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**Policies and Procedures**

**Promoting Positive Behaviour Policy**

**Policy last updated: May 2022**

**Our Vision, Values and School Ethos**

**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.** *(Currently under review)*

Our values: **Respect Wellbeing Ambition**

**Respect**

* We promote positive relationships across our community.
* We work together to develop a culture of mutual respect across our community.

**Wellbeing**

* All in school feel comfortable, safe, healthy and happy.
* With a sense of wellbeing in life, we are better able to take in new information and enjoy learning.

**Ambition**

* Collectively and individually, we have a desire and a determination to achieve success.

**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 talent and ability 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.

**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.

Therefore, our pupils are expected to:

**Be Respectful**

**Be Responsible**

**Be Safe**

Pupils SHOULD NOT:

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

**Mobile Phone Use**

Please see below our policy on mobile phone use in school:

* Mobile phones should be put away, out of sight, unless permission has been given by the class teacher.
* If a pupil continues to use their phone after being asked to put it away, they will be asked to put their phone on the teacher’s desk.
* The phone will then be returned at the end of lesson.
* If a pupil refuses to put their phone away, this becomes non-compliance and there will be a referral to the Principal Teacher/Faculty Head.

* Recurring or persistent issues will be referred to the Guidance Teacher/Year Head and parents/carers informed.
* **If a pupil is suspected to have filmed or photographed a staff member, SLT will be informed immediately.**
* All pupils, parents/carers have signed an acceptable use policy for Mobile Phone use and ICT across the school.

**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.

**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 follow up accordingly. 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.
* Refer to Principal Teacher Faculty (PTF).
* 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.
* PTF Communication with Parent.
* Refer to Guidance Teacher.
* Refer to SLT
* **Restorative Approaches can be used at any stage.**

Principal Teacher of Guidance

* Resolved and future support/strategy put in place.
* PTG Communication with Parent.
* \*Green Support Card monitored by PTG.
* 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 monitored by SLT.
* 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.

\*Support cards and target cards are personalised to individual pupils and aim to support specific behaviours. Parents/carers will be involved in discussions prior to a support card being issued.