

MARYHILL HIGH SCHOOL



Behaviour and Discipline Policy

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| Drafted by: | Mrs Y Skucha |
| Date of Approval: | July 2010 |
| Approved by: | SLT |
| Review Date: | July 2011 |

PHILOSOPHY

The aim of the school is to create a caring atmosphere in which everyone is happy and successful. In order that effective teaching and learning can take place, and the welfare of our students can be ensured, a framework of discipline is essential. The success of any behaviour policy is dependent upon the support given by parents, the co-operation of the students, and the consistency with which it is applied by the staff. The true partnership between parents, students and teachers helps to create a caring, friendly, and pleasant atmosphere which is underpinned by discipline firmly and fairly applied.

ENCOURAGING GOOD BEHAVIOUR

Discipline cannot exist in isolation from the children's general experiences at school. In particular, the nature of the classroom and wider school environment, and the appropriateness of programmes of work, lesson planning and approaches to teaching and learning, have an important bearing on the extent to which students are stimulated to do their best.

Where classrooms and corridors are alive with attractive displays, exciting work areas and centres of interest, students are likely to be highly stimulated. Likewise, where classwork closely matches the needs of individual children, levels of interest and motivation are raised. Nothing breeds success like success, and in this situation there is ample opportunity to reward and reinforce positive behaviour and achievement.

It is important for all children that good behaviour and hard work is positively acknowledged by the teacher. However, it is absolutely vital that those with behaviour problems, if behavioural patterns are to be changed, experience the same positive reinforcement of good practice. Encourage students to record their achievements in and out of school in their Record of Achievement Files and Form Tutors should also keep a record. This information can then be passed onto Year Leaders each half term so that they can write their report for the Newsletter or give to the Termly Tongue editorial staff. The following rewards and incentives are used:

- Verbal praise and encouragement.
- A warm smile of acknowledgement.
- Displays of work in the classroom or corridor.
- Inviting a senior member of staff to compliment a child or group of children.
- Awarding Credits.
- Presenting "Ten credits" certificates in House assemblies.
- Giving "Well Done" and "Excellent" stickers (Heads of Year).
- Diary of achievement.
- Awarding 100% punctuality certificates annually.
- Awarding 100% attendance certificates both termly and annually.
- Termly "Endeavour" trophies .
- "Terms Best Student" .
- Special Awards (year 11).

We are constantly seeking new ways to reward and encourage positive attributes. Subject awards will be presented at the Annual Awards Evening.

Finally, good behaviour can be encouraged in other ways. By maintaining a high standard of school dress, the students are able to make a positive statement on entering the school. Levels of

co-operation and attitudes can be determined by dress choice. Also students are required to stand whenever either a member of staff or a visitor enter the classroom. Children do not resent this. On the contrary, they enjoy participating in an act of good manners and showing respect for others, especially when the gesture is gratefully acknowledged.

GENERAL SCHOOL DISCIPLINE

All members of staff are required to ensure the smooth running of the school by taking action to correct misconduct. The welfare and safety of the students, and the whole tone of the school relies totally on the professional integrity and teamwork of the staff. Rules are kept to a minimum and are aimed at encouraging self-discipline. By working together to present a consistent approach the incident rate of misconduct will be minimised and the aim of a caring friendly and pleasant atmosphere will be realised.

Guidelines for staff:

1. Be familiar with the school targets of,

Respect for: Authority
Others
Themselves
The Community
The Environment

and apply them in a positive as well as a corrective manner.

2. Arrive punctually for lessons. Lateness will inevitably result in a deterioration of discipline, reduce teaching time, and may prevent other classes from working when students are waiting in a corridor.
3. Do not allow children to leave the classroom unnecessarily, and if it is imperative, only singly.
4. Ensure a quiet, orderly, and “staggered” dismissal at the end of the lesson.
5. Ensure that furniture is left tidy and paper picked up. At the end of the day chairs are to be placed on desks and tables.
6. The following items are not permitted:

felt-tip pens
liquid paper/correction fluid
personal stereos/radios/cds/mp3 players, etc.
mobile phones must be off in school
7. Prevent children from running in the corridors. Movement is to be directed to the right hand side.

DEALING WITH MISBEHAVIOUR

Where students fail to respond to more positive approaches, it is necessary to adopt alternative strategies to deal with unacceptable behaviour. Sanctions for misbehaviour should be applied selectively to reflect the severity of the offence and the frequency of the child's misconduct.

1. Inside the classroom

The subject teacher is able to adopt all of the following measures and suggestions when faced with misbehaviour:

- DO:**
- Show disapproval by a disapproving look or quiet talk.
 - Warn the children of the consequences of misbehaviour.
 - Carry out any "threat".
 - Issue verbal reprimand.
 - Give extra work to supplement classwork which can be done at home.
 - Give an imposition, usually of a repetitious kind.
 - Separate from friends in the classroom.
 - Isolate within the classroom.
 - Try to stay calm.
 - Allow the child an opportunity to explain.
 - Be firm but fair.
 - Be consistent by applying rules and sanctions uniformly.
 - Encourage children to understand why they are wrong.
 - Accept a genuine apology.
 - Be alert to sudden changes of behaviour - there may be causes which lie beyond the school.
 - Detain at break-times.
 - Place in departmental detention (24 hours notice required for this 30 minute detention. Reminder slips to go in the register so that form tutors can monitor the situation). If a teacher is absent, students should be told not to arrive for detention.
 - Detain for up to 10 minutes without notice unless a child has a bus to catch.
 - Ensure that sanctions are done.
 - Seek the advice and support of colleagues where problems persist.
- AVOID:**
- Over-reacting.
 - Constantly raising your voice.
 - Confrontation.
 - Over-use of sanctions - they will soon lose their effect.
 - Humiliation.
 - Use of blanket sanctions - they may cause resentment from those not responsible for the misbehaviour.
 - Ignoring a problem.
 - Allowing a situation to get out of control - send the culprit to a senior member of staff with a note, or send a messenger.
 - Sending a student outside the classroom to be left unsupervised.
 - Physical punishment of any kind. This is mandatory.
 - One-to-one detentions in classrooms.

2. Outside the classroom

Minor offences which occur outside the classroom can usually be dealt with immediately as follows:

- a. Verbal advice, related when possible to the five school targets.
- b. A written imposition.
- c. Isolation from peers.
- d. Brief withdrawal of break-time or lunchtime freedom.

However serious offences such as bullying, fighting, smoking, use of foul language, damage to property and persistent disobedience or defiance of staff, should be referred.

Behaviour and Discipline (Levels of Response/Staff)

The following is a guide to the sort of responses that might be appropriate to certain types of offences. It is NOT a set of rules. However, it may help us to be more consistent in our dealings with our students.

Rewards and Sanctions

The following is a guide to the sort of response a student can expect in relation to various types of behaviour. **NOTE - this is only a GUIDE.**

| <u>Level</u> | <u>Negative Behaviour</u> | <u>Response</u> |
|--------------|--|--|
| 1 | Talking out of turn/Not on task Lack of basic equipment Uniform/Jewellery Late to lesson Running in corridors/Ignoring instructions Out of bounds Banned equipment | Disapproving look Verbal rebuke Warning about future conduct Confiscate |
| 2 | <u>Repeat of most of 1.</u> Homework default Homework Diary default Reply slips default Very late to lesson Rudeness to staff/Minor disruption | Lines Extra work Letter of apology |

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| 3 | <p><u>Repeat of most of 2.</u> Persistent lateness Rudeness to teacher in class Anti-social behaviour, eg: Litter/Gambling/Spitting/Graffiti/etc Smoking</p> | Departmental Detention or Staff Detention Litter Detention |
| 4 | Smoking (repeated) Foul language to student Aggression to other student Rudeness to staff Failure to attend detentions Truancy/Bullying/Vandalism/Theft Off-site misbehaviour Selling/swapping property | Daily Report Main School Detention Letter to parents from Year Leader Referral to Year Leader after informing Subject Leader |
| 5 | <p><u>Repeat of 4</u> Failure to attend School Detention Failure to respond to report Foul language to staff Serious disruption of lessons Serious aggression Illegal substance (possession) Refusal</p> | Exclusion from lessons Alternative Timetable Student Support Centre PSP / Contract Fixed Term Exclusion |
| 6 | Total failure to rehabilitate Persistent disruption of the education of others (evidence) Aggression towards staff Illegal substance (dealing) MAJOR 'ONE-OFF' offence | Home/School Programme Work Placement Student Support Unit 'Inclusion Unit' Permanent exclusion |

| <u>Level</u> | <u>Positive Behaviour</u> | <u>Response</u> |
|--------------|--|-----------------|
| 1 | Bringing in tokens - 10 tokens Each credit for good work (avoid multiples) Taking part in school activity (evidence) - each activity Certificate of achievement (any type) Uniform - perfect for one week No detentions for one week Winning school award House matches (participation) Proper equipment for week Helping staff Collecting registers, etc. Planner checks/reply slips | 1 credit |
| 2 | <u>Repeat of most of 1.</u> Full attendance for 1 week Perfect punctuality for 1 week Manner/politeness/Respect Recycle bin School council rep attendance After school club | 2 credits |
| 3 | <u>Repeat of most of 2.</u> Winning an event in school (depending on 'importance') Completing Digital Assembly, etc. Awards Evening (winning award) Gifted and talented nominations School show No detentions for half term All homeworks completed in subject for half term Exceeding TMGs in exams and Progress grades Charity events (involvement) etc. Helping others with work (Teacher directed) Good behaviour in form for one week Whole form - good behaviour in assembly Representing school - PE | 3-5 credits |

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| 4 | <p><u>Repeat of most of 3</u> Out of school achievements (evidence) Community involvement (evidence) Organising event for charity or school Prize for form quizzes</p> | 6-8 credits |
| 5 | <p><u>Repeat of most of 4</u> 100% attendance in term Running competition Being House Captain/Vice Captain No detentions in a term 10 'E' grades in Progress Report</p> | 10 credits |

STUDENT REFERRAL SYSTEM

The strength of a chain lies in its length, and staff can seek advice or support from all of the following. It is often the case that where one person is unable to evoke the required response from a student, another person, with perhaps a different approach, will succeed.

1. The Form Tutor

The form tutor is the clearing-house of information about students, and may have useful background details and advice to give. Sometimes problems can be overcome with the Form Tutor's intervention, usually by way of a quiet word.

2. The Subject Leader

The Subject Leader wants the curriculum delivery to be as smooth and effective as possible and has to support staff as follows:

- a. Listen, discuss, and advise, so that a successful strategy can be formulated.
- b. Speak to the student and issue warnings, ultimatums, targets etc.
- c. Place the student on departmental report.
- d. Place the student in departmental detention.
- e. Transfer the student to another group either temporarily or permanently (liaise with Year Leader).

3. The Year Leader

Serious offences which occur inside or outside the classroom should be referred to the Year Leader by means of the completion of a "serious misconduct" form. It is important that referrals are fully and clearly documented so that:

- a. The matter can be dealt with properly.
- b. Parents can be contacted and presented with a clear statement of fact.
- c. The details can be entered in the student's personal file.

The Year Leader will select from a range of measures, depending upon the offence and taking into account the student's school record, as follows.

- a. Counselling the student.
- b. Verbal reprimand to induce a positive response.
- c. Place on departmental report (agreed with department).
- d. Place on "Daily report" (Internal or Full))
- e. Place on "Homework report") agreed with parents
- f. Place on "Attendance report")
- g. Contact parents informally.
- h. Formal letter of concern to parents.
- i. Formal involvement of parents.
- j. Removal to another form group, teaching group, or year group (liaise with Assistant Headteachers).
- k. Withdrawal from specific lessons.
- l. Withdrawal of privileges.
- m. Main school detention (parents informed).
- n. Working in isolation at break and lunchtimes.
- o. Enlisting support of Educational Welfare officer.
- p. Enlisting support of Inclusion Leader.

4. Inclusion Leader

The Inclusion Leader will deal with a problem when:

- a. An incident is serious enough to be out of the remit of the Year Leader.
- b. An incident needs immediate attention.
- c. A problem persists and has not been resolved after using the appropriate chain of referral.
- d. There is a child protection issue.

The Inclusion Leader will implement any of the measures available to the Year Leaders, together with:

- a. Internal exclusion from lessons (informal & Student Support Centre etc.)
- b. Enlist the help of various outside agencies.
- c. Assist with the formulation of Pastoral Support Plans.
- d. Implementing the 'Bolt Holes' timetable.

5. Assistant Headteacher

The Assistant Headteacher will deal with a problem when:

- a. An incident needs immediate attention (assisted by Deputy).
- b. An incident is too serious to be dealt with at another level of referral.
- c. A problem has not been satisfactorily resolved after attempts have been made through the chain of referral.

The Assistant Headteacher will implement any of the measures available to the Heads of Year, together with:

- a. Internal exclusion from lessons (informal and 'Student Support Centre', etc).
- b. Recommend official exclusion from school to the Headteacher.
- c. Enlist the support of the Educational Psychologist through the SEN co-ordinator.
- d. "Contract" between student, parents and school (including Pastoral Support Plan).
- e. Formulation of Pastoral Support Plans.

6. The Headteacher

The Head acts as the final point of referral in school, and can give a fixed term or permanent exclusions.

7. The Governing Body

The governing body fully support the staff of the school and are appreciative of the staff commitment to provide a caring environment. The Governors' Student Committee meets each term. It has student representation and considers all aspects of student life, including rewards and sanctions. If necessary, governors will meet to consider appeals against exclusions.

There is a panel which meets to consider permanent exclusions.

WORKING ADVICE TO ALL STAFF

The following is a guide to the sort of responses that might be appropriate to certain types of offences. It is NOT a set of rules. However, it may help us to be more consistent in our dealings with our students.

'Staged' Reporting System

In order to promote greater consistency in our use of reports, it might be helpful if the following progression of reporting is adopted. This should enable pastoral staff to manage the reports process in a more structured way. It should also help to develop the monitoring plan for these students in a more ordered fashion.

An attempt has been made to synchronise these reports with the 'Levels of Response' structure (also in the Handbook).

Behaviour and Discipline (Stages / Pastoral)

Stage 1 - 3 offences would be seen as 'minor'.

Stage 4 - 8 offences would be seen as 'major'.

| Stage | Offence | Response | Staff |
|--------------|---|--|--|
| 1 | a. student is working well b. behaviour and attitude good c. attendance and punctuality good | No action needed | All |
| 2 | a. under-achievement in subject(s) b. behaviour/attitude gives cause for concern c. attendance/punctuality needs to improve | Monitoring required Warning to student HOD may need to be consulted | Subject staff Form tutor |
| 3 | deterioration of one or more aspects of Stage 2 | Parents contacted Daily report | Subject staff Form tutor Subject Leaders |
| 4 | no response or deterioration as a result of actions taken at Stage 3 single incident worthy of Stage 4 | Parents come into school to see Year Leader Report continues Review date set | Year Leader/ Ass Head |
| 5 | no response/further deterioration single incident worthy of Stage 5 | SSC to be considered. Further contact with parents Other agencies? Fuller report | Ass Head SLT Agencies Inclusion Officer |
| 6 | no response/further deterioration single incident worthy of Stage 6 | Temp. exclusion(?) Contract agreed / PSP Governors informed Back to stage 4 monitoring 'Inclusion Unit'? | SLT Govs |
| 7 | failure of all efforts single incident worthy of Stage 8 | Permanent exclusion recommended to Governors | Head Govs LEA |

CONCLUSION

Finally, we must not forget that the great majority of Maryhill children are both reasonable and pleasant, with parents who give their full support and co-operation. Students prefer to know exactly what is expected of them and many require little encouragement to do just that. Good discipline is welcomed by all children, and readily accepted by most. The minority who prove persistently "difficult" have greater needs, and may rely heavily on a consistent approach by all staff, the pastoral system, the help of outside agencies, and the support of parents. In the final analysis the school maintains a caring approach which is manifested in a well-controlled yet friendly and pleasant environment.

CAREERS PROVISION

Connexions Personal Advisers

YEARS 9-11

Connexions Personal Advisers will:

| | |
|---------|---|
| Year 9 | Interview 10% of Students Library Parents' Evening Parents' Work Shop - Careers Library Information |
| Year 10 | Interview 13% of Students Group Work - Post 16 Options Action Planning Parents' Evening Parents' Work Shop - Post 16 Options |
| Year 11 | Interview 100% of Students Group Work - Training Credit Talks (for selected students) Parents' Evening |

Additional Provision

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| Work with students taking a vocational route: | Progression Routes Qualifications (Education and Training National and Local Employment Application and Interview Techniques Mock Interviews |
| Work with Students with Special Needs: | Visits to College (with special needs provision Introduction to Careers Interviews |
| Other: Future Possibilities: | Work Experience Visits GCSE Option Talks A Level/Advanced GNVQ Talks |

YEARS 12-13

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|-------------|--|
| Interviews: | Self-Referral through Donna Wakefield |
| Group Work: | Post 18 Options University: Content of HE Courses Combination of Degree Courses Advice on Sponsorship Timing of UCAS Application |



PROCEDURE FOR OPERATING LATE DETENTION SYSTEM

Guidelines:

1. Form staff to use the 'L' code when a student has been late for either am or pm registration. See point [2] for clarification.
2. Students arriving after 8.40 am or 1.00 pm mark absent and if they arrive before 9.00 am or 1.05 am double mark. The student is however still late and must be punished.
3. Students arriving after 8.40 am or 1.00 pm will receive daily detention for lates.
4. Complete a detention slip and send to Lynn Irwin. This should also be recorded in the student's planner.
5. Staff supervising daily detention are to record attendance. Detention work is located with the folders.

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| NB | a) Slips and folders can be located in the grey filing cabinet opposite the staffroom door. Do not remove folders from the staff room. |
| | b) Please inform your Year Leader if more than three lates per week are recorded. This requires further investigation/action. |

Example

| | | |
|--|--|--|
|  | <u>DAILY DETENTION REQUEST SLIP</u> |  arts colleges |
| <u>Date of Detention:</u> | | |
| (Please send direct to Mrs Irwin, Main Office by 2.00 pm on day of detention) | | |
| Name: | Form: | |
| Reason: | | |
| Classroom Teacher: | Date: | |
| SUBJECT LEADER - Permission Given: | | |
| OR | | |
| SUBJECT LEADER - Will Discuss Later: | | |

Maryhill High School Detention System

- All staff are to keep a personal record of the detentions they hold and Subject Leaders are required to ask for this information every half term.
- Subject Leaders must keep a spreadsheet record of all detentions held within their department, both at subject staff and Subject Leader level and this will be discussed at Line Management meetings.
- Intervention from Year Leaders can only be triggered if the departmental records indicate that they have followed this procedure.
- Referrals to the Inclusion Officer can only be made by Year Leaders and SLT.

| DETENTION TYPE | DURATION | VENUE | WHO CAN AUTHORISE | NOTIFICATION |
|-----------------------|-----------------|----------------------|--|--|
| Subject Staff | 20 minutes | Personal choice | Subject Staff | Same day – note in MAP |
| Subject Staff | 30 minutes | Personal Choice | Subject Staff | Minimum of 24 hours prior – note in MAP |
| Subject Leader | 30 – 50 minutes | Subject Leaders Room | Subject Leader | Minimum of 24 hours prior – note in MAP |
| Daily Detention | 20 minutes | Room 7 [SSC] | SLT & Inclusion Officer Form Tutors [uniform/lates] Year Leaders Subject Leaders [Daily Detentions not to be used for Subject related issues] | Same day – note in MAP |
| Main School Detention | 60 | Room 8 | SLT & Inclusion Officer Year Leaders | Parents informed by letter sent through post |