



**Bucksburn**  
Academy

Promoting Positive Behaviour  
Policy

**2017**

*(Revised)*

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## INTRODUCTION

We believe it is important that all parents and carers are aware of the ways in which we promote good behaviour with all our pupils.

We believe that partnership between home and school is essential to ensure that pupils gain the maximum benefit from their time at Bucksburn Academy and we aim to have a school community where high standards of behaviour are the norm.

There is a strong connection between behaviour and learning - good behaviour supports better learning!

Our ambition must be to create and foster good relationships where an ethos of positive behaviour benefits everyone within the community.

A software programme called OnTheButton (OTB) allows us to monitor all aspects of pupil progress using one unified system.

The integrity of this system is based on all staff using it in a consistent and routine fashion.

We hope you find this booklet informative and useful.

## OUR POLICY

This policy specifies the ways in which behaviour should be managed in the school. There are three main dimensions to this :

- A Recognising the positive aspects of pupil behaviour. The school actively seeks to promote positive discipline through a points system (class points, curriculum for excellence points) which recognises consistent effort, improved behaviour or excellence.
- B Dealing with classroom behaviour problems. The school aims to deal with such problems in a quick and consistent manner. This is important to ensure that classroom behaviour expectations are clear to pupils and parents and that pupils are not distracted from their learning.
- C Dealing with behaviour problems that occur outwith the classroom e.g. disruptive behaviour in the corridors.

The procedures for dealing with all three dimensions are detailed in the following pages.

All staff are expected to be familiar with the details of this policy and to be responsible for its effective implementation. This is especially important in order to ensure consistency across the school in how we deal with both the positive and negative aspects of pupil behaviour.

Every department is expected to complement the whole school policy by including any specific guidelines that may relate to particular subjects (e.g. behaviour and safety in practical areas) in its separate departmental policies and guidelines.

It is the responsibility of the Principal Teacher Faculty to ensure that any supply staff, whether short-term or long-term, are familiar with the whole school policy and any specific Faculty/departmental arrangements.

## VALUES AND AIMS

Everyone within the Bucksburn Community Campus will try their best to improve our community - a community where everyone is valued for who they are; where everyone is treated equally; where everyone tries to help and support each other; where everyone is treated with respect.



## BASIC RIGHTS FOR LEARNING

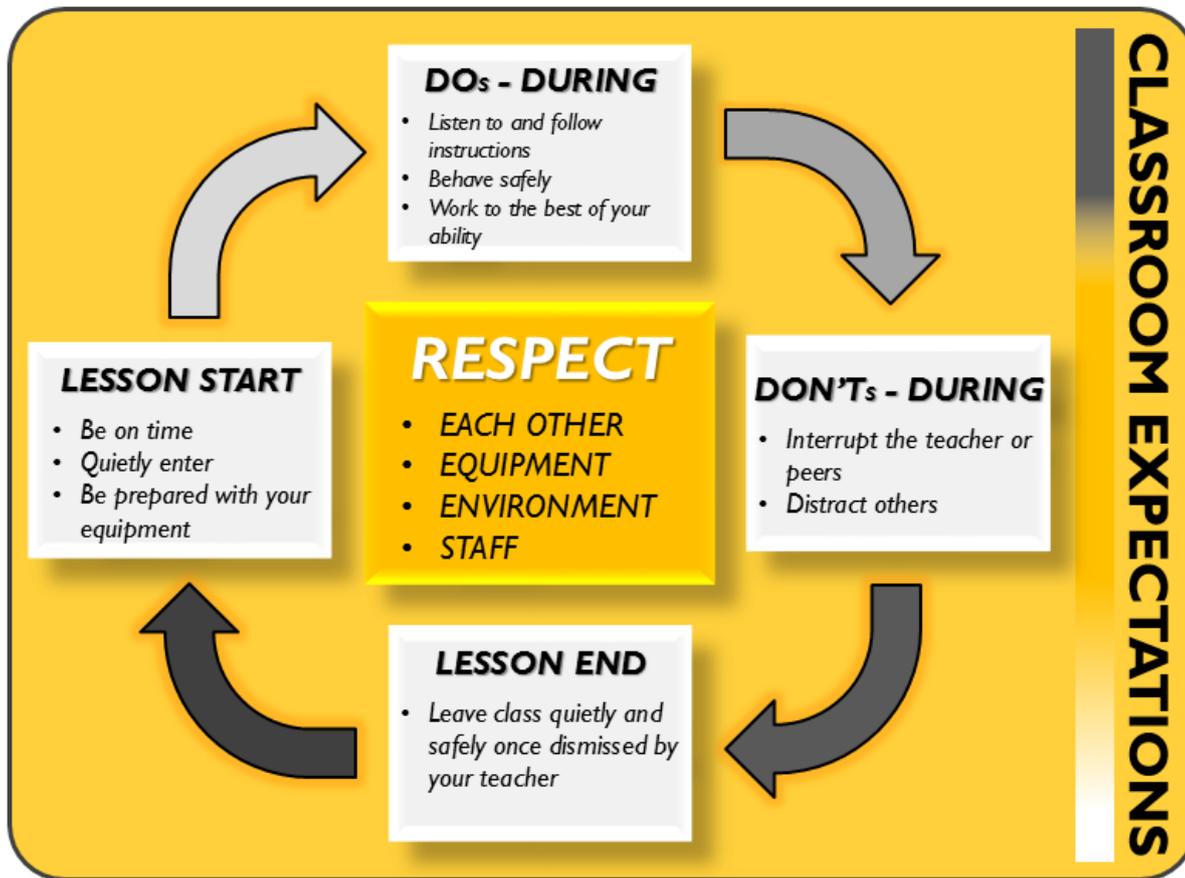
The school has established these Basic Rights. Every teacher will take steps to ensure that the Basic Rights are met in order to ensure that learning can take place without interruption.

### **Bucksburn Academy's Basic Rights for Learning are:**

- 1 All pupils have the right to benefit fully from their education.
- 2 No pupil has the right to disturb the education of others
- 3 Every teacher has the right to teach without interruption.

It should be noted that these rights include every pupil in the class. All pupils have a responsibility to uphold these rights and ensure they contribute to the collective rights of the class. Pupils who infringe the Basic Rights for Learning of others will be reminded of these rights by the class teacher.

## CLASSROOM EXPECTATIONS



The Basic Rights and Classroom Expectations also apply to pupils when they are working in different learning environments outwith the formal classroom i.e. the library, field trips, physical education, outside learning, school visits and at all times when pupils represent the school.

### A PROMOTING POSITIVE BEHAVIOUR

At Bucksburn Academy we encourage all staff to recognise and reward positive behaviour. With the On the Button software, we have the opportunity to recognise positive behaviour in each lesson without time-consuming form filling. Better learning results from better behaviour, which we hope will lead to our young people becoming successful learners, effective contributors, confident individuals and responsible citizens. This culture of achievement at Bucksburn will encourage everyone to behave more positively so that these outcomes can be achieved by all.

- **Bucksburn Academy Class Points**

At the start of every term, (August – October, October – December, January – April, May – July) every pupil in S1 -3 will be awarded **300** class points (this roughly equates to one point per lesson). These points will be the mechanism for recognising pupils on a termly basis. Each term every pupil will have the opportunity to achieve Bronze, Silver or Gold awards. These will be based on the total points gained (retained) during that term.

**Class teachers** – removing a class point

During the lesson, emphasise the expectations you have for the class in order to earn (keep) their point. If after the usual teacher sanctions a learner's behaviour falls below the standard expected in class, the teacher can remove the class point from the pupil. If a learner merits the loss of a class point, discuss this with the individual and then follow the procedure below OTB:

- Step 1:** Start by clicking on the pencil icon for the learner.
- Step 2:** Click "removal of class point" in the yellow class teacher sanction box.
- Step 3:** Click commit at the bottom of the referral

Further class points will be removed from a pupil's total if a pupil is referred for negative behaviour.

- **Bucksburn Academy House Points**

Junior phase pupils (S1-3) receive positive praise postcards and senior phase pupils (S4-6) receive senior achievement awards. These awards can be issued at the discretion of teachers to reward pupils who display behaviours which reflect our vision and values such as helping others or producing excellent work. They could also be used to reward pupils for things such as being an ambassador for the school, representing the school at competitive events and charity fundraising initiatives. Parents will receive an automatic email when their daughter/son is awarded a praise postcard or senior achievement award.

A pupil who receives a positive praise postcard or senior achievement award also earns five house points and at the end of every week one house token per positive praise postcard or senior achievement award goes into the relevant collection boxes displayed in the foyer.

**Class teachers** – issuing a positive praise postcard (S1-3) / senior achievement award (S4-6)

- Step 1:** Start by clicking on the pencil icon for the learner.
- Step 2:** Click the relevant box on the left side of the screen (green for junior, pink for senior).
- Step 3:** Click commit at the bottom of the referral. Any text which you include will be included in the automatic email home.
- Step 4:** The office will print the relevant card and put it in your tray so you can give it to the pupil the next time you see them.

## **B - MANAGING BEHAVIOUR IN CLASSROOMS/DEPARTMENTS/FACULTIES**

This section sets out the procedures for the management of pupil behaviour problems that occur and highlights the importance of promoting positive behaviour, both of which are whole-school, collegiate responsibilities. It is important that pupils see a fair and uniform approach being adopted by all members of staff across all subject/curricular areas.

Factors which contribute to positive behaviour include:

- High quality learning and teaching
- A whole-school approach
- Consistent application of the policy
- High expectations
- Respectful teacher-pupil relationships
- Effective and supportive leadership
- The collegiate responsibility of all staff
- Effective communication
- Partnership with parents
- Co-ordinated, joined-up inter-agency working and support

Whilst it is recognised that concerns relating to inappropriate conduct of pupils are reported at all levels (from minor, insignificant incidents to major incidents), it is the persistent, so-called low-level disruption which is reported and recognised as being the most significant concern to teachers and which reduces the opportunities for effective learning and teaching to take place.

## Staged-Interventions

The following pages detail the staged interventions in place for managing pupil behaviour issues.

- **Class Teacher – Staged Intervention [0 points]**

### *Roles and Responsibilities*

It is expected that teachers will continue to manage and teach their classes using the skills and techniques which they have developed during their teaching career. Each teacher is unique and will have developed many personal techniques for dealing with a pupil who is, for example, speaking or chewing in class. These may include:

- A non-verbal cue (e.g. a look)
- A verbal reprimand
- Having a quiet word
- Expressing disappointment
- Challenging the pupil to do better next time
- Reminding them of the possibility of being moved to another seat or the removal of class point

In these situations no formal action would be required. However, where these strategies have had no effect formal actions will be required.

- **Class Teacher-Staged Intervention [-1 point]**

This generally encompasses behaviour that is distracting but not disruptive.

The sanctions available to the class teacher include:

- A clear verbal warning that continued failure to follow instructions will result in a sanction
- Movement of seat
- Supervised elsewhere
- Punishment exercise ( Faculty option)

These behaviours and the subsequent action taken should be recorded on OTB. As a result of this, one point will automatically be deducted from the pupil's total.

- **Class Teacher – Staged Intervention [-2 points]**

This generally encompasses behaviour that is disruptive and detrimental to the learning and teaching of the class, or the good order of the school.

The sanctions available to the class teacher include:

- Escalation through the sanctions detailed above
- Departmental detention
- Departmental cause for concern letter
- Refer to PTF

These behaviours and the subsequent action taken should be recorded on OTB. As a result of this, two points will automatically be deducted from the pupil's total.

- **Class Teacher – Staged Intervention [-3 points]**

This generally encompasses behaviour that is persistently disruptive and detrimental to the learning and teaching of the class, or the good order of the school. It will often have reached the stage where a pupil refuses to co-operate.

The sanctions available to the class teacher include:

- Refer to PTF
- Calling for assistance and seeking support from the PTF
- Support Call

These behaviours and the subsequent action taken should be recorded on OTB.

Note: It would be expected that a member of staff would ensure that detail of the support call was recorded in the 'Notes' section of the referral screen. As a result of this, three points will automatically be deducted from the pupil's total.

Class Teachers or Principal Teachers who require the immediate support of a DHT or the HT should telephone the school office or any DHT. It is essential that this action is taken only as a last resort, when all other interventions/strategies have been exhausted or the situation is judged to be potentially unsafe

## **Principal Teacher Faculty (PTF) – Staged Intervention**

### *Roles and Responsibilities*

The PTF has a duty and responsibility to support colleagues within his or her department who are experiencing difficulties with individual pupils or classes. PTF should be aware of such problems and be proactive in trying to minimise the disruption to teaching that this might cause.

If a class teacher involves the PTF, the matter becomes a shared responsibility between the referring teacher and the PTF. The PTF has a role to be proactive in dealing with the problem; the pupil(s) should be interviewed, followed by the appropriate course of action.

The sanctions available to a PTF include:

- Formal warning
- Class exclusion (managed within the department)
- Placing the pupil on a departmental contract (individual pupil strategies)
- Departmental cause for concern letter (CfC)
- Senior Staff detention (lunchtime)
- Refer to PTPS
- Refer to Year Head

PTF should be aware that they are entitled to call on their Link DHT or any other member of the Senior Management Team to support them in difficult situations.

These referrals, and the action taken, should be recorded on OTB.

## Principal Teacher Pupil Support (PTPS) – Staged Intervention

### *Roles and Responsibilities*

The PTPS should have an accurate and up-to-date awareness of disciplinary concerns regarding their case-load through weekly monitoring of referrals to the OTB system, discussions with class teachers, PTF or year heads and personal observations with known individuals.

Class teachers can refer a pupil to PTPS via their PTF at any stage if they feel the matter requires a pastoral input. For example, concerns relating to attainment, welfare, child protection issues, perceived learning difficulties or attendance issues. These concerns should be recorded on OTB.

PTF should refer a pupil to the PTPS where their own interventions have persistently failed to produce the desired effect.

The sanctions available to a PTPS include those which are available to the Class Teacher and PTF.

Additional sanctions available to a PTPS include:

- Contact parents/carers by telephone
- Pupil Support cause for concern letter (CfC Letter)
- On Red Report
- Senior Staff detention
- Wellbeing meeting (resulting in agreed action plan)
- Refer to outside agencies
- Refer to Year Head
- Recommendation for pupil to be on 'Yellow base' list (weekly PSG meeting)

These referrals, and the subsequent action taken, should be recorded on OTB.

## Year Head – Staged Intervention

The Year Head should have an accurate and up-to-date awareness of disciplinary concerns regarding pupils through regular monitoring of referrals on OTB, discussions with Principal Teachers, weekly Pupil Support Group meetings and personal observations or interventions with known individuals.

It is a crucial role for the Year Head to support class teachers and PTF when the strategies open to them have proved to be ineffective. However, it is important for all staff to understand that intervention of the Year Head is the ultimate sanction available to the school. Therefore, referral to Year Heads should only be invoked when all other sanctions have been tried; pupils must see referral to the Year Head as a ‘step-up’ in terms of severity. In keeping with the philosophy of staged intervention, referral to a Year Head should be through principal teachers only (other than in exceptional circumstances or emergency situations where a member of staff requires the immediate support of a member of the SMT).

The sanctions available to a Year Head include:

- On Red Report
- Senior Staff detention
- Wellbeing meeting (resulting in agreed action plan)
- Place pupil on ‘Yellow’ list
- Year Head cause for concern letter (CFC)
- Exclusion warning
- Short term exclusion

These referrals, and the action taken, should be recorded on OTB.

## Head Teacher – Staged Intervention

The Head Teacher has ultimate responsibility to maintain good order and discipline within the school. In a situation where the various interventions have been unsuccessful and all sanctions have been exhausted the Head Teacher will consider the sanction of short term exclusion and the ultimate sanction of recommending removal from roll to the Education Officer.

The sanctions available to the Head Teacher include:

- Wellbeing meeting (resulting in agreed action plan)
- Request a hosting arrangement with another school
- Recommend removal from roll to the Education Officer

## MANAGEMENT OF SUPPORTED PUPILS

Through the monitoring of referrals and through discussion and consultation with Pupil Support the Year Head may designate a pupil as a Yellow Base Pupil (YB).

Once designated as a YB Pupil the pupil will be flagged on OTB (YB) and all class teachers will be aware that under these circumstances they will have the added intervention of sending the pupil to the Yellow base, if, after one clear warning, the pupil continues to behave in a disruptive or negative fashion.

The pupil will be aware that whilst they are a YB pupil, teachers have that sanction at their disposal.

Through monitoring of the Yellow base by PT Pupil Support and Year Heads pupils' designations will be reviewed on a fortnightly basis.

Three outcomes are possible:

1. Pupil has modified negative behaviours and is removed from the YB list.
2. Pupil is benefiting from being on the list and remains so.
3. Pupil is being frequently sent to the Yellow base and requires appropriate timetabled time in the Pupil Support Hub and provided with 1-1 support.

### ***Monitoring of Referrals on OTB***

PT Pupil Support should access a report from OTB on a weekly basis prior to each PSE class which details:

- The cumulative number of entries in the system for all pupils in their caseload

Priority pupils identified from these reports will be discussed at the weekly Pupil Support Group meeting with the Year Head.

PT Pupil Support will provide support, guidance and intervention to pupils through regular feedback to pupils through weekly PSE classes, registration or other appropriate times.

Principal Teachers (Faculty) should access, on a monthly basis, details of entries on OTB for their department. They will be expected to address high numbers of entries by providing appropriate support to members of staff within the department concerned.

Year Heads will monitor the referrals on OTB for their year groups and provide support, guidance and intervention where necessary.

## C OUTWITH CLASSROOM EXPECTATIONS

During times when they are outwith class it is important that pupils understand that they should behave in an appropriate manner. This is very important for their own safety as well as to ensure that other people and the school environment are treated with respect. The guidelines are designed to help ensure that the school corridors and grounds are safe and pleasant places for everyone.

### Respect for Others

1. Show respect for other pupils, staff and visitors at all times

### School Environment

2. Help to keep the school tidy by using the litter bins that are provided throughout the building.
3. The canteens are provided as an area for you to eat in. Please do not eat food or consume drinks in the corridors.
4. If you leave the school grounds during breaks or lunchtime it is important that you behave in a safe and sensible manner in the area around the school. The school is part of the local community so it is important that we get on well with others who live and work in the area.
5. Use social areas and designated areas of the school at break and lunchtimes. Do not access other areas of the school ie the Maths/English block unless you have an appointment.

### Safety

6. Easy access should be available along all corridors at all times. Please keep to the **LEFT** and **WALK** at all times. Please do not block the corridors or stairs and make it difficult or unsafe for others to pass.
7. Behave in a sensible and safe way in the school grounds.
8. Please do not wait around close to the main front entrance during breaks and lunchtimes. Many visitors to the school use this entrance to the building each day.
9. You may walk through both school car parks in order to gain access to the school. However, for your own safety you should use the designated walkway and pavements. Remember there are often cars and other vehicles moving in the car parks.
10. If you wear a hat/hood please take it off when you are in the school building. Hats/hoods can cause difficulties in identifying people should there be an incident in the corridor.
11. **All** outdoor jackets must be removed in class.
12. Smoking is not permitted in the school building or in the vicinity of the school.

13. Should any member of staff have concerns about your behaviour in the corridors or grounds and talk to you about this then you should do as they ask without argument.

All staff are encouraged to maintain a positive approach with pupils when dealing with instances of negative behaviour out with the classroom and if required the following sanctions are available to use:

- 1 Verbal reprimand
- 2 Logged on OTB\*
- 3 PTPS Corridor Cause for Concern letter ( OTB analysis will trigger Year Head Cause for Concern letter)
- 4 Any serious issues can should be logged as a Support Call and/on OTB (-2 points) – Out of class incident, which goes directly to the duty SMT.

\*NB By creating a “Corridor” or “Outside” referral, an analysis can identify pupils who are accumulating a number of “Corridor” or “Outside” referrals and this will trigger an escalation and a Corridor Cause for Concern letter being sent home. The Out of Class tick box removes 2 points from a pupil but cannot track in the same way. Therefore, these should only be used for single serious incidents.

# Bucksburn Academy

## ASN Wing

### Promoting Positive Behaviour

### Staged Intervention Appendix

Bucksburn Academy Wing provides an education for young people with a wide range of Additional Support Needs.

Within the ASN Wing, we promote the following values in line with the school vision and values statements:

- Being honest, polite, well-mannered and friendly towards everyone in our community
- Appreciating our own rights whilst accepting the responsibilities that go with them.
- Providing the best possible learning environment for everyone
- Focusing on developing positive relationships at all times
- Making school an enjoyable and meaningful experience
- Making people feel good about themselves.

We also promote the Basic Rights for Learning:

1. All pupils have the right to fully benefit from their education
2. No pupil has the right to disturb the education of others \*
3. Every teacher has the right to teach without interruption \*

\*Young people are referred to the Wing with a wide range of additional support needs. These include moderate to complex additional needs such as physical, medical and social, emotional and behavioural barriers to learning. When applying the Promoting Positive Behaviour policy in the Wing these individual needs should be taken into account to ensure no student is discriminated against due to their additional support need.

## STAGED-INTERVENTION (WING)

The following pages detail the staged interventions in place for managing pupil behaviour issues.

### CLASS TEACHER (WING) – STAGED INTERVENTION – REMOVAL OF CLASS POINT

Teacher will employ a range of strategies to deal with any student behaviour issues based on their knowledge of the individual pupil, their understanding of their additional support need and individual strategies that are in place for that student. These may include:

- A non-verbal cue (e.g. a look)
- Use of yellow and red warning cards.
- A verbal reprimand
- Having a quiet word
- Expressing disappointment
- Challenging the pupil to do better next time
- Moving to a different seat within the classroom

In addition to these strategies, class teachers, along with their class teams will consider an environment analysis to identify any triggers to the behaviours and amend the classroom set up and teaching strategies as well as strengthening relationships within the class to minimise distraction and ensure all pupils feel safe, supported and engaged in learning appropriate to their stage. We know that due to the complex needs of many of our students these types of intervention need to be allowed time to have an impact and require a partnership approach between student, the class team, parents/carers and multi-agency partners.

### CLASS TEACHER (WING) – STAGED INTERVENTION [-1 point]

This generally encompasses behaviour that is disruptive to the individual or the class learning at a low level and should be guided by the class teacher's knowledge of the student and their individual needs. Where sanctions are required as part of an individual strategy they should include:

- A clear verbal warning that continued failure to follow instructions will result in a sanction
- Supervised elsewhere
- Other appropriate class sanction

These behaviours and the subsequent action taken should be recorded on OTB in order to track patterns in student behaviour. As a result of this, one point will automatically be deducted from the student's total.

In addition to these strategies, class teachers, along with their class teams will continue to investigate the root behaviour triggers and amend the classroom set up and teaching strategies as well as strengthening relationships within the class to minimise distraction and ensure all students feel safe, supported and engaged in learning appropriate to their stage.

### **CLASS TEACHER (WING) – STAGED INTERVENTION [-2 points]**

This generally encompasses behaviour that is disruptive and detrimental to the learning and teaching of the class, or the good order of the school and should be guided by the class teacher's knowledge of the student and their individual needs. Where sanctions are required as part of an individual strategy they should include:

- Escalation through the sanctions detailed above
- Class detention
- Removal of privilege
- ASN class cause for concern letter, or phone call, note in diary or E Mail to parents

In addition to these strategies, class teachers, will refer the case to Principal Teachers Wing through OTB. Class Teams will work with PT Wing and external agencies to consider an environmental analysis to identify potential triggers and amend the classroom set up and teaching strategies as well as strengthening relationships within the class to minimise distraction and ensure all pupils feel safe, supported and engaged in learning appropriate to their stage.

These behaviours and the subsequent action taken should be recorded on OTB. As a result of this, two points will automatically be deducted from the student's total.

### **CLASS TEACHER (ASN) – STAGED INTERVENTION [-3 points]**

This generally encompasses behaviour that is persistently disruptive and detrimental to the learning and teaching of the class, or the good order of the school. It will often have reached the stage where a student refuses to co-operate and the behaviour is a risk to themselves or others.

Taking into account by the individual student's needs teachers should:

- Support call to the Principal Teacher and/or Depute head,
- -3 referral through OTB

These behaviours and the subsequent action taken should be recorded on OTB.

Note: It would be expected that a member of staff would ensure that detail of the -3 referral was recorded in the 'Notes' section of the referral screen. As a result of this, three points will automatically be deducted from the student's total.

Class Teachers or Principal Teachers, who require the immediate support of a Depute Head Teacher or the Head Teacher should telephone the school office or any Depute Head Teacher. This action should be taken in the event of a crisis call when all other interventions/strategies have been exhausted or the situation is judged to be potentially unsafe.

## PRINCIPAL TEACHER (WING) – STAGED INTERVENTION

### Roles and Responsibilities

The Principal Teacher Wing has a responsibility to support colleagues teaching Wing classes who are experiencing difficulties with individual students or classes. Principal Teachers should be aware of such problems and be proactive in trying to minimise the disruption to teaching that this might cause.

If a class teacher involves the Principal Teacher, the matter becomes a shared responsibility between the referring teacher and the Principal Teacher. The Principal Teacher has a role to be proactive in dealing with the problem; the student) should be interviewed at an appropriate time supported by familiar staff if required, followed by the appropriate course of action.

The sanctions available to a Principal Teacher Wing include:

- Class exclusion (managed within the department)
- Placing the pupil on a behaviour/goal timetable
- PT Wing cause for concern letter (CfC)
- Phone call, note in diary or email to parents- logged on OTB Profile section
- PT Wing detention
- Convene Wellbeing meeting with Parents and Pupil (resulting in agreed Support Plan and updating of the Child's Plan)
- Refer to Depute Head Teacher

Principal Teachers should be aware that they are able to call on the Depute Head Teacher (Wing) or any other member of the Senior Management Team to support them in difficult situations.

These referrals, and the action taken, should be recorded on OTB.

## DHT (WING) – STAGED INTERVENTION

The Depute Head Teacher Wing should have an accurate and up-to-date awareness of disciplinary concerns regarding pupils through regular monitoring of referrals on OTB, discussions with Principal Teachers, personal observations or ongoing support and intervention with students.

It is an important part of the DHT role to support class teachers and Principal Teachers when the strategies open to them have not had the desired impact. Intervention from the Depute Head Teacher Wing is one of the ultimate sanctions available

Therefore, referrals to Depute Head Teacher Wing should only be made when all other steps as outlined above have been tried to ensure that students understand that referral to the DHT is an escalation in terms of importance;. In keeping with the philosophy of staged intervention, referral to a Depute Head Teacher Wing should be through Principal Teachers only (other than in exceptional circumstances or emergency situations where a member of staff requires the immediate support of a member of the SMT).

The sanctions available to a Depute Head Teacher Wing include:

- Convene Wellbeing meeting with Parents, Pupil and PT ASN (resulting in agreed Support Plan)
- Convene Multi Agency meeting (resulting in agreed Support Plan, Risk Assessment and Environmental analysis if required)
- Request meeting with Educational Psychologist (resulting in agreed Support Plan)
- Depute Head Teacher Wing cause for concern letter (CFC)
- Exclusion warning
- Short term exclusion (in liaison with the Head Teacher)

These referrals, and the action taken, should be recorded on OTB.