

LOCKERBIE ACADEMY

BEHAVIOUR MANAGEMENT POLICY

Pupils & Parents/Carers Information

Updated September 2017



BEHAVIOUR POLICY

1 POLICY STATEMENT

1.1 This document sets out Lockerbie Academy's policy on Behaviour Management in classrooms and around the school as a whole in line with our Rights Respecting School Agenda.

2 SCOPE OF POLICY

2.1 This policy applies to all staff, both teaching and non-teaching in Lockerbie Academy.

3 PURPOSES

3.1 To ensure that students at all stages experience consistency in regard to Behaviour Management, both in classrooms and around the school and that this consistency will help them to achieve the best possible outcomes, both socially and academically.

3.2 To ensure that all staff, both teaching and non teaching, are aware of their role relating to Behaviour Management and feel supported to deal with students' behaviour issues both in the classroom and around the school.

4 PRINCIPLES

4.1 Students learn best in a safe, orderly and purposeful environment where staff have high expectations of them. Teaching staff have a professional duty to create a safe, orderly and purposeful teaching environment and they have a right to expect support from line managers to create and maintain such an environment.

4.2 All staff should make their expectations of students' behaviour clear throughout the school session. Students in Lockerbie Academy are expected to follow directions given to them by adults in school and to be courteous, hardworking and cooperative in their dealings both with adults and with each other.

4.3 Teaching staff should establish routines for the start, middle and end of lessons and should use positive feedback and praise to reinforce desirable behaviours applying any sanctions for poor behaviour choices consistently.

5 MONITORING AND REVIEW

5.1 This policy will be revised at least every two years as part of an ongoing cycle of policy review at Lockerbie Academy.

SECTION A: CREATING A SAFE, ORDERLY AND PURPOSEFUL LEARNING ENVIRONMENT

Procedures at the start of the lesson

- Students should enter the classroom in an orderly way. Pupils should follow the instructions of the teacher with regards to lining up outside the classroom
- Jackets, scarves and all non uniform clothing, such as jumpers which are not black, should be removed after Registration
- An accurate attendance must be taken at the beginning of every lesson, using SEEMIS/Click and Go Registration module
- A seating plan can be created and stored using SEEMIS/Click and Go Registration module. This allows staff covering a lesson to be able to refer to students by name
- Punctuality should be expected. Students arriving late with an orange late slip should not be marked as being late. If not, they should be recorded as late. Repeated late coming to class means that a sanction should be applied.
- Students should be strongly encouraged to bring the equipment they need for lessons. Pupils who may struggle with this will be identified by Pupil Support and alternative arrangements should be made
- Student planners should be placed on desks at the start of the lesson. Spot checks throughout the year should be carried out by PT Pupil Support/Head of House
- Learning Intentions should be clearly explained at the start of the lesson or group of lessons
- Success Criteria should be discussed

Procedures during the lesson

- Students are expected to follow the teacher's directions at all times and to be courteous in the way they speak to the teacher and to other students. Calling out without permission is not allowed and students are expected to work to the best of their ability.
- The classroom code, displayed on the wall, should be referred to frequently. A further copy should be visible on the electronic bulletin
- Teachers should display any other relevant procedures (such as safety procedures in the case of practical subjects) clearly and should refer to as needed
- Students should be encouraged to respect school equipment and textbooks. Instances of graffiti or vandalism should be quickly and firmly dealt with. Serious incidents of graffiti and vandalism should be referred to Head of House immediately.
- Students should be strongly encouraged to engage with the learning process at all times. Off task behaviours, whether or not they are disruptive, should not be tolerated.
- Mobile phones should be switched off on the school grounds and headphones should not be worn. Mobile phones may be used at the direction of members of staff. It is not acceptable

for students in a lesson to text, use social media or take photographs of each other. If a member of staff sees or hears a phone, then it should be confiscated and sent to the office. If pupils are found with inappropriate images on their phones, this should be reported to their PT Pupil Support immediately.

Procedures at the end of the Lesson

- Students should have routines for packing up materials at the end of the lesson so that the classroom is left tidy for the next class.
- Students should be dismissed from the classroom in an orderly way.
- Teachers should, as far as possible, supervise movement in the corridor outside their classroom doors at the change of periods.

SECTION B: USING PRAISE TO REINFORCE GOOD LEARNING BEHAVIOURS

- Positive recognition and praise should be used wherever possible to reinforce desirable learning behaviour. Students like to receive specific positive feedback on their work – ‘I like the way that you have done this because’ rather than general non-specific praise.
- Merits should be given to pupils who exceed expectations. Some merits can be given for a single good piece of work whilst others can be given for sustained compliance.
- Students should be told when they have had a merit awarded. Tutors should check Merits/Demerits on a regular basis during Health and Wellbeing delivery. Tutors should use this information as part of their conversations with their Tutor Class.

SECTION C: APPLYING DEMERITS AND SANCTIONS

- Demerit system is a way of recording behaviour. Demerits are not Sanctions
- Before issuing a sanction, teaching staff should give students a warning to give them a chance to amend undesirable behaviours.
- A Sanction should be issued if the pupil does not improve behaviour following a warning. Sanctions should be applied where students fail to heed warnings. A Demerit should be used to record the behaviour.
- Sanctions should be applied in a hierarchical way beginning with the lightest and moving up gradually to more severe, unless the behaviour is extreme and needs a severe sanction immediately.

- Where a students' behaviour is putting the learning of the class or the safety of others at risk they should be removed from the classroom on a temporary basis. Faculty Procedures should be followed; in the first instance students should be sent to the Faculty PT. If the PT is not available then other arrangements should be in place. In extreme cases (refusal to follow PT instructions/violence) the Office should be contacted to ask for Duty SMT to go to the classroom.

SECTION D: BEHAVIOUR OUTSIDE OF THE CLASSROOM

- All staff should feel confident in dealing with instances of poor behaviour around the school, for example in the corridors, the Social Areas or the Dining Room. This may be a verbal warning for instances of mild misbehaviour or a sanction for more significant events. For many students being held back for a couple of minutes to discuss their behaviour and not being able to walk with their friends is enough of a disincentive. In serious cases, where a verbal warning or discussion is not enough, a referral should be made to the Head of House or Duty Rector.
- Students are expected to speak and act in a respectful way to everyone in the school community.
- Students are expected to move in a sensible way in corridors and on stairs. They should not run or block the way for each other and should walk on the left-hand side of corridors and stairs.
- Students should not make physical contact with each other in any way, whether it is pushing each other in 'fun' or whether there is a more sinister motive.
- Students should not drop litter or damage the fabric of the building in any way.

SECTION E ROLES AND RESPONSIBILITIES

Class Teacher

- To create a safe and purposeful learning environment
- To use positive feedback and praise to reinforce behaviours which lead to good learning experiences
- To record incidents using a Demerit and apply an appropriate sanction. The class teacher should follow up when a student does not accept a sanction (such as a failure to complete a punishment exercise or turn up to detention).

PT Faculty

- To support class teachers to maintain a safe and purposeful working environment by following up on cases of non-compliance referred by classroom teachers and imposing

further sanctions if appropriate. PTs should contact home to discuss concerns (Group Call/Telephone/Letter/Meeting) and log in Pastoral Notes.

PT Pupil Support

- To support Tutors, Class Teachers and Faculty PTs to maintain a safe and purposeful working environment by having discussions with students who are having problems with classroom behaviour (across a range of Faculties) and refer to school Behaviour Support. PT Pupil Support will arrange meetings with parents and carers if/when necessary.

Non-Teaching Staff

- To expect excellent standards of courtesy and compliance in dealings with students and to seek the help and support of PT ASN/SMT if this does not happen.
- Non-teaching staff should speak to the class teacher regarding poor behaviour in class.

Senior Management Team.

To support all staff to maintain excellent standards of behaviour throughout the school in all settings

Examples of Good Practice:

Class Teacher

- Verbal rebuke
- Discussion with pupil about inappropriate behaviour, either outside the classroom during the lesson or in the classroom at the end of the lesson.
- Temporary change of seat
- Thinking about my Behaviour sheet available in Teachers' Community
- Permanent change of seat
- Standard reflective punishment exercise, available in Teachers' Community
- Interval Detention
- Lunchtime Detention (if at the start of lunchtime, must be released by 1.15pm)

Faculty PT

- Standard reflective punishment exercise, available in Teachers' Community
- Interval Detention
- Lunchtime Detention (if at the start of lunchtime, must be released by 1.15pm)
- Temporary removal from class
- Period of Internal Isolation with Faculty PT
- Departmental Behaviour Timetable

**LOCKERBIE ACADEMY CLASSROOM ROUTINES
TEACHER SHOULD ENSURE.....**

Students arrive on time
Students enter in orderly way
Students remove jackets, scarves, etc.
Students are not eating or drinking apart from water at
the teachers discretion
Students sit according to teacher's seating plan
Students bring relevant equipment and materials
Students put Planners on the desk
Attendance is taken through SEEMiS
Clear Learning Intentions and Success Criteria
shared/discussed as appropriate

Students follow instructions
Students wait for permission before speaking
Students work without disturbing others
Students only make positive comments about classmates
Students treat books and materials with respect
Students focus on the lesson
Students only use mobile devices for learning, with the
teacher's permission
Teacher uses praise and positive recognition throughout
lesson
Teacher applies sanctions where necessary

Students pack up materials and leave the classroom tidy
Students leave the classroom in an orderly way
Movement in the corridor is supervised

Roles and Responsibilities of all in promoting Good Behaviour

STUDENT

To take responsibility for own behaviour
To cooperate with adults in school
To focus on learning and achievement

CLASS TEACHER

To create a safe and purposeful learning environment
discuss both appropriate and inappropriate behaviours with students
To use positive feedback and praise to shape behaviour in the classroom
To use the merit system
To apply sanctions where necessary and use demerits to record them
To follow up issues where students have not cooperated with sanctions

FACULTY PT

To support class teachers
To have discussions about inappropriate behaviour with students
To follow up unresolved classroom issues
To impose further sanctions where appropriate

PUPIL SUPPORT

To support class teachers and Faculty PTs
To have discussions with students about inappropriate behaviour
To monitor students' behaviour by checking on merits and demerits regularly
To contact parents/carers about behavioural concerns
To refer to partner agencies where necessary

SUPPORT STAFF

To expect excellent standards of behaviour and courtesy from students
To seek help from SMT where this does not happen.

SMT

To support all staff to maintain excellent standards of behaviour both in class and around the school.
To involve parents/carers and partner agencies to ensure this standard is maintained.

Merits

Merits should be issued to pupils who exceed expectations. Merits fall into the categories below:

- Excellent Effort (Effective Contributor)
- Good Assessment (Successful Learner)
- Good Citizen (Responsible Citizen)
- Wider Achievement (Confident Individual)

EXCELLENT EFFORT **(EFFECTIVE CONTRIBUTOR)**

Outstanding Classwork
Exceeding Expectations/Progress
Leadership in Group Work
Enthusiastic Participation in Lesson
Excellent Homework
Regular Attendance at Study
Club/Homework Club
Taking Responsibility in own Learning
Excellent Course Work for the
individual
Consistently Good Classwork
Improved Behaviour
Improved Effort

GOOD ASSESSMENT **(SUCCESSFUL LEARNER)**

Excellent Result for the
individual
Significantly Improved Result

GOOD CITIZEN **(RESPONSIBLE CITIZEN)**

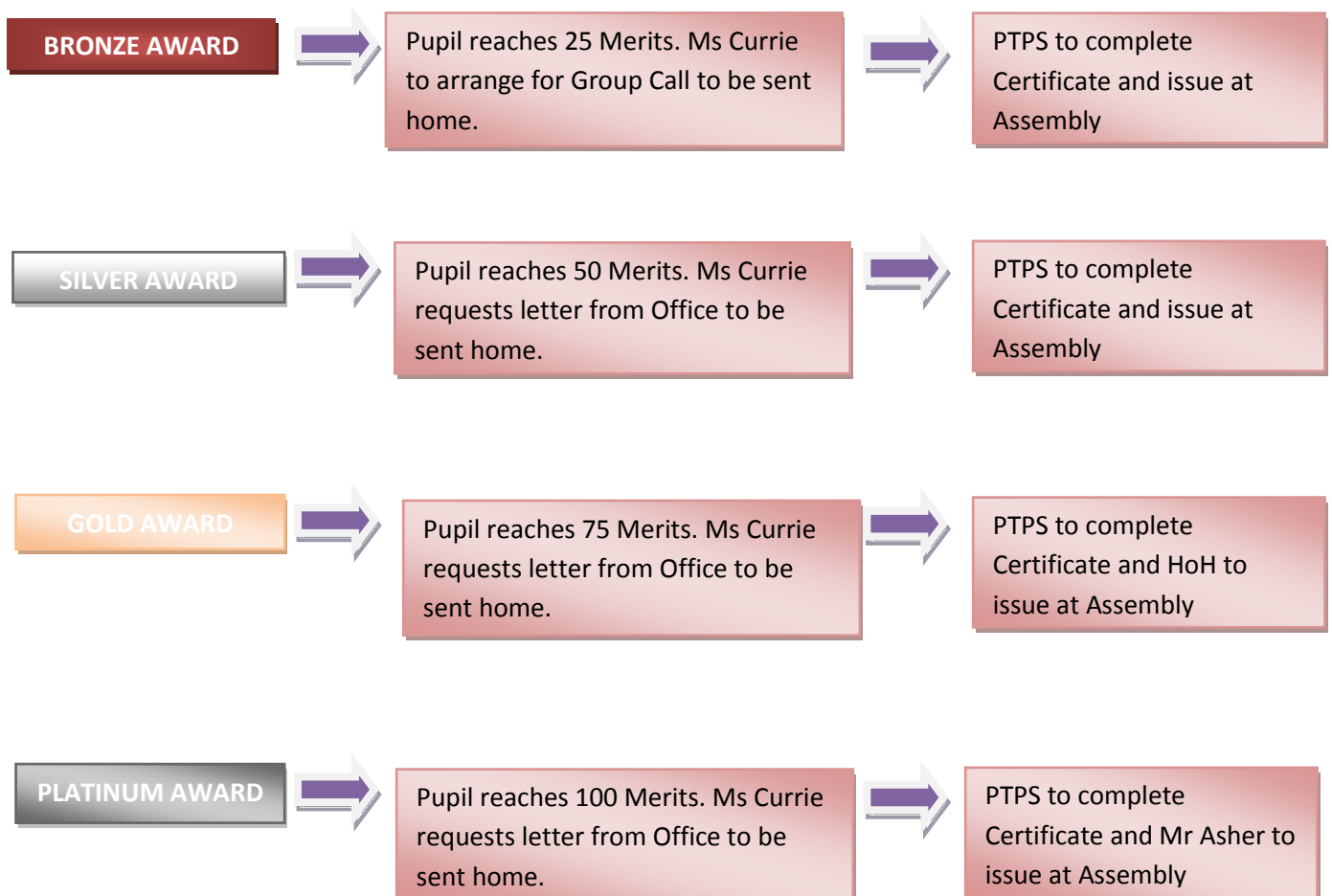
Helping Others
Using Initiative
Acting Responsibly
Doing Right Thing
Making Good Choices

WIDER ACHIEVEMENT **(CONFIDENT INDIVIDUAL)**

Recognising Achievement through Merits (S1-S3)

BRONZE	25 MERITS	Group Call home
SILVER	50 MERITS	Letter home (PTPS)
GOLD	75 MERITS	Letter home (HoH)
PLATINUM	100 MERITS	Letter home (HT)

Tutors will monitor Merits throughout each term and share achievements with pupils in their class.



Strategies: Teacher

- Discussion with student
- Positive feedback and encouragement to student
- Verbal rebuke
- Seating plans
- Isolation of student within classroom
- Punishment exercise
- Detain student at interval or lunch (15 minutes)
- Referral to Principal Teacher

Strategies: Principal Teacher Curriculum

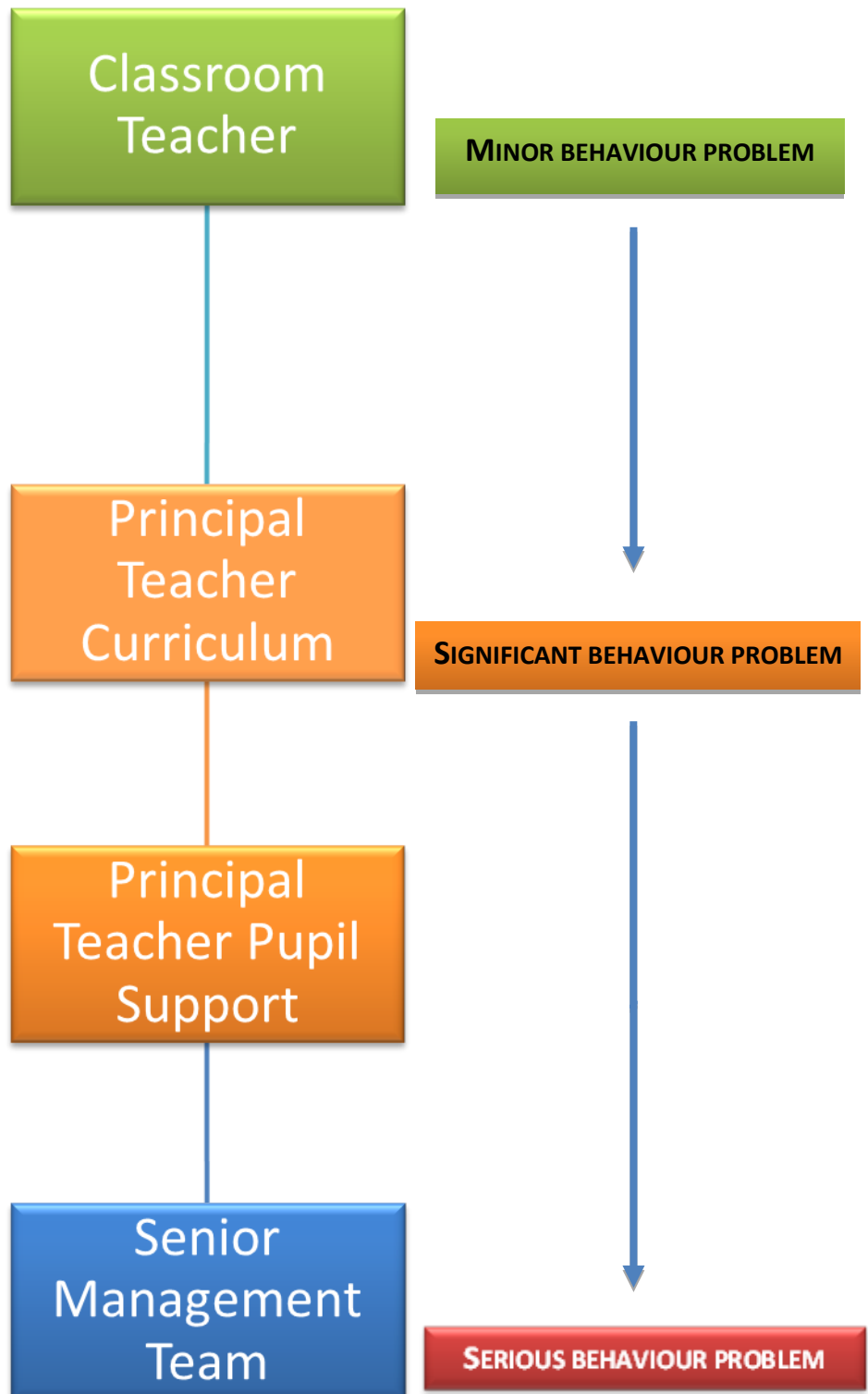
- Discussion with student
- Punishment exercise
- Detain student at interval or lunch (15 minutes)
- Temporary removal from class
- Period of internal isolation
- After school detention
- Behaviour timetable for subject

Strategies: Pupil Support

- Monitor student
- Behaviour timetable
- Internal isolation
- Referral to Behaviour Support
- Meeting with parents
- Child's Plan (if appropriate)

Strategies: Senior Management Team

- Isolation in school
- Consult and support staff, students and parents
- Exclusion



Behaviour Management

Preventative Techniques

- Class routines – make expectations clear at start and end of lessons re clothing, equipment, movement within classroom
- Refer to classroom code
- Reinforce learning behaviours using merits and praise
- Use SEEMiS seating plan
- Use learning intentions and success criteria
- Use and have knowledge of ASN Icon

Minor Behaviour Issues

- Calling out
- Mild unkindness to other students
- Poor work rate
- Mobile phone seen or heard
- Lateness to class
- Speaking out of turn
- Talking while teacher is speaking
- Other low level disruption

Significant Behaviour Issues

- Continuing low level disruption after warnings
- Moderate bad language
- Significant unkindness to other students
- Challenging staff
- Non-compliance with sanctions eg does not show up for detention
- Abuse of mobile technology

Dealt with using Principal Teacher or Pupil Support Team sanctions.

Serious Behaviour Issues

- Aggressive language to staff or other students
- Deliberate vandalism of materials/fabric
- Foul/sexual language
- Fighting
- Refusal to follow instructions
- Serious sustained bullying

Dealt with using Principal Teacher or Senior Management Team sanctions.

Demerits

Demerits will be monitored throughout each term.

Staff must remember that a Demerit is not a sanction. If issuing a detention, the class teacher should write a note of this in the Pupil Planner to ensure parents/carers are aware this has taken place.

PTC should use this information to monitor behaviour across the Faculty and take action when appropriate.

PTPS should use this information to monitor behaviour across the school and take action when appropriate.

EFFORT POOR

Not listening to instructions
Lack of expected progress
Rushing work
Content thin
Delaying starting work
Lack of engagement in group work
Off task

BEHAVIOUR POOR

Shouting out
Not following instructions
Inappropriate language
Irresponsible behaviour
Disrespect towards other pupils
Eating/drinking in class
Chewing gum
Unkind behaviour
Answering back
Unsafe behaviour
Corridor misbehaviour
Disturbing others in class

SPEAKING INAPPROPRIATELY TO STAFF

Swearing
Arguing
Asking personal questions

HOMEWORK ISSUE

Late
Poorly attempted
Not handed in
Not complete
Wrong homework
Copied homework
Materials not returned

LATECOMING

School
Class

MOBILE PHONE

Misuse of mobile
Mobile out without permission

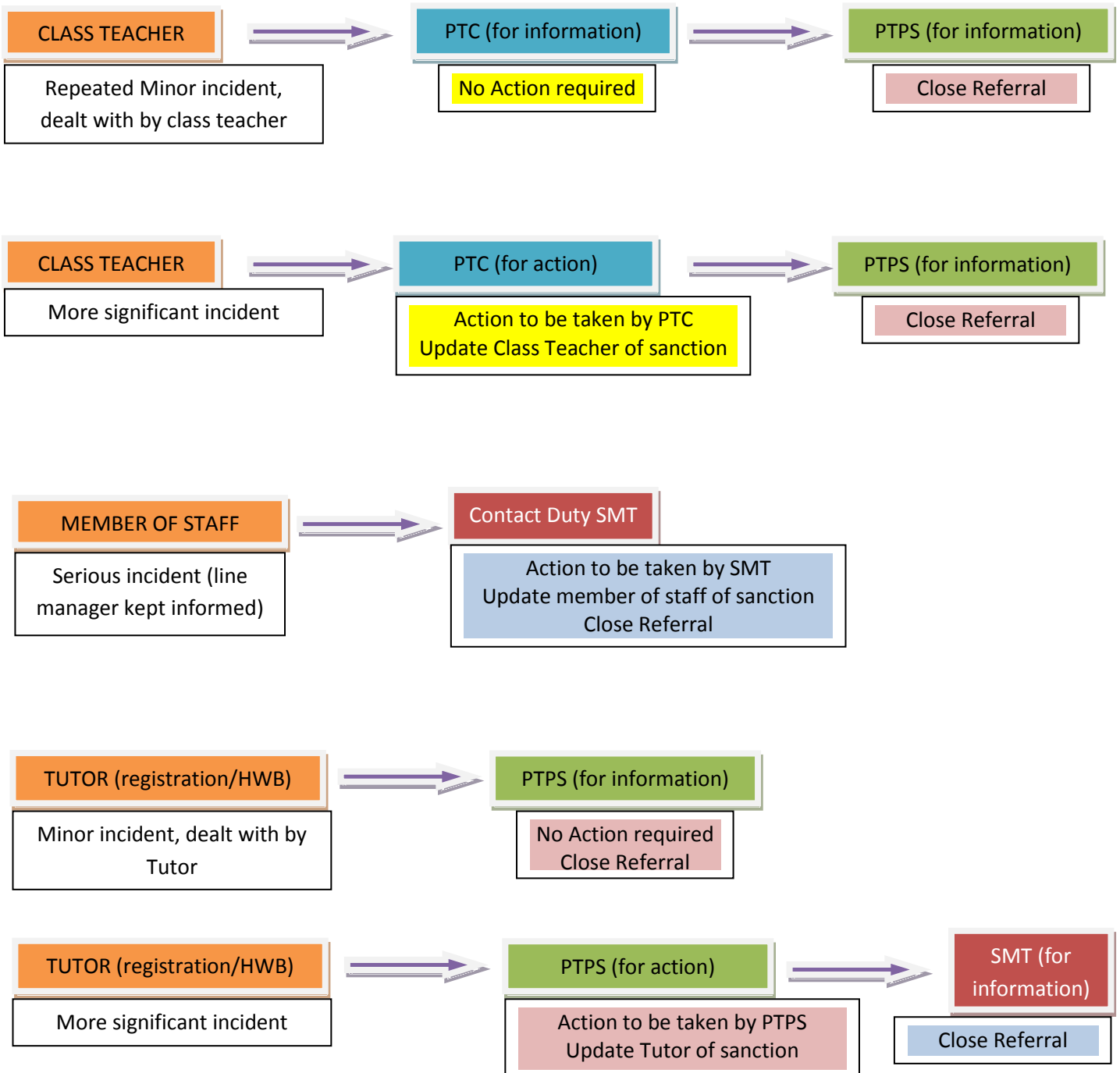
PLANNER

Not brought
Not signed
Graffiti
S1 Learner Journal

UNIFORM UNSATISFACTORY

No tie (office)
No black shoes
Wearing jeans
Inappropriate skirt length

Referrals





Lockerbie Academy Punishment Exercise – Classroom Code

Name: _____

Class: _____

Member of staff issuing Punishment Exercise: _____

Reason for Punishment Exercise: _____

Date of Issue: _____ Date to be returned: _____

Signature of parent or carer: _____

Copy out ____ time(s).

Lockerbie Academy has simple and straightforward rules for the classroom. These are known as the **Classroom Rules**. Copy out the rule you broke.

- To follow your teacher's instructions – in other words, to do as you are told. The teacher is in charge of the classroom, not you. Pupils at Lockerbie Academy do not argue with their teachers or speak out of turn.
- To raise your hand in the classroom and wait for permission before speaking. One person calling out disturbs the class. Calling out is a sign that you think you have a right to be heard. If all pupils did that, nobody would learn anything.
- To allow others to get on with their work without interruption. You should not speak to other pupils if the teacher is speaking or has told you to get on with some work. You should also keep hands, feet and objects to yourself.
- To only say positive things to or about other people. If you cannot say anything nice, say nothing. Everyone has the right to be happy and safe in school. If someone says or does something which worries or disturbs you, tell a teacher and let them sort it out.