



Promoting Positive Behaviour

"To influence the emotional development of all pupils by fostering an atmosphere of diligence, tolerance, co-operation and mutual respect at all levels within the School."

School Aim

This policy is under review

Introduction

The above aim of the school summarises the principles on which the school's policy of behaviour management is based. Key elements of this are:

- Fostering good relationships within the school and with parents and the wider community
- Ensuring staff have clear, consistent and concise expectations of pupils and use positive encouragement of appropriate behaviour
- Promoting good communication within the school, leading to an early identification of potential problems for individual and groups of pupils
- Promoting good communication with parents and early involvement of parents, should problems arise
- Ensuring expectations and sanctions are linked to the rights and responsibilities in our Rights Respecting School Charter
- Deploying sanctions for inappropriate behaviour which are effective and fair
- Reforming pupil behaviour through self-reflection
- Restoring relationships between pupils, where there have been tensions.

Details of the Jordanhill School Charter, Classroom Charter, Ready Routine and the Partnership Agreement for senior pupils and sanctions are given below.

OUR RIGHTS

WE HAVE THE RIGHT TO

 <p>LEARN & ACHIEVE CHALLENGE OURSELVES IN EVERYTHING WE DO</p>	<p>BE HEALTHY & SAFE TAKE CARE OF EACH OTHER AND OUR ENVIRONMENT</p> 
<p>BE INCLUDED ENSURE OUR SCHOOL IS CARING, SUPPORTIVE AND ACCESSIBLE TO ALL</p> 	 <p>BE EQUAL TOLERANT AND RESPECTFUL OF OUR DIFFERENCES</p>
 <p>BE HEARD LISTEN TO ALL OPINIONS</p>	<p>PLAY & REST BALANCE SCHOOL WORK WITH LEISURE</p> 



JORDANHILL SCHOOL CHARTER

Classroom Charter and the Ready Routine

The Classroom Charter exists to help pupils take responsibility for their learning and behaviour.



Classroom Charter

We will...

...arrive on time in an orderly manner, properly prepared for learning.

...listen to the person who is meant to be talking, respect others and their opinions.

...treat others the way you would like to be treated yourself.

...take care of materials, equipment and the environment.

...use technology responsibly.

...follow teachers' instructions.

The Ready Routine should assist pupils to get organised at the start of lessons and allow teachers to make a prompt start.



Ready Routine

Resources out

Edibles away

All bags and coats off

Diaries out

You're ready!

Rules for Behaviour in Corridors and School Grounds

Corridors and School Grounds

Rules for behaviour in corridors and school grounds are there to help us keep pupils safe. They also help us to create a good atmosphere, which helps people to feel happier in school. Lastly, it promotes the school's reputation in the community. The behaviour of our pupils is something that affects how others see us as a school.

In moving around the school and its grounds pupils should:

- Behave in a way which ensures their safety and the safety of others
- Respect others in the school who are working quietly
- Avoid clearly indicated areas which are out of bounds, often for health and safety reasons, including all roofs
- Always walk quietly on the left in corridors and on stairs, leaving room for those coming in the opposite direction
- Treat fellow pupils with respect and avoid anti-social and selfish behaviour such as pushing, jostling and spitting
- When travelling to classes at the change of periods all electronic equipment, including mobile phones, should be put into blazer pockets or bags
- It is everyone's responsibility to maintain the buildings and grounds in excellent condition. This means that:
 - all litter must be placed in bins
 - food and drink may be consumed only in the Refectory or Atrium, the playground or the S6 study room and not inside the buildings
 - any instances of vandalism must be reported immediately
 - chewing gum, fizzy drinks or high energy drinks should not be consumed in school at any time

Outwith the School

Outside the school, pupil behaviour can affect the reputation of the School. We expect pupils to:

- Wear full school uniform when travelling to and from school and arrive in good time
- Always behave in a polite and considerate way when you come into contact with members of the public
- Care for the environment through which you pass e.g. put any litter in the nearest bin and avoid any prohibited areas

Partnership Agreement for Senior Pupils

As pupils progress through the school it is expected that they will develop the social and personal skills which will enable them to assume more responsibility for their own learning and their own behaviour. For pupils admitted to S5 and S6, these conditions are set out in a partnership agreement, which identifies the responsibilities of the school and of the student. The details are contained in the Senior Planner.

The commitment from the school covers:

- Entitlement to an appropriate curriculum
- Access to high quality careers guidance
- Opportunities for personal development

The student is expected:

- To make an educational commitment to work towards agreed targets, enshrined in a Personal Development Plan
- To attend General Interest Courses and Core PE throughout the year, as these are compulsory subjects
- To make a personal commitment to behave in a responsible way
- To maintain high standards as a role model for younger pupils (this includes punctuality, attendance and behaviour)
- To maintain good relationships with the rest of the School community
- To play an active and leading part in the life of the School as Prefects, House Captains, members of the school Council, the S6 Charity, school committees, sporting teams and community involvement.

Praise and Reward

The Praise and Reward system is currently under review.

Sanctions

It is the School's policy to provide positive encouragement and recognition to pupils who abide by the Jordanhill School and Classroom Charters and the subsequent rules. Equally, it is recognised that there are occasions when sanctions have to be applied and it is the School's policy to take the minimum action required to be effective in promoting positive behaviour. This flexibility is particularly important because of the age range of the pupils in Jordanhill School.

The sanctions which may be used are shown on the following page. Please note that, with the exception of the first and the last three items, the list is not hierarchical.

Interventions

The table below summarises the sanctions which may be used. As exemplified in this table, emphasis is placed upon informing parents of problems at an early stage. This model has been constructed on the basis:

Sanction	Primary/ Secondary	Parental Information
Reprimand	P and S	None.
Yellow Referral	P6/7 and S	Parental signature required.
Yellow Homework Referral	P6/7 and S	Parental signature required.
Red Referral	S only	A parental signature will be required and parents may also be telephoned or invited into school depending on the incident and if the Red Referral is issued by a class teacher, Principal Teacher or DHT.
Red Homework Referral	S only	A parental signature will be required and parents may also be telephoned or invited into school depending on the level of concern.
Behaviour or Latecoming Card	P and S	<ul style="list-style-type: none"> ➤ Discussed with parent ➤ Signed by parent on daily or weekly basis ➤ Pupil reports to either PT PC or DHT
Cause for Concern letter	P or S	Information for parent, parent invited to phone or come into school.
Detention (1 hour)	S only	Standard letter (parental signature required)
Internal Exclusion	P and S	Phonecall to parents from the DHT or letter home.
Exclusion	P and S	<ul style="list-style-type: none"> ➤ Parents informed by letter and possibly telephone call ➤ Discussion with parent upon return to school: Assurance of Future Cooperation signed by pupil ➤ Parent informed of right of appeal to Board of Managers
Removal from the Register	P and S	<ul style="list-style-type: none"> ➤ Discussion with Parent ➤ Confirmed by recorded letter ➤ Parent informed of right of appeal to Board of Managers