



Broughton High School

Promoting Positive Behaviour Policy

Rationale

The starting point for learning is a positive ethos and climate of mutual respect and trust based upon shared values across whole school communities where everyone can learn and work in a peaceful and safe environment.

Broughton High School has an ethos which sets high standards and expectations for all students and which is based on positive relationships. By working with students and parents together we aim to create a safe and happy school community where young people engage and meet their full potential in positive learning environments.

Aims

We aim to promote positive behaviour through high quality learning and teaching, mutually respectful relationships and effective classroom management. Learners should have a clear understanding of what is expected of them in terms of both behaviour and learning.

Positive behaviour is supported by the school's Key Messages. We consider the Key Messages to be fair and meaningful. They will be maintained in a consistent manner across the school but a degree of flexibility may be applied to allow individual circumstances to be taken into account.

Key Messages

Providing the structure for positive behaviour

The school's Key Messages are clearly displayed in every classroom and should be adhered to at all times.

Staff take collective responsibility for monitoring student behaviour in corridors and stairs in the immediate vicinity of their classrooms. This is particularly important between lessons, at break, lunchtime and at the end of the school day. A staff duty rota is in place for interval and lunchtime supervision of the playground and other social areas.

Key Message 1: Behaviour inside and outside of school premises

- You may not leave the premises at break unless you are in S5 or S6 and you are wearing full school uniform
- Smoking on school grounds is completely unacceptable and will not be tolerated
- The foyer, corridors and stairwells are out of bounds during break and lunchtime
- You may eat only in the Hub
- When you have finished eating your lunch in the Hub please clear your table.

Key Message 2: Behaviour in classrooms

- Arrive on time and prepared for learning
- Settle to work quickly and quietly
- Follow instructions first time – no arguing
- No food – water only
- Be respectful

Uniform

Supporting a community ethos

We expect our students to respect our community by following our school dress code. The reasons for asking students to wear school uniform are:

- Identity - it is important that pupils have a sense of identity and belonging. They are part of a community in secondary school.
- Security - through the wearing of school dress staff can readily identify anyone who should not be in the school grounds and buildings.
- Safety - some items of clothing, such as loose fitting track suits are unsafe in Science and Technology areas.
- Economy - all items of school wear are reasonably priced.
- Preparation for later life - wearing school dress requires self-discipline. In most work places there are expectations about dress.

Our dress code is:

- White or black shirt
- Red school tie
- Black trousers/skirt
- Black Cardigan /V-neck sweater
- Black shoes
- Blazer (Senior School).

Students who come to school without uniform will be given the opportunity to borrow uniform from the school lending room. This will be in exchange for an item of personal belongings. The personal belonging will be returned when the item of uniform is returned at the end of the school day. If students do not comply with this procedure they may, with parental permission, be asked to return home to change.

Procedures: To help things go well

The responsibility for discipline in each classroom rests with the class teacher, and a positive behaviour system ensures that students can be rewarded for consistently doing what is expected of them.

Students can be awarded Merits for when their work and behaviour are excellent. These merits are collated and earn House Points which go towards the House Shield.

Sanctions: For when things don't go well

Sometimes supporting the behaviour of young people will involve staff in having to use sanctions (detailed below) to correct or deter behaviour which disrupts learning or threatens the safety of others. The sanctions detailed below will be selected by staff taking into account the behaviour of the student, prior behaviour and the effect on others in the class. For some students certain sanctions may not be appropriate. Sanctions include:

Verbal Warning

Advice given to students on the consequences of making further poor choices.

Moving Seat

Enacted as appropriate.

Demerit on SEEMIS

Allows for central monitoring of students not working well within or out-with the classroom.

Departmental or Overflow time out

When a student's behaviour is affecting both their progress and the progress and learning of the class they may be sent to either Department (within the subject department) or Overflow Time Out (to another department specified on the Whole School Time Out timetable). This allows students a period to calm down and reflect on their behaviour.

Departmental Detention

If a student's behaviour remains poor they may be asked to return to a departmental detention. If they do not attend a departmental detention they can be put forward to a whole school detention, after school on Mondays-Wednesdays, supervised by Senior Management.

Referral to senior staff

Depending on the individual situation a class teacher may follow up poor behaviour by referring to Curriculum Leader, Pupil Support Leader or Head of House.

A range of additional strategies may be used including Parental Consultation, Support /Conduct Sheets or a Formal Disciplinary Warning.

Inclusion Base

Some students may require a significant degree of support to cope with the demands of secondary school. The aim of our Inclusion Base is to support young people to remain in mainstream education. The Base will provide a **short-term intervention** when a student's behaviour indicates that they require a higher level of support. It can be used where a young person needs to be removed from a particular class for a period of time or out of all classes for an agreed period of time. CL's, DHTs and HT can refer a young person to work in the Base with work from teachers. Parents will be informed and the paper work will be kept in the student's PPR. If a referral has been due to behaviour a restorative meeting will be arranged between the student and the class teacher before the student returns to the class. Parents may be invited to this meeting.

Young People's Planning Meetings

When student's behaviour becomes consistently difficult and challenging there can be a referral to a Young person's Planning Meeting, to plan additional support. This support may include external agencies, such as Education Welfare, Social Work and Health.

Exclusion

Prevention of exclusion is of paramount importance and it is crucial that at risk students are identified and supported. Subsequent assessment, individualised planning and the provision of support should be appropriate to their needs and should be reviewed regularly.

Exclusion will only be considered where the circumstances are such that to allow the young person to continue to attend at Broughton would be seriously detrimental to the order and discipline of the school or the educational wellbeing of other learners.

On occasions it may be necessary to exclude for a serious breach of discipline, such as swearing at a member of staff, fighting or for serious and continued non-cooperation with school procedures.