



**Clydebank High School**  
**POLICIES & PROCEDURES**  
**PP8.3 : Discipline Policy : Steps To Success**



CUSTOMER SERVICE EXCELLENCE

WDC Policies & Procedures:

PP5.8 : Indiscipline & Exclusion Procedures

National Priorities:

NP2

How Good Is Our School?

5.5 : Expectations & Promoting Achievement

SMT Responsible:

Mr S Young Head Teacher

Policy Implemented:

August 2006

Implementation of this policy in its entirety is an ongoing process. Procedures are constantly being refined.

Policy Due For Review:

Session 2011/12



# 'Steps to Success'

## **Clydebank High School Approach to Positive Behaviour**

'Step to Success' is a whole school policy, which aims to promote positive behaviour in all pupils in Clydebank High School. It is complementary to the Clydebank High School commitment 'Partnership for Success'.

To promote effective learning for all pupils we must clearly establish within our classrooms a caring and disciplined environment where pupils and staff treat each other with respect and consideration.

In rewarding positive behaviour, staff recognise that achievement in this area may be separate from that of academic performance. The principal aim of the policy is to create conditions where all children and staff act positively, irrespective of pupils' academic abilities or progress.

Our pupils' chances of success and happiness in life, both at school and beyond depend considerably upon their ability to make responsible choices. A central concept of 'Steps to Success' is that every pupil can choose to behave in accordance with the accepted norms of the school. When anyone does misbehave, then he or she is making a choice to do so. We recognise that the choices made by pupils are not simply the result of rational consideration of the immediately available options; pupils' choices will be determined to a greater or lesser extent by the immediate context, their history within the school, personal relationships with peers and staff and the general school culture.

Clydebank High School is actively pursuing a positive ethos, which makes pupils aware of the options open to them and the consequences, both negative and positive, of their action thus encouraging everyone to make the right choices for the right reasons.

Successful implementation of this policy depends upon partnership, trust and support among staff, pupils and parents. The support links with parents are seen as a central key to successful discipline in Clydebank High School.

## **Clydebank High School Vision**

Our vision for Clydebank High School is to work continuously to develop a community of people committed to academic and personal excellence and to maximise the potential of all students in the school. We will do this through the provision of dynamic and strong educational opportunities and challenging learning experiences for all. This will be done in a caring, inclusive and safe community. Pupils will be encouraged to work in a manner which promotes mutual respect for their peers and others within the multi-cultural society in which they live. Clydebank High School will also continue to develop close links with parents and other partners to enhance and continually improve the work of the school.

Learning within the school community is personalised according to need. Difference and diversity are valued and young people are prepared to become Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens of the future. Everything will be done to ensure the greatest impact on learners and learning in the school.

We will promote core values of the school among our students, staff, parents and other partners and they will become central to the relationships at the heart of our community.

### **Our core values are:**

**Respect**

**Tolerance**

**Honesty**

**Peace**

**Commitment**

By following these values we will continue to build a learning community at the heart of the town of Clydebank that values all members of that community equally, challenges all to achieve their best and equips our young people with the skills needed to take their place in modern Scotland and in the wider global community.

## **The Steps To Success Policy has three main elements:**

### **1 Expectations**

Pupils, parents and staff accept a set of expectations, which fall into two categories:

- (i) what staff may reasonably expect of pupils
- (ii) what pupils may reasonably expect of staff.

These expectations are based on mutual respect.

### **2 Rewards**

In order to encourage pupils to choose to meet expectations, a system of rewards is in place as an incentive for pupils to cooperate positively with staff and their peers and to show commitment to their studies.

### **3 Consequences**

Pupils who choose to break a rule will be considered to have chosen to accept the consequences.

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These three strands operate on the basis of the following:

- Pupils and staff treat each other with respect and consideration
- All members of staff relate to pupils in a positive manner, taking the time to reward positive behaviour and attitude and providing pupils with an incentive to improve in these respects.
- Pupils are treated confidently, fairly and consistently when they display negative behaviour. The range of sanctions and referrals is well understood by staff, pupils and parents.
- Parents cooperate with and support the school in reinforcing positive behaviour and dealing effectively with negative behaviour
- Effective and efficient communication among staff, pupils and parents.

There is also a final section on Staff Development.

## **Expectations : Positive Ethos**

**A great deal of work has been undertaken over the last few years to create a positive ethos within Clydebank High School. Some of our strategies are listed below.**

Uniform	Newsletters
Homework Diary	PSHE Courses
Assemblies	Education for Work Programme
Publicity	House Competition
Foyer/corridor displays	Citizenship Programme
Pupil photographs	Awards Ceremonies
Pupil Council	Recognising Achievement
Commitment to CHS	Merit Awards

We aim to build on this positive ethos by developing and focusing on all the good things that are happening and marginalising individuals who do not have a positive effect on the work of Clydebank High.

### **Positive Ethos (Classroom)**

A positive ethos is essential and will only be successful if this is promoted by our **routine interaction with all pupils**. In terms of classroom climate this means that we should:

- be welcoming of pupils
- model appropriate behaviour
- identify and comment positively on appropriate behaviour
- make more positive comments than negative
- focus comments on learning rather than discipline and behaviour
- minimise opportunities for poor behaviour to take place

**At every opportunity**, staff should take the time to reinforce positive behaviour with their pupils by making encouraging comments and giving supportive feedback to them. The rule of thumb should be 'accentuate the positive'.

Good relationships are absolutely vital for the well-being of the school. As teachers we have a duty to be as constructive as possible. Constructive teachers:

- are clear and decisive
- respect the dignity of every pupil
- intervene swiftly in a sensible and sensitive way
- are polite yet firm in their expectations
- use humour to good effect
- are constantly aware of good pupil responses and behaviour and acknowledge it as a matter of course, both individually and collectively
- allow pupils to retrieve difficult situations without undue loss of pupil dignity

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In any classroom, the teacher's professional approach will set the climate, the pace, the sense of achievement or failure. Teachers who are in charge make clear to their pupils:

- what behaviour they want from them and therefore what they don't want
- what will happen if they choose to show either the desirable behaviour or the undesirable behaviour.

We need to focus on the pupils who continue to follow the rules but signal to those young people who choose not to cooperate that the costs of poor behaviour outweigh the benefits.

Colleagues will promote a positive discipline climate when they:

- arrive punctually for class and do not leave the class unattended
- keep an accurate register of attendance for each class
- prepare thoroughly for each class and start work promptly
- provide work at an appropriate level, and insist that all pupils work to their full capacity
- take control of the end of the lesson to ensure an orderly exit from the room
- encourage good work habits in the pupils by recognising good behaviour whenever and wherever it occurs
- using Click and Go effectively to record Merits thereby recognising pupil achievement
- display pupil work as much as possible
- set and mark homework consistently and to schedule
- set standards of routine in work (addressing other people, caring for and maintaining equipment, banning eating and drinking in class (except water)
- avoid having pupils out of the classroom for errands or to visit the toilet (assuming that no medical reason exists).

## **Dynamics Of the Classroom: Assertive Behaviour (Geoff Moss)**

Assertiveness can be defined as "clearly communicating one's own legitimate needs and expectations while respecting the rights and needs of others". With assertive behaviour techniques we are trying to establish the conditions for learning.

There are 3 Rs for behaviour:

1. Roles: the teacher has a right to teach; pupils have a right to be educated. Teachers need to assert this right. In society nowadays teenagers often make little distinction between adults and children.
2. Routines: pupils need to acquire new behaviour skills. Pupils need structures and routines eg. registration merits for bringing in the correct equipment.
3. Relationships: positive relationships are vital. The teacher also needs to understand the flight or fight reaction from the emotional brain under stress.

The teacher needs to have certain discipline skills:

- Be assertive – expectations, stand your ground, do not get flustered
- Have a plan – ground rules, strategies for class management, direct activities
- Teach responsible behaviour –there are three stages to this:
  1. Give clear activity directions:

Purpose

Resources

In/out – move?

Noise

Time

2. Provide supportive feedback – verbal and non-verbal
3. Take corrective action – verbal and non-verbal

## **Positive Teaching: Guidelines**

The extent to which our positive behaviour strategy proves successful will depend on efforts made to ensure that all classrooms within the school are genuinely positive teaching areas. It is important to emphasise that the quality of teacher-pupil relationships as influenced by teaching approaches and styles will have a vital bearing on the success of this important initiative.

For this reason, the school has set up a CPD Base containing a wide range of behaviour management material and will continue to provide and support development opportunities which relates to the development of positive behaviour strategies. Whole school CPD also reflects continuing support for staff, for example the In Service in May 2008 included a full-day presentation from Geoff Moss on dealing with challenging behaviour.

While it must be recognised that teaching styles will vary across the school, there are certain key strategies which should be pursued to elicit a positive response from pupils and ensure that minor instances of indiscipline do not meet with an inappropriate response. With this in mind, the following general points are worthy of note:

- Teacher instructions must be clear and concise so that pupils know exactly what they are expected to do.
- Teachers should convey instructions in a professional manner and routinely thank the pupil when he/she has complied. This is intended to generate a climate of mutual respect.
- Pupils should be encouraged to take responsibility for their own behaviour, respect the rights of others, develop positive self-esteem and build workable relationships. It follows from this that classroom activity should be characterised by praise rather than criticism.
- When dealing with misbehaviour, teachers should seek to manage the correction in the least intrusive way. This is defined as the way which allows all other pupils to continue with their work and gives the offending pupil 'take up time' to correct his/her behaviour in a dignified, face saving way.
- Whenever possible, it should be made clear to the offending pupil that it is the behaviour which is disliked and causes offence, not the pupil.

## **Classroom Rules**

Classroom rules are displayed visually on the wall of every classroom:

- Jackets Off
- Equipment on Desk
- No food on Desk
- No mobiles/MP3s
- Keep Quiet and Listen to the Teacher

## **Rewards (Appendix1)**

The school is committed to acknowledging achievement and recognises the motivating factor of praise in influencing beneficially a pupil's behaviour and in raising a pupil's self esteem and attainment.

Praise is the most important reward of all and underpins the whole system. Staff should concentrate on the positive rather than focusing on the negative e.g. making a point of praising those who bring homework rather than spending a lot of time on pupils who do not. However it must be emphasised that under no circumstances should this positive and encouraging approach compromise the school discipline structure in any way. Pupils who do not conform will be dealt with in the 'consequences' section of this document.

**Rewards should be seen as part of school life for all pupils. There is a tendency not to record merits for senior school pupils. All pupils should receive the same rewards, from S1 – S6.**

### **Praise (classroom)**

Acceptable behaviour should be highlighted each period and could relate to many different aspects e.g.

- coming to class properly prepared
- dressing correctly in school uniform
- completing homework
- working to potential
- participating in class discussion
- reaching a class/personal target
- behaving well

### **Rewards (classroom)**

A range of subject related rewards for positive behaviour can be offered by staff e.g.

- stamps/positive comments on jotters/homework diary
- opportunity to display work
- a choice of tasks following completion of an assignment
- poster work
- quiz
- fun activity related to a subject
- video/music/internet access
- trip in Activities Days
- praise letters from Pastoral Care (Appendix 8 & 9)

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## Praise Postcards

These will be 'instant' rewards, issued by class teachers. They should not be issued every week or to every pupil. They should be used occasionally, perhaps at the end of a unit, or perhaps after a class project or other outstanding piece of work.

### Procedure (class teacher)

- issue praise postcard directly to pupil
- enter on Click & Go as praise postcard merit

The above lists are not exhaustive but give individual members of staff an opportunity to build positive relationships with classes, marginalising those who do not make the choice to behave well.

## Click and Go – Recording Merits

We can use Click and Go to record positive behaviour on a weekly basis over and above this. Pastoral Care Teachers will discuss these Merits with pupils on a regular basis as will PSHE staff. The pupils will be able to accumulate these Merits and they can be used against entry to whole school activities/events eg disco's. These Merits will also be used when discussing pupil progress with parents.

Merits should be recorded in 4 categories:

- 1 To recognise consistent good behaviour/attitude/attendance
- 2 To recognise outstanding achievement
- 3 To encourage improved behaviour/attendance/attitude
- 4 To encourage the routines of bringing Homework Diary and Pen/Pencil to school every day (these merits would be issued by Register Teachers).

It is vital, for the system to work in a positive and meaningful way for all pupils, **that staff are consistent in the use of Click and Go to record merits**. It is often human nature that we are quick to record misdemeanours but we forget to reward the pupils who on a consistent basis are attending class, arriving on time, working hard, behaving and completing homework. It will be important for staff to 'set the scene' and make sure pupils know how to earn MERITS and how often they will be recorded. **Pupils must know that they are not negotiable.**

You should record merits on:

- **a weekly basis** – for all subject classes  
If a pupil has worked hard all week, no demerits recorded, attended, completed homework, good attitude etc., then 'a cooperation' merit should be awarded. A review of the week can be built into the final lesson of the week and the merits awarded.
- **a weekly basis** – in registration  
Register teachers should encourage routines when pupils arrive in the morning - pupils should put their homework diary and a pen or pencil on their desk. This will be recorded on the existing uniform recording sheet. Register teachers should then

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issue a 'registration equipment check' merit at the end of the week for 4 days of bringing their equipment (not including assembly!)

- **a one off basis** – to recognise outstanding achievement or if a pupil has shown a marked improvement in behaviour/attendance/attitude over a period of time:  
if a pupil produces an exceptionally good piece of work/homework/performance – something that is recognised as above the norm – a one off  
if a pupil has over a period of time shown a change in his/her behaviour/attendance/attitude and the teacher wishes to recognise the improvement.

**Every member of staff should be recording merits for some pupils in every class every week.**

### **Categories on Click and Go For Recording Merits**

Co-operation (used to record good attitude/motivation on a regular basis)

Outstanding Work	Improved attendance
Increased effort	Improved timekeeping
Improved behaviour	Praise Postcard
Improved attitude	Homework
Registration Equipment Check	

## **Rewards (whole school)**

### **Merit Certification**

Click and Go will show a cumulative total of the merits awarded to each pupil. Certificates will be presented to pupils, at special awards ceremonies 4 times during the year (October, Christmas, Easter, and June). There will also be a Platinum Award presented to pupils at the Annual Awards Ceremony who have achieved the required number of merits and have no demerits throughout the year. This will be monitored and managed by Pastoral Care Staff and House Heads.

Parents will be informed at each stage. At the end of the year the House with the highest net figure will be awarded the House Trophy at the annual awards ceremony.

**For this to work fairly for all pupils, consistent application is necessary. This means that it is vital that every member of staff records merits on a weekly basis.**

## Consequences (Appendix 1)

In our 'Steps to Success' policy pupils are encouraged to see that they have choices and that while one course of action will undoubtedly lead to negative consequences there are many more alternatives, which will not.

However, unfortunately some pupils may choose to behave badly. Staff have a responsibility to deal with these situations as swiftly and effectively as possible to allow the majority to work and learn in a calm and orderly environment. Staff also have a responsibility to accept that a few pupils may have reasons unconnected with school, which cause their behaviour to deteriorate from time to time. For this reason it is vital to be as familiar as possible with the information/advice provided by Pastoral Care/SFL or Behaviour Support staff in the Confidential File. Support Services staff are always willing to discuss individual pupils and suggest strategies for dealing with any problems that may arise.

When dealing with negative behaviour, the crucial factor is the committed, consistent application of school guidelines. To ensure consistency, all staff have to use the same language and follow through the different stages.

Consequences should be seen as part of school life for all pupils. There is a tendency not to record demerits/referrals for senior school pupils. All pupils should receive the same rewards, from S1 – S6.

### Click and Go – Recording Demerits

Staff have to ensure that pupils are aware that WARNINGS are being issued and that DEMERITS will be the consequence. The warnings are part of a 'correctives hierarchy'. Do not be tempted to rush through them. **The severity of the sanction does not change the behaviour; consistency does.** Deliver these warnings in a matter of fact manner and continue teaching.

### Warnings

	<u>DEMERIT</u>
<b>Informal warning</b> – verbal	<b>0</b>
<b>1<sup>st</sup> formal warning</b> - verbal	<b>1</b>
<b>2<sup>nd</sup> formal warning</b> – move of seat or 5 min 'cooling off' period outside door (last warning)	<b>2</b>
<b>3<sup>rd</sup> warning</b> - removal to departmental/whole school cooler for one period (arranged through PT)	<b>3</b>
<b>and referral</b> to PT, which may result in departmental sanctions	
NB If a serious incident occurs <b>the SMT "on call"</b> system can be triggered at any point in the above	<b>4</b>

In most circumstances the warnings should be followed in sequence.

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### **Categories on Click and Go for recording demerits**

Formal Verbal Warning	Parental Letter
Move of Seat/5min cooler	Defiance
Departmental Isolation/ Cooler Room	SMT called
Non attendance – detention	Departmental Detention
PE Kit	Homework not completed
Poor use of Homework Diary	Refusal to accept PE Kit
	Corridor Incident

It is vital that staff click 1, 2, or 3 categories for each incident dependant on how many warnings issued. **PLEASE NOTE EACH CATEGORY TICKED COUNTS AS ONE DEMERIT , SO IF YOU TICK SIX BOXES ITS SIX DEMERITS !!**

Pastoral Care staff will monitor these demerits on a weekly basis. Five demerits in any one week will be a trigger point for them to take action.

Pupils will be informed of this process and the 'warnings' that will be issued and the number of demerits this will cost them. These demerits will be used to withdraw pupils from certain events that take place in the school over the year. Eg discos, trips, clubs

### **Referrals (Click and Go)**

These referrals\* are made when a pupil's action and/or behaviour are causing concern.

- In cases of incidents relating to the department, the referral should always be made electronically to the appropriate PT. The PT should attempt to resolve and conclude the matter and write up any action taken before closing the referral and/or **sending it on to the appropriate Pastoral Care Teacher or DHT for information only.** In cases like this no further action will probably be taken unless the Pastoral Care Teacher or DHT decide to speak to the pupil concerned to let them know that they are aware of the incident.
- If the PT has attempted to resolve the matter and has been unsuccessful the action taken should be recorded on the system and then the referral should be passed onto either the Pastoral Care Teacher or the appropriate DHT for action. **Normally such referrals should not be passed on to DHT before the actions recommended in the PT Action section have taken place.**
- If the issue is one of non attendance, lack of homework/effort etc it should be passed onto the Pastoral Care Teacher.
- Where the incident is persistent or a serious incident of indiscipline it should be passed on by the PT to the appropriate DHT. The appropriate Pastoral Care Teacher/ DHT will then record the action taken and close off the referral.
- **It is up to the teacher making the referral to track the progress of the referral using Click and Go Procedures.** There is no 'flag' to let staff know it's been dealt with. In the 'Manage Referrals' screen staff can always check 'referrals I am involved in' – there they can open the referral and check what has happened.
- All Staff should have a copy of 'Referral Procedures' for using Click and Go. It would be hoped that PTs/DHT's will be able to respond to Referrals within 3 days. Where it is an extremely serious incident immediate action will be taken.

\*Please be careful in the language used in a referral – it is a public document!

## **Class Teacher Action**

**Informal Warning** – This is the informal stage at which a pupil should realise that they are about to embark on an undesirable path. Staff should get into the habit of using the language “That is your informal warning .....”

**1<sup>st</sup> Warning - Formal Verbal Warning** – Staff should **formally** caution a pupil by issuing this warning. “That’s your 1<sup>st</sup> formal warning...” This should be logged on Click and Go as a demerit. Although pupils may be given a formal verbal warning, it is expected that teachers will encourage and cajole pupils throughout the lesson to keep them on task. (‘I need you to .....’ or ‘I want you to .....’) The ‘formal’ warning should never remove the facility to encourage pupils and keep them occupied.

**2<sup>nd</sup> Warning - Move of Seat/ 5 Minute ‘Cooling-Off Period’** – Staff should use the phrase ‘That’s your second warning...’, and mark it as another demerit on Click and Go. Teachers should then move the pupil’s seat or put the pupil out of class for 5 minutes to ‘cool down’. The pupil should then be given the chance to settle in the class. If there is still no improvement then the teacher should warn the pupil that the next stage will involve them being withdrawn from class and referred to the PT.

**3<sup>rd</sup> Warning - Removal to departmental/whole-school cooler room** – Some departments may be big enough to organise this internally – it seems to work best when a pupil is sent to a class containing a different year group. The whole-school cooler uses senior school classes only. Whether a pupil is to be removed to the departmental or whole-school cooler is the decision of the Principal Teacher, therefore the class teacher at this point must contact the PT. **The class teacher should log this final stage on Click and Go by issuing the 3<sup>rd</sup> demerit, and by generating a referral, which should be forwarded to the Principal Teacher (Subject).**

## **Principal Teacher (Subject) Action**

Principal Teachers (Subject) are responsible for the behaviour in their departments. PTs should closely monitor behaviour using click and go, informal discussion and Departmental Meetings. In the first instance (unless a very serious incident occurs), teaching staff should refer persistent misbehaviour (4th Warning and repeat offenders) to the Principal teacher subject. Each department should have a departmental policy in line with the school policy. Actions agreed are:

- Departmental detention (Appendix 11)
- Departmental Cooler(Appendix 12)
- Whole school cooler (Appendix 12)
- Whole school detention
- Removal from class for number of periods
- PT Contact with parents by phone (after consultation with PT Pastoral Care)
- Letters home – Letter 1 and 2 (Appendix 2 and 3)
- Departmental Behaviour Monitoring Card (Appendix 10)

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## **Principal Teacher (Pastoral Care) Action**

Pastoral Care staff will monitor these demerits on a weekly basis. Five demerits in any one week will be a trigger point for them to take action.

This action will consist of:

1<sup>st</sup> occasion – warning

2<sup>nd</sup> occasion – phone call home

3<sup>rd</sup> occasion – standard letter home inviting parents to make contact by phone to arrange to attend for interview (Appendix 4).

4<sup>th</sup> occasion - standard letter home giving parents time for meeting / monitoring card issued (Appendix 5).

Persistent offenders – raised with appropriate DHT at House Meetings.

## **SMT Action**

SMT will ensure that referrals and serious incidents are dealt with the agreed timescale. SMT action may consist of:

- Warning
- Whole School Detention
- Phone call home
- SMT Letter Home (Appendix 6)
- Parental Interview
- Behaviour Support/SFL/Pupil and Family Support
- Removal from class to E-Room/Pupil Support Base for day/week (recorded and parents notified)(Appendix7)
- Monitoring Card
- Referral to Joint Assessment Team
- Exclusion

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## **Sanctions**

### **Departmental/Whole School Detention**

A detention system which includes both whole and (optional) departmental detention is in operation. In addition to the recording of demerits pupils may be given departmental detention, which will be logged on Click & Go and monitored by the PT Subject (Appendix 11).

Twice a week whole detention is operated by staff volunteers. These detentions are issued for late-coming, corridor misbehaviour and persistent disobedience.

If whole-school detention is to be used staff should complete the appropriate detention slip and place this in the box in the school office. **Only SMT and Pastoral Care staff can issue whole school detention.** The HT will determine the date and time of the detention. Parents/Guardians will be sent a notification slip regarding the detention. Pupils will be given 2 chances to attend the detention. Pupils who fail to attend detention on the second occasion will be excluded to the E-Room for one day, and parents notified.

### **Departmental Cooler Room**

If a pupil has to be removed from a class, a Principal Teacher may decide to send them to work in another classroom in the department. This departmental cooler arrangement occurs in some of the larger departments. The class teacher should send work for the pupil to complete. A generic task is also available (Appendix 12).

### **Whole School Cooler Room**

If a pupil has to be referred to a whole school cooler period' PT's should contact the e-room. The member of staff in the e-room will inform the PT where to send the pupil. The e-room member of staff will then phone the receiving department and give them the name of the pupil to expect. This information will be logged in the e-room. If a pupil does not appear at the 'cooler room' within 5 minutes the receiving member of staff should contact the e-room and report this. This information will be passed onto the appropriate DHT for further action. **No pupil should be sent to the front of school** .The pupil may be sent to a cooler room with work. If not all staff have been issued with a generic cooler task (Appendix 12)

### **E-Room**

An E-Room facility has been developed for pupils whose conduct has repeatedly or seriously infringed either school or class rules. Such pupils are removed from all subjects for a day or more and have a different interval and lunchtime to avoid contact with other pupils. Parents are informed by letter of their child's misbehaviour and the number of days he/she will be in the e-room (Appendix7).

### **Pupil Support Base**

A Pupil Support Base has also been developed for pupils as response to a variety of needs e.g. for part of a timetable, to calm down, as a phasing-in mechanism or as a result of chronic truancy.

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### **'Duty' system**

A member of the SMT is 'on duty' each period in the week. **This is meant for emergency situations only.** SMT will move around the school, check 'out of bounds' areas, speak with pupils if they are outside a room, go into classes to check uniform and acknowledge good behaviour. They will also be 'on call' to deal with emergency situations.

If a serious incident occurs and no telephone is available, staff should send a reliable pupil to their PT or nearest member of staff (if displaced) to telephone for assistance. If the SMT 'Duty' person is not available telephone the office who will find someone else quickly. **This system should not be used to remove pupils to work elsewhere.**

## **Staff Development (CPD)**

Regular re-visiting of discipline issues and strategies is essential to ensure that a positive ethos is maintained. The CPD Base allows opportunities for staff to research current thinking on this topic via books, CD Roms and websites. It can also be used for small groups meetings and INSET training.

### **CPD Base**

- Computers (Behaviour CD-Rom "Dealing with Disruption")
- Papers/books etc on discipline
- Copies of policy
- Supplies of paperwork
- Web-site details

### **INSET**

- 'Assertive Discipline / Dealing With Challenging Pupils Inset – Geoff Moss
- Groups to meet with SFL/Behaviour Support on a regular basis to discuss strategies
- Informal/formal case conferences on individuals
- Opportunities to team teach/co-op to be made available more widely if possible (to share good practice)
- Discipline/rewards/positive ethos to feature in DM discussions on L&T
- Use 'Promoting Positive Behaviour' workshop material (or similar)
- Cooperative Learning Training
- Inserts in Newsletter from 'Behaviour Matters'