

Mearns Academy



Policies and Procedures

Promoting Positive Behaviour Policy

Promoting Positive Behaviour Policy

Vision

We aspire to be a school community acknowledged as a centre of excellence for learning, teaching and the care and welfare of all who work here.

Values

In carrying out our work we exhibit the values of:

- Respect
- Wellbeing
- Ambition

Aims

In Mearns Academy we believe in ensuring the learner experience is the best it possibly can be. To support the school's vision our aims are:

- Learning: To ensure that each pupil is encouraged to respect learning and is provided with a relevant, challenging and motivational experience
- Teaching: To ensure that all teaching is of the highest possible quality and that staff are provided with a supportive and rewarding working environment
- Caring: To ensure the development in school of a positive and caring ethos in which all members of the school community are valued and supported as individuals
- Partnership: To ensure opportunities are created for parents and others in the wider community to be involved in the life of the school and its programme for improvement
- Improvement: To ensure that thorough and ongoing evaluation leads to improvements in the quality of service we provide
- Achievement: To ensure that all members of the school community are encouraged to achieve all they can and that such achievements are recognised and valued

Expectations of Pupils

The highest standards of behaviour should be expected from pupils at all times.

Rights Respecting School

The Rights Respecting Schools Award (RRSA) seeks to put the UN Convention on the Rights of the Child at the heart of a school's ethos and culture to improve well-being and develop every child's talents and abilities to their full potential. A rights-respecting School not only teaches about children's rights but also models rights and respect in all its relationships.

The statement of Pupil Rights and the School Code of Conduct should be on display in each classroom. Teachers will be asked to revisit the contents of these statements at the start of each term. Additionally pupils and their parents will receive a copy of these items for their own reference.

Code of Conduct

To help pupils fulfil their responsibilities and to help maintain good order the following rules and regulations form the code of conduct for the school. This applies when on or near school premises or when representing the school off site.

Pupils **SHOULD**:

Be Respectful

Be Responsible

Be Safe

Pupils **SHOULD NOT**:

Engage in behaviour which is considered to be disrespectful, irresponsible or unsafe.

Restorative Approaches Staged Intervention System

This system, designed to support a restorative approach, allows pupils to take responsibility for not meeting agreed expectations; the opportunity to show that their behaviour can improve; and a framework where teachers can actively support pupils to meet expectations. Where harmful behaviour and conflicts occur, the emphasis is on repairing damage caused to relationships; finding ways forward; and changing the way in which people think, feel and behave toward each other.

Key to the system is the approach to dealing with low-level disruption involving face-to-face dialogue between teacher and pupil with a view to improving future outcomes and ensuring that disruption to learning for all is minimised.

The emphasis needs to be on repairing and rebuilding relationships and 1:1 restorative discussion should be the preferred practice in the majority of cases where a teacher considers action required.

Mearns Academy is committed to support both pupils and staff in cases of indiscipline. When Positive Behaviour Management strategies have failed to reach a solution in class, staff will need to be assertive and consistent in applying appropriate sanctions and interventions.

Applying professional judgement is critical when dealing with a range of pupils with different needs and behaviours. The expertise and background knowledge held by the Pupil Support staff and Senior Leadership colleagues is critical when working together with parents and partner agencies to support our young people.

Mearns Academy employs a system of merits and de-merits to ensure referrals can be monitored by managers and appropriate interventions made. **However, in cases of serious misconduct such as fighting, swearing at a teacher, protected characteristics or child protection, this must be reported straight to SLT so immediate intervention can take place.** In these instances SLT will speak with pupils and written statements will be taken. Instances such as these must also be recorded appropriately in line with Aberdeenshire policy.

In every case of indiscipline, staff will endeavour to give pupils an opportunity to correct their behaviour. When pupils fail to cooperate, the normal hierarchy of intervention would be as follows:

Class Teacher

- Positive Behaviour Management strategies.
- Spoken to in class Merit/Demerit system
Referred to Principal Teacher.
- Removed from class to work in another room in dept/faculty.
- **Restorative Approaches can be used at any stage.**

Principal Teacher

- Resolved and future support/strategy put in place.
- Department Strategies – Support/Target Card.
- Refer to Guidance Teacher.
- Refer to SLT
- **Restorative Approaches can be used at any stage.**

Guidance Teacher

- Resolved and future support/strategy put in place.
- Green Support Card.
- Communication with Parent.
- Refer to SLT
- **Restorative Approaches can be used at any stage.**

Depute Head Teacher

- SLT Communication with parent.
- Resolved and future support/strategy put in place.
- Red Support Card
- Refer to DHT Pupil Support
- Refer to Head Teacher
- **Restorative Approaches**

Appropriate support to ensure no repeat behaviour should be discussed with pupil and relative teachers.