

# Aim Higher

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*Curiosity*

*Diligence*

*Kindness*

*Belonging*

**North Berwick High School**

# **Positive Behaviour Policy**

**Better Behaviour, Better Learning**

**Updated October 2019**

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## 1 Vision, Values and Culture

The strong positive culture of North Berwick High School is created through a focus on:

- relationships
- learning
- partnership
- high aspirations
- inclusion
- leadership

*This culture is underpinned by our motto of **Aim Higher**, and by our values:*

- *curiosity*
- *diligence*
- *kindness*
- *belonging*

Our vision is of a happy, caring learning community full of individuals whose words and behaviours consistently reflect the values of our school.

We are committed to maintaining a safe, supportive environment for everyone in our community. Strong positive relationships are key, with our restorative approach underpinning and guiding our words and actions.

Our expectations for all are unashamedly high. We constantly seek ways to improve our practice and to further our learning.

Across the school, we aim to provide highly effective teaching and learning experiences for all our pupils. In this way, pupils are challenged and supported to develop their knowledge, attitudes and skills, and to achieve highly.

## 2 Roles and Responsibilities

This culture of high expectations does not come about by chance. All staff consistently promote an atmosphere of care and respect in the formal and informal life of the school – in the way we do things here. There is, therefore, a sense of collective responsibility among the staff and a belief that we can all make a difference.

It is vital that all staff maintain the high standards we agree for our classrooms and for the school. Our attitude, example and expectations are important. Pupils respond best to teachers who are punctual, courteous and organised and who consistently uphold professional standards.

- It is the responsibility of **all staff** to promote positive behaviour, not only in their classroom but also in the corridors and around the school.
- It is the responsibility of **faculty leaders** to maintain, monitor and support good discipline and a positive ethos within their faculty.
- It is the responsibility of the **House team** to develop a positive ethos within their House and respond to and support staff and pupils where there are incidents of indiscipline.
- It is the responsibility of the **senior leadership team** (SLT) to promote and manage the development of a positive ethos across the whole school. They will respond to, support and deal effectively with incidents of indiscipline which are referred to them.

We must also recognise the clear links between effective teaching and learning and good behaviour in class. It is the responsibility of **all staff and faculties** to develop effective techniques of classroom management and effective and appropriate

teaching methods which allow all pupils to access their subject. All staff take account of NBHS's ***Teaching Practices for Effective Learning***.

### 3 Restorative Culture

As a Restorative School we promote:

- mutual respect and unconditional positive regard
- a positive behaviour code
- a belief in people's ability to solve their own problems
- empathetic listening
- giving people the chance to tell their story
- acceptance of diversity

We are all responsible for:

- ensuring that our school is a safe, healthy and secure learning environment;
- ensuring that lessons are free from unnecessary disruption;
- ensuring that we make a positive contribution;
- supporting each other with learning and teaching and promoting positive behaviour

### 4 Rewards

Rewarding achievement, especially when it is linked to our values, is an integral part of our ethos. Rewards should:

- approve of, recognise and reinforce good behaviour and genuine achievement;
- reflect and contribute to the ethos of the school;
- motivate young people;
- encourage young people to take responsibility for their own behaviour and achievements;
- provide opportunities for parental involvement.

#### ■ Praise

Targeted praise is the first level of reward, both within the classroom and around the school. It may be a verbal comment or a written comment on a piece of work, for example.

Praise encourages pupils to value good behaviour and learning for their own sake.

#### Praise Postcards

A postcard (plus a House token) is issued to any pupil who merits special recognition in terms of demonstrating our values:

- ***curiosity***
- ***diligence***
- ***kindness***
- ***belonging***

Pupils enjoy receiving these and it is also a link with parents. Faculty leaders will encourage their staff to issue postcards

■ We celebrate wider achievement in a number of ways such as:

- House and year group assemblies
- merit awards
- junior and senior awards
- weekly update
- school website
- displays

These are kept under review as we continue to develop celebration of success.

## 5 Visible Consistencies and Relentless Routines

The importance of consistency across the school cannot be under-estimated. All staff have a duty to follow our agreed visible consistencies and to insist on the NB90 routine at the start of each lesson.

### Teachers – Visible Consistencies

- Meet and greet pupils at classroom door at start of every lesson
- Have a starter task ready for pupils
- Record accurate register
- Address all behaviour issues within and outwith classroom – **don't walk on by**
- Take account of NBHS's ***Teaching Practices for Effective Learning***

### Pupils – Relentless Routines

Follow the NB90 at the start of every lesson:

- Remove coats and hoodies
- Put away mobile phones/earphones
- Get all equipment out
- Begin working on starter task

### Procedures for dealing with inappropriate behaviour in the classroom

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**PRO-ACTIVE BEHAVIOUR MANAGEMENT:** All staff use restorative language and strategies to promote positive behaviour within their classrooms, thus proactively teaching pupils good habits, attitudes and skills.

**REACTIVE BEHAVIOUR MANAGEMENT:** When required due to inappropriate behaviour, an agreed set of sanctions are consistently followed by staff, as indicated below.

#### Verbal reminder

This is used for low level indiscipline and should re-engage the pupil with the task.

#### Moving Seat or Immediate Restorative Conversation Outwith the Classroom

If inappropriate behaviour persists, then the pupil may be moved within the classroom or spoken to as soon as possible, and briefly, outside. These strategies should be done in a quiet, assertive way, without interrupting the flow of the lesson.

#### Removal from class

If the above prove to be unsuccessful, then the pupil will be removed from the class. It is the responsibility of the faculty leader to ensure that an alternative location has been identified to which the pupil is removed. In some instances, this will mean an inter-departmental arrangement. A written referral should also be completed, for information. While in the alternative location the pupil will continue with their learning, using an appropriate resource. Should there be disruption to learning and teaching in the receiving classroom, this should automatically become an 'on-call' incident.

#### Referral to Faculty Leader

The faculty leader is responsible for discipline in the faculty; every effort initially is made at faculty level to solve a particular behavioural issue. All faculty referrals should therefore be made through the faculty leader, who will then forward the referral to the House DHT, either for information or for action. If a referral issue requires urgent action, the faculty leader should also contact the House team directly as referrals can take some time to process.

#### Whole-school lunchtime detention

This is held from 1.00 until 1.30 pm on Monday to Thursday each week. All teaching staff supervise this on a rota basis drawn up at the beginning of each term, with two teachers allocated each day. It should be issued by a faculty leader for continued inappropriate behaviour in the faculty. The teacher completes a pink detention slip which is signed by the faculty leader and placed in the detention tray in the office. The relevant House DHT will follow up any pupil who has not attended detention, e.g. by giving further lunchtime or after-school detention or by contacting parent.

#### On-call

This should be used at any time when a **crisis** occurs within a classroom. It is initiated when, in a teacher's judgement, a pupil must be removed from the learning area because the lesson cannot continue while they are in the room, or they are endangering the health and safety of themselves or others. The teacher should contact the office and a member of SLT will remove the pupil. A written referral should be completed by the class teacher for all on-call incidents. An on-call incident is by definition serious, and will be treated as such by SLT.

#### Exclusion

This is the ultimate sanction and is the responsibility of the head teacher or member of the SLT if the HT is not available. It will be used for serious breaches of school discipline in line with East Lothian policy. Exclusion will be a rarely-used sanction in order to maintain its effectiveness and to stress its seriousness.

## Procedures for dealing with inappropriate behaviour in the classroom

NB Outwith these procedures, an individual faculty may choose to run a lunchtime catch-up session and ask pupils to attend this. It is the responsibility of the faculty leader to administer this process by completing a pink detention sheet and placing it in the detention tray in the office. A letter will then be sent home to inform parents that their child has completed a faculty catch-up. The faculty leader will follow-up any non-attendance.

### Use of mobile phones in class

Use of mobile phones in class is at the teacher's instruction only. In line with the procedures outlined above, the first step for any pupil using a mobile phone inappropriately is a verbal reminder. Should the pupil persist in using the phone without the teacher's permission, the phone will be confiscated for the remainder of the day. The class teacher should hand the phone to the relevant House DHT, or to the office, with a note of the pupil's name and register class. The pupil should collect the phone from the House DHT (or from the office if the DHT is not available) at the end of the school day, after the 3.50 pm bell. If the pupil needs to make an emergency phone call during the day, they should go to the DHT or to the Office.

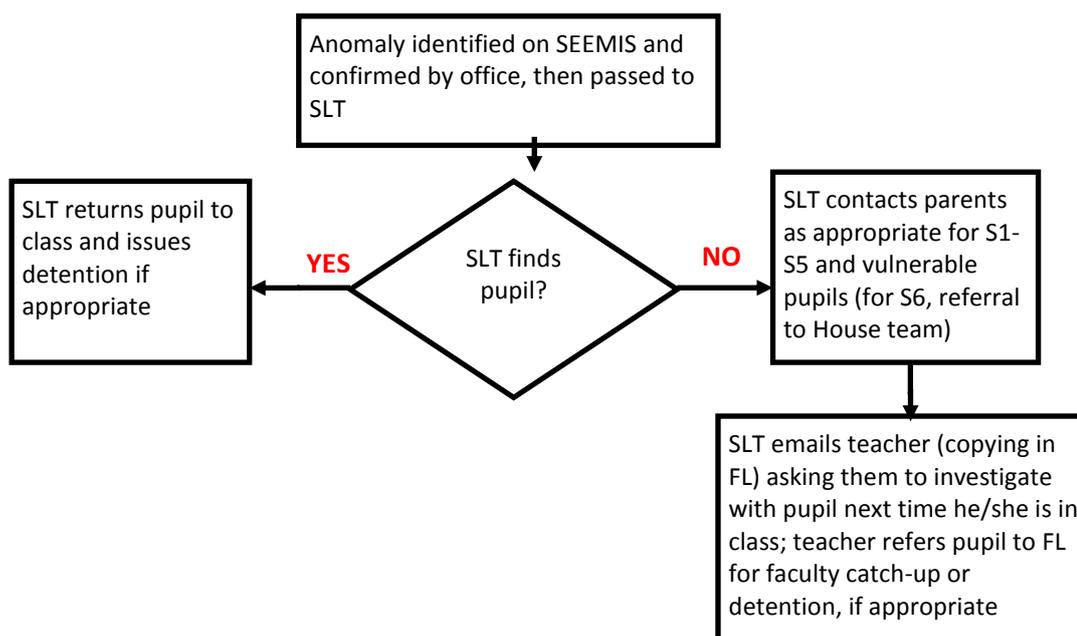
### Listening to music in class

Listening to music in class is permitted in the Senior Phase only. However, even then it should be used rarely and only if:

- pupils are working individually on something that will be taking a substantial chunk of time (at least 15 minutes);
  - pupils will not be speaking or listening to each other during the task;
  - pupils have playlists set up and can use just 'one touch' to start their music.
- If a pupil is listening to music inappropriately, the procedures outlined above for mobile phones should be followed.

### Truancy

Period-by-period truanancies are identified by the anomalies process and dealt with following the procedure in the flow chart below. Patterns of repeated truancy will be dealt with by the House teams.



## Procedures for dealing with inappropriate behaviour outwith the classroom

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### **Lateness**

Pupils who arrive too late to go to registration must sign in at the office, giving a reason for the lateness. They are met by a member of staff and asked to explain their lateness. A message is sent home by email to inform the parent. If a pupil is late three times in one week, or has an on-going pattern of lateness, the pupil will attend a half-hour compulsory catch-up session on Friday afternoon, issued by their House DHT. A report is produced by admin staff every Friday with the lateness data, thus identifying pupils who need to attend a compulsory catch-up session. In cases of persistent lateness, parents will be called in for a meeting with the House team. Register teachers who have a concern about a pupil's lateness during registration should inform the House DHT via a SEEMIS referral.

### **Dress Code**

Dress code violations are recorded by register teachers in SEEMIS. Repeat offenders will be spoken to by the House DHT; parents will be contacted if there is no improvement. In addition, SLT will occasionally carry out a dress code sweep of all classes during one period; pupils will be spoken to and parents contacted if deemed necessary.

### **Smoking (including the use of e-cigarettes)**

SLT patrol the environs of the school at break and lunchtime, when possible. If a pupil is found smoking, they will be spoken to by the SLT member and parents will be informed by the DHT, either via phone call or letter. If other members of staff notice a pupil smoking, they should contact the House DHT who will speak to the pupil as above.

**Don't walk  
on by**

**Classroom**

- Follow NB90 at all times

**Food and Drink**

- No chewing gum
- No food or drink in corridors
- No hot food to be brought in from outside
- Hot food to be eaten only in Dining Hall
- Only water allowed in class, no other drinks
- Fill up water bottles before going to class

**Dress Code**

- Follow all aspects of Dress Code
- No outdoor coats/hoodies to be worn during lesson time, registration or assembly
- White shirt to be worn on formal occasions

**Mobile Phones**

- May be brought out/used in class only at teacher's direction

**Corridors**

- Keep to the left
- No running or playing
- No food or drink
- Obey signs when exams are on and be especially quiet

**How we do  
things here at  
NBHS:  
info for staff**

**Excused from Class**

- Pupils not allowed out of class for toilet, to fill water bottle, see guidance teacher etc (but use teacher discretion)
- Pupil leaving class for music lesson or to see first aider when feeling ill must ask teacher first
- Teacher keeping pupil from another class must give pupil note to take to next teacher
- Pupils dismissed from class on the bell, not before

**Litter**

- All litter to be put in bin/recycling

**Doors**

- Only the front door can be used to enter/leave school during lesson time (pupil must sign out)
- Before/after school, interval, lunch: science door beside lab 4 and door beside modern languages base can be used

**Signing Out**

- No pupils allowed out of school during lesson time except S6 (unless permission given for appointment etc.)
- S6s can sign out from 9.45 am if no timetabled class (must attend registration/assembly and be in school period 1)

**Assembly**

- On assembly days (year group or House) pupils go straight to Hall and are registered there
- Pupils sit alphabetically in register class

**Don't walk  
on by**