

St Augustine's RC High School

Positive Behaviour Policy



2016

With respect for each other, let's make a difference.

"What does love look like? It has the hands to help others. It has the feet to hasten to the poor and needy. It has eyes to see misery and want. It has the ears to hear the sighs and sorrows of men. That is what love looks like." St Augustine

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“...but how much more do we need to protect the purity of what is most precious of all: our heart and our relationships.”

Pope Francis

“Social, emotional and behavioural skills are key skills for learning, life and work. Children and young people should feel happy, safe, respected and included in the learning environment and all staff should be proactive in promoting positive behaviour in the classroom, playground, and wider learning community. Underpinning this is the emotional health and wellbeing of staff.”

*Building Curriculum for Excellence
Through Positive Relationships and Behaviour*

1. Statement of Intent

“All Catholic schools in Scotland, in honouring Jesus Christ as the Way, the Truth and the Life, will feature the following: An inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God.”

Charter for Catholic Schools in Scotland.

St Augustine’s aims to (be a school that) gets it right for every child. We are committed “to developing mutually respectful relationship and behaviour”¹. We use various strategies and the implementation of this policy aims to support our staff and student’s in terms of what is expected, how we will celebrate success and manage behaviour.

As a Catholic School, we “aim to help all students to develop their fullest potential, preparing them for life, informing their minds and forming their characters so that they can contribute with others to the transformation of their world – building God’s kingdom”². The resulting better behaviour enables better learning and relationships.

With respect for each other, let’s make a difference.

‘With respect for each other, let’s make a difference’ sums up the ethos of St Augustine’s. We have an ethos based on positive relationships between people, and aspirations for excellence in all that we do.

St Augustine’s is justifiably proud of the community spirit in the school has. We are committed to promoting:

- Teamwork and Co-Operation
- Respect for Self and Others
- Consideration for Others
- Tolerance
- Truthfulness and Honesty

Mission Statement

“To provide for its students education of an assured quality within a caring, Christian community in which all individuals are given the opportunity to develop their full potential.”³

We aim to do this by:

- Preparing students for the challenges, responsibilities and opportunities of adult life;
- Having high expectations for the continuous rise in attainment of all our students;
- Providing learning and teaching opportunities of the highest quality;
- Providing a wide variety and a high level of support for all our members;
- Nurturing a Christian community through partnership of school, home, business, Church and friends;
- Securing and allocating resources for the delivery of learning and teaching opportunities of the highest quality;
- Improving continuously in all aspects of our work through effective Continuing Professional Development.

¹ Better Relationships, Better Learning, Better Behaviour p4. (CEC)

² Scottish Catholic Education Service

³ Shining the Light of Christ in The Catholic School - Scottish Catholic Education Service

2. Expectations at St Augustine's

"Education should develop a child's personality, talents and abilities to fullest.

UNCRC Article 29

At St Augustine's we have high expectations of our children and young people, and also of ourselves as staff. Our ethos of aspiration permeates all that we do in school and it is our aim that all pupils are given the support and opportunity to reach their full potential. This policy explicitly sets out the expectations which we have for our pupils and those which we have for ourselves as staff.

Responsibilities of staff

Effective learning and teaching requires a positive, productive classroom environment and well-planned and prepared lessons. These lessons must be flexible, and afford learners personalisation and choice, so that they are successfully supported, motivated and pushed to achieve.

To ensure we give every individual the chance to succeed, as a staff we:

- create positive relationships
- model and promote respectful behaviour
- reward good behaviour
- have high expectations of ourselves and our pupils.

In order that lessons are meaningful and successful, a teacher's classroom management and organisation are vital. To make learning effective staff should:

- prepare for lessons by planning a range and variety of learning activities to suit different learning styles
- differentiate to ensure we provide sufficient support & challenge
- establish expectations of behaviour and conduct in class
- establish routines, especially at the start and end of lessons
- share Learning Intentions and Success Criteria clearly
- make learning active wherever possible
- manage difficult behaviour to ensure that learning is not disrupted

Expectations of Pupils

St Augustine's ethos of respect and aspiration is also reflected in the pupils' Code of Conduct, which is displayed around the school. We expect our children and young people to meet these standards to give themselves the best chance to maximise their own potential and allow their classmates to do the same.

Code of conduct

- Respect all members of the school community
- Arrive to school on time in full uniform
- Listen and follow instructions
- Work hard and be positive
- Be safe and responsible

The code of conduct poster reinforces the Positive Behaviour Policy. The poster is displayed in all classrooms and shared in House and Year Group assemblies and tutor group time.

(See Code of Conduct Poster– Appendix 2).

3. Promoting Positive Behaviour

“Pupils need opportunities for achievements both in the classroom and beyond, giving them a sense of satisfaction and building motivation, resilience and confidence”

Curriculum For Excellence 2008

“We have observed that, in society and the world in which we live, selfishness has increased more than love for others, and that men of good will must work, each with his own strengths and expertise, to ensure that love for others increases until it is equal and possibly exceeds love for oneself.”

Pope Francis

Why promote positive behaviour?

At St Augustine’s, we know that it is vital to recognise and promote positive behaviour and that good behaviour should not simply be taken for granted. Recognising and rewarding good behaviour can also be the first step in developing and improving behaviour. Increasingly, research shows that:

The key to dealing effectively with student behaviour is not negative - but positive - consequences.

We recognise and reward positive behaviour in a range of ways:

- Praise and verbal feedback
- Written comments on work
- Reports to parents
- Recognition at assemblies
- SEEMIS merits

SEEMIS merits provide a formal record of excellence in any of the following areas:

- Respect
- Effort
- Behaviour
- Coursework
- Homework
- Teamwork
- Wider achievement

The pupils who have received the most SEEMIS merits over the course of a school year will be rewarded appropriately at the end of the year.

4. Managing Behaviour

“The key to supporting children and young people with behaviour that challenges is to recognise that all behaviour is communication.”

Better Relationships, Better Learning, Better Behaviour CEC

At St Augustine’s, staff use a variety of whole school approaches for supporting and managing behaviour. We promote Restorative and Solution Focussed approaches to help prevent and de-escalate difficult situations and support needs. Managing instances of indiscipline is the responsibility of all teachers and all work hard to maintain a positive ethos. The approaches and strategies are designed to help prevent and de-escalate difficult situations and support needs.

For individual teachers, good organisation, lesson planning and preparation will help to create the right environment within the classroom. Flexibility, choice and, where appropriate, differentiation will also help to support individual needs and promote positive relationships and behaviour.

However, even in these conditions, some children and young people will present with behaviour that challenges or is difficult to interpret. When relationships falter, conflict can arise. The school is committed to using **Restorative Practices** to help resolve the conflict.

Each class teacher is responsible for dealing with indiscipline and any unacceptable behaviour in their classroom or which they see in the corridor, etc. Each staff member should make every effort to resolve the matter before passing it on to the CL. A range of sanctions available are:

(See Promoting Positive Behaviour - Discipline Procedures Flowchart – Appendix 1).

Class teacher should refer indiscipline to the Curriculum Leader if:

- A situation cannot be resolved
- A serious incident occurs
- There is regular disruptive behaviour from a pupil which the class teacher has regularly tried to resolve

The Curriculum Leader should make every effort to resolve the situation before escalating the matter to SLT.

Sanctions available to Curriculum Leaders are:

- Restorative conversation
- Mediation meetings
- Punishment exercise
- Department detention
- Department conduct card
- Internal supervision System
- Temporary removal from class
- Letter sent home
- Referral to Guidance Teacher or Depute Head Teacher

When an incident is serious, referrals on Seemis can be made to the Senior Leadership Team who will liaise with Support for Pupils Staff to ensure appropriate action and/or support is employed. Staff can inform them regarding instances of poor behaviour, which may trigger a concern, especially if several reports are received for the same pupil, from different members of staff.

Sanctions available to Senior Leadership Team:

- Pupil meeting
- Conduct Card
- Friday Detention
- Internal Exclusion
- Contacting parents
- Parental meeting
- Removal of privileges
- Referral to Behaviour Hub
- Hosting
- Exclusion

Detentions

Teachers and CLs may need to issue detentions. This can be an opportunity to speak to the pupil about their behaviour from the lesson, to set clear expectations and have a restorative conversation if necessary. Teachers may choose a curricular task during a detention, or ask the pupil to finish some work. See Appendix 4 for more information.

Friday Detentions

Friday detentions take place each week from 12.15-1.05 pm in Flexible Learning Room 1. A classroom assistant comes to each detainee's class on a Friday period 4 to alert the class teacher of any pupil on detention by issuing them with the pupils' timetable. The class teacher should then escort the pupil(s) to the detention room at the end of the lesson.

Friday detentions operate by a staff rota whereby two members of staff are on duty. Staff are expected to do one detention a year and this is part of the Working Time Agreement.

Friday detentions are used as an ultimate sanction for poor behaviour and pupils are put on by members of the SLT. The reason for detention is noted on the detention register which is kept in the school office. Examples of reasons why pupils are on detention include: response to CL referral, a pupil repeatedly not attending a departmental detention.

Any pupil who misses a Friday detention is put on the list for the following week or completes it after school with Year Head supervision and parental permission.

Referrals and recording

As with any good practice, it is important for to keep a record of indiscipline or restorative conversations that have occurred and what the outcome was. Class teachers should keep their own records of indiscipline. All serious incidents of indiscipline must be recorded on Seemis. When an ongoing situation cannot be resolved by the classroom teacher or if the CL believes it should be referred to SLT a referral should be completed. This information can then be used when meeting parents or outside agencies, writing a report or investigating an incident that pupils may be involved in. It also gives evidence of any patters of indiscipline.

Restorative Conversations and Mediation

Restorative approaches support discipline sanctions by processes of learning and reconciliation. Through restorative approaches, all members of the school community can learn to resolve conflict in a positive way and move forward.

“Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right”.⁶

There is collaborative approach in finding a solution to the problem. Instead of apportioning blame, the focus is put on reasons, causes, responsibilities and feelings.

At St. Augustine’s we use the following questions when carrying out restorative conversations:

1. What happened?
2. How did you feel?
3. How are you feeling now?
4. Was anyone else involved or affected?
5. What do you need to fix this?

Restorative conversations focus on being responsible for one’s own actions and their impact on others. Pupils are encouraged to show respect for other people and to empathise with their feelings. If this cannot happen with a teacher and a pupil, the teacher should refer this situation to the CL and a mediation meeting can be arranged. A PSL or a Depute Head Teacher can also arrange for a mediation meeting to take place. A restorative mediation may also need to be arranged where two or more pupils experience conflict.

At St Augustine’s staff use the following model for introducing mediation

1. Welcome and thank you
2. Setting rules – the pupil speaks first, the teacher second
3. Respectful discussion, using the four questions from restorative conversations
4. Listening to each other
5. Child Protection – be aware of any issues and report using the correct procedure

⁶ Restorative Justice Council

Target Cards

Target cards are used to support and monitor pupil behaviour, attitude and homework. There are 3 main types of Target Card:

1. Pupil Support Target Card: these are yellow and have the option of highlighted targets for the pupil to work on. Pupils score 1, 2 or 3 each lesson (3 being excellent, 2 mixed and 1 unsatisfactory).
2. SLT Target Card: these are blue and pupils receive a tick noting either satisfactory or unsatisfactory.
3. Hub Target Card: these are white cards with individualised targets for each pupil. Teachers have 'Yes/No' option to assess whether targets have been met. There is also the option to record when homework is issued.

Many Faculties successfully use their own Faculty target card where they are monitoring a pupil for specific reasons and with specific targets within a Faculty.

Supervision

The Supervision System exists to provide respite for a teacher and a class who are experiencing disruption to the lesson by a pupil. The pupil in question is sent to the room of another member of staff who has S5/6 pupils and who has volunteered to be available to supervise. The pupil is given work to continue studying by the referring teacher. **Supervision is not a punishment or referral in itself**; it serves to allow learning and teaching of the affected class to continue. In exceptional circumstances supervision may be used until a discipline referral has been actioned. When a pupil is sent on supervision this is logged in their Seemis pastoral notes and their Pupils Support Leader receives an email and will pick up on any pupil being repeatedly sent to supervision.

- Referring teacher initiates Supervision Form
- Pupil takes Form to School Office
- Office send pupil to Supervising staff member for remainder of the period
- Office records information to inform PSLs
- Pupil reports to initial teacher as advised: either on the same day if noted on the form or at the next class and the indiscipline is addressed

HUB

A resource for pupils who are at risk of exclusion. (see appendix 5)

Formal exclusion

A pupil can be excluded from class for a short period of time at the discretion of SLT.

An exclusion from school is a last resort for managing pupil behaviour. Exclusions are part of a legal process and a parent has the right to appeal an exclusion.

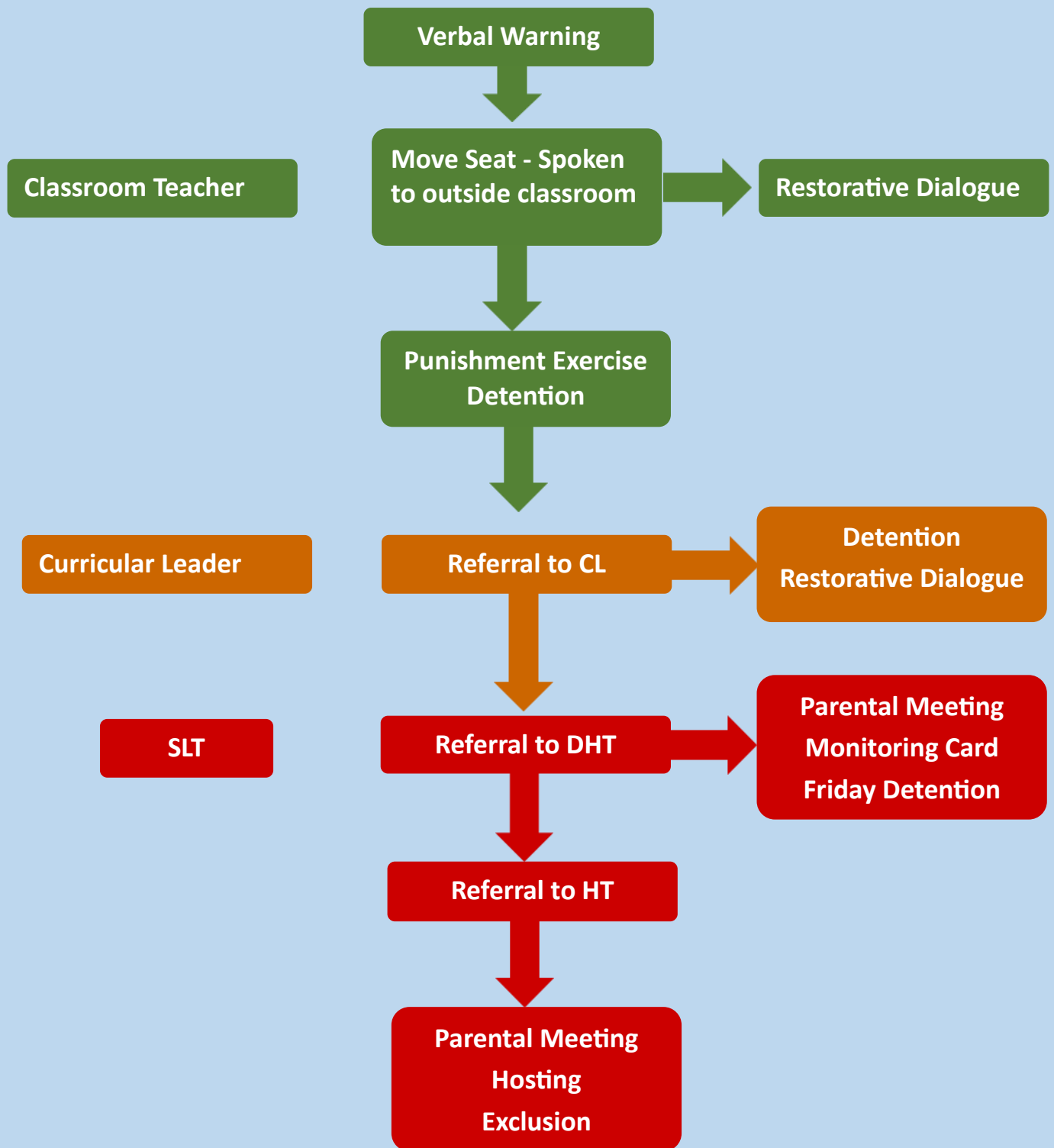
5. Appendices

Discipline Flowchart	Appendix 1
Code of Conduct	Appendix 2
Detention Procedure	Appendix 3
Better Relationships Better Learning Better Behaviour strategy & procedure documents	Appendix 4
The HUB	Appendix 5

This policy was created in the academic session 2015-16. . A special thanks to The School Improvement Group who created this policy and included Katrina Ballantine , Graham Lee, Mike Kerr. Thank you also to a wider focus group representative off the staff who were involved with the creation of the policy and include Sarah Murray, Catherine Chrystal, Simon Boothroyd, Robert Staines, Lisa Evans, Michael O'Donnell, Michael Banks.

God Our Father , Let us pray. That there will be respect for our world, Peace for its people,
Love in our lives, Celebration of the good, Forgiveness for past wrongs, and, from now on, a new start.
St Augustine, pray for us.

Promoting Positive Behaviour – Discipline Procedures



At any time, depending on the specific incident, the following may also happen:

You may be sent to Supervision
 You may be removed from class
 Letter sent home

Placed on a Behaviour Target Card
 Parents or carers meeting in school
 Restorative conversation will take place

Persistent offenders may be fast tracked and skip stages
 Serious or gross indiscipline will result in a direct referral to SLT

St Augustine's RC High School

CODE OF CONDUCT

Respect all members
of the school
community

Arrive to school on
time in full uniform

Listen and follow
instructions

For yourself work
hard and
be positive

Safe and
responsible

With respect for each other, let's make a difference.

Detentions

Can be issued by classroom teacher, CL or SLT

Break detention

Max 5 mins

From 10.20-10.25am

Lunch time detention with teacher:

Max 15mins

from 1.05—1.20pm

Friday detention

50 mins

Issued by SLT

After school

with permission of parent

& with SLT involvement

During detention pupils could:

- **Finish unfinished work**
- **Complete a department punishment exercise**
- **Use school template punishment exercise**

Appendix 4

[http://www.edinburgh.gov.uk/downloads/download/1575/
better relationships better learning better behaviour strategy and procedure](http://www.edinburgh.gov.uk/downloads/download/1575/better_relationships_better_learning_better_behaviour_strategy_and_procedure)

St Augustine’s RC High School Inclusion Base: The Hub

Aims

To provide an option for alternative education when a pupil cannot remain in class. The main aim would be to work with the pupil to ensure a transition back into mainstream classes in a way that works for both the class teacher and the pupil, whilst ensuring that they are not missing out on educational experiences during their period of extraction.

To be a method of early intervention for ‘at risk’ pupils. Class teachers and Pupil Support will be able to refer pupils to group or one-on-one sessions in order to provide extra support and encouragement to stay engaged with their education and to improve their behaviour.

To provide emotional support in emergency situations (times of family or personal crisis) and support with dealing with social/emotional issues such as anger management.

Provision:

One-to-one support

Base time for pupils who cannot remain in class for whatever reason. As far as possible, pupils continue with the work of the class in the Base. This is negotiated with individual teachers, with parental involvement/agreement. The aim is to return pupils to mainstream classes whenever possible.

Self-referral to the base for pupils at what might be a vulnerable time, or a time when he/she might truant. This is negotiated with staff concerned.

Emergency referral to the base by guidance/DHT staff for any pupil who is finding it difficult to cope in class, either due to behaviour or social/emotional issue.

Use the base for vulnerable students/students with medical issues at lunchtimes and intervals.

Targeted work with extracted groups

Extraction Groups:

Pupils may be extracted for support with various issues which impact on their behaviour.

Short courses running once a week for a period of approximately six weeks are delivered.

These may include such issues as:

- Anger Management
- Personal Organisation (Soft Start)
- Resilience training
- Catch up work in various subjects