is clearly the role of the team to support pupils, to liaise with their parents, SMT and support agencies, and also to be involved in the disciplining of pupils where appropriate.</p>		

EFFECTIVE CLASSROOM STRATEGIES

For your information:

- clear guidance on class rules established/displayed seating plans established and periodic changing of seats
- ensure no-one speaking before teacher speaks
- get to know pupils quickly – use names
- pupils given responsibility in class
- consistent pattern to lessons – recap QA
- positive attitude established
- use of praise/positive feedback given regularly displaying pupil work
- well planned, varied, interesting lessons which meet the needs of all pupils using varied methodology
- dealing with indiscipline quickly no empty threats
- spending time with disruptive pupils - discipline record kept in class
- use of ICT
- homework marked and returned promptly

Appendices



Promoting Positive Behaviour Referral Form

Pupil's Name _____

Class _____

Subject _____

Date _____

CLASS TEACHER TO COMPLETE AND PASS TO PRINCIPAL TEACHER (SUBJECT)

Nature of Referral:	Specific Details
<input type="checkbox"/> Attendance/Latecoming <input type="checkbox"/> Homework <input type="checkbox"/> Underachievement/Attitude <input type="checkbox"/> Behaviour <input type="checkbox"/> Other	
Action taken by Class Teacher prior to referral:	Specific Details
<input type="checkbox"/> Verbal warning <input type="checkbox"/> Punishment Exercise Issued <input type="checkbox"/> Moved Seat <input type="checkbox"/> Differentiated Work <input type="checkbox"/> Other	

Matter resolved by Class Teacher? YES/NO Signed _____ Date _____

Action taken by Principal Teacher prior to referral to Pupil Support/DHT:	Specific Details
<input type="checkbox"/> Verbal Warning <input type="checkbox"/> Detentions Issued <input type="checkbox"/> Contacted Home <input type="checkbox"/> Department Monitoring Form <input type="checkbox"/> Other	

Matter resolved by Principal Teacher? YES/NO Signed _____ Date _____

REFERRAL TO PUPIL SUPPORT/DHT FROM PT (SUBJECT)

Action taken by Pupil Support/DHT:	Specific Details
<input type="checkbox"/> Verbal Warning <input type="checkbox"/> Detention Issued <input type="checkbox"/> Contacted Home <input type="checkbox"/> Monitoring Form <input type="checkbox"/> Other DHT ONLY <input type="checkbox"/> Loss of Privileges <input type="checkbox"/> Exclusion	

Matter resolved by DHT? YES/NO Signed _____ Date _____

DALZIEL HIGH SCHOOL



Discipline Log

Department _____

Name of Pupil	Year	Date	Teacher	Concern/Incident	Action by Class Teacher	Action by PT	Action by Pupil Support/SMT



DALZIEL HIGH SCHOOL

Departmental Pupil Monitoring Form

INFORMATION TO THE PARENT(S) / GUARDIAN(S) OF:

PUPIL'S NAME	<input type="text"/>		
DEPARTMENT	<input type="text"/>	CLASS	<input type="text"/>

Your child has been issued with the attached form to help monitor his/her performance in his/her section over the next week(s). It is to be hoped that this strategy will lead to an improvement in the situation which resulted in the form being issued. Where no obvious and sustained improvement in performance is detected during this period, the pupil may be formally referred to the relevant Deputy Head Teacher, in line with whole school policy.

Your child has been placed on this form for the reason(s) indicated below. If you require additional information about the situation, please do not hesitate contact me at the school.

Yours sincerely

Principal Teacher

REASON(S) FOR ISSUE OF THE FORM	(✓)	FULLER COMMENT
ATTENDANCE		
LATECOMING		
CLASSWORK		
HOMEWORK		
BEHAVIOUR		
EFFORT		
ATTITUDE		
OTHER		

NOTE: Your son or daughter should present this form to the teacher at the beginning of each lesson. The class teacher will write a comment on it and sign it. The Principal Teacher will also sign the form.

Please ask you son or daughter to give you the form to sign each night. Thank you for your co-operation in this matter.

DALZIEL HIGH SCHOOL

Departmental Pupil Monitoring Form



INFORMATION TO THE PARENT(S) / GUARDIAN(S) OF:

PUPIL'S NAME

DEPARTMENT CLASS

for the period from to

This form has been issued to you to help monitor your performance in (Department) during the period mentioned above. **It is your responsibility to look after the form.** You must give the form to your teacher at the start of each period and collect it at the end, once your teacher has signed it and commented on your performance. You must then report to PT to have the form countersigned. You must also take the form home at night to let your parent sign it. At the start of a new week the completed form will be collected from you and a new one issued.

This form has been issued as part of a strategy to support your progress and performance. In order to succeed, it requires your co-operation. However, if there is no obvious improvement in your performance you may be referred to Pupil Support.

Period	Day	Date	Comment	Class Teacher Signature
	Monday			
	Tuesday			
	Wednesday			
	Thursday			
	Friday			

Signed _____ Principal Teacher

Signed _____ Parent/Guardian

Name _____ Class _____ Date _____

Pupil Monitoring Form

Daily Report issued for: Behaviour Attendance Homework

Other circumstances _____

Instructions to pupils on report

- 1 Collect the form from _____ before school begins each day.
- 2 Ask your class teacher to sign the report at the end of each period.
- 3 Take the report back to _____ at the end of school each day before you go home.
- 4 Give _____ the report, signed by your parent/guardian, the next morning before the school begins. Collect the form for that day.

Period	Class Teacher's Signature	Comments
1		
2		
3		
4		
5		
6		
7		

Signed _____ Pupil Support Teacher

Signed _____ Parent/Guardian

Pupil Monitoring Form

Instruction Sheet

- ✓ Collect the form from _____ at 8.50 am each day
- ✓ Ask your class teacher to sign the report at the end of each period
- ✓ Take the report back to _____ at 2.50/3.40 pm each day
- ✓ Give the report to your Parent/Guardian when you go home
- ✓ Return the form to _____ at 8.50 am and collect your new form

Starting Date: _____

Proposed Finishing Date: (depending on progress) _____

Pupil's Signature: _____

Parent / Guardian's Signature: _____

Pupil Support Teacher Signature: _____

Date: _____

Pupil Monitoring Form

NAME: _____ CLASS: _____ DATE: _____

Daily Report issued for: - Behaviour Attendance Homework

Other circumstances _____

Period	Class Teacher's Signature	Comments
1		
2		
3		
4		
5		
6		
7		

Signed _____ DHT

Signed _____ Parent/Guardian

Pupil Monitoring Form

Instruction Sheet

- ✓ Collect the form from _____ at 8.50 am each day
- ✓ Ask your class teacher to sign the report at the end of each period
- ✓ Take the report back to _____ at 2.50/3.40 pm each day
- ✓ Give the report to your Parent/Guardian when you go home
- ✓ Return the form to _____ at 8.50 am and collect your new form

Starting Date: _____

Proposed Finishing Date: (depending on progress) _____

Pupil's Signature: _____

Parent/Guardian's Signature: _____

DHT Signature: _____

Date: _____

Dear Parent/Guardian

I am writing to inform you of _____ progress in the _____ Department and to bring my concerns to your attention. Unfortunately, due to poor behaviour and lack of effort _____ is not making the progress I would have hoped for. Despite a number of sanctions as well as discussing this issue with _____, to date there has been no improvement.

Therefore, I have no choice but to inform _____ pupil support teacher and issue a two week Departmental Monitoring card, which I would ask you to sign at the end of each week.

If you would like to discuss this further please do not hesitate to contact me.

Yours sincerely

Principal Teacher

I would appreciate if you could sign and return the tear off slip below with a comment on the content of the above letter.

Parental/Guardian Comment:

Parental/Guardian Signature _____