



## Alness Academy Principles of Working & Learning



## Alness Academy Behaviour Policy

---

## CONTENTS

---

|                                |   |
|--------------------------------|---|
| Improving behaviour in schools | 3 |
|--------------------------------|---|

|                |   |
|----------------|---|
| Classroom Code | 4 |
|----------------|---|

---

|                                  |   |
|----------------------------------|---|
| Recognising positive achievement | 5 |
|----------------------------------|---|

|                    |   |
|--------------------|---|
| Behaviour Concerns | 6 |
|--------------------|---|

---

|             |   |
|-------------|---|
| Punctuality | 6 |
|-------------|---|

|                   |   |
|-------------------|---|
| Deadlines not met | 7 |
|-------------------|---|

|                         |   |
|-------------------------|---|
| Failure to wear uniform | 8 |
|-------------------------|---|

|                           |   |
|---------------------------|---|
| Mobile Phone use in class | 9 |
|---------------------------|---|

|                                          |    |
|------------------------------------------|----|
| SEEMIS INSTRUCTIONS FOR BEHAVIOUR POLICY | 10 |
|------------------------------------------|----|

---

|                             |    |
|-----------------------------|----|
| Placing a demerit on Seemis | 10 |
|-----------------------------|----|

|                                     |    |
|-------------------------------------|----|
| Sending a text message using Seemis | 10 |
|-------------------------------------|----|

|                                |    |
|--------------------------------|----|
| Recording a Referral on Seemis | 11 |
|--------------------------------|----|

---

# Improving behaviour in schools

Positive behaviour and engagement with school is crucial to good educational attainment. Improving the behaviour of young people in school and increasing engagement with education is now a feature of education policy across the UK.

Improving the behaviour and engagement of school pupils is instrumental in achieving this. Research has shown considerable benefits for young people, projects and communities as a result of improved behaviour in school.

Why tackle poor behaviour?

Disruptive behaviour in the classroom reduces children's ability to concentrate and take in information, **and causes great stress for teachers**. Behaviour which is persistently poor and disruptive limits the ability of children and young people to realise their potential in the classroom.

Effective intervention at an early stage is essential to ensure that this behaviour does not become persistent and lead to exclusion.

What are the benefits to improving behaviour in schools?

Identifying and addressing the causes of disruptive behaviour early makes the everyday experience of classroom learning easier, and removes the barriers to concentration and progress which are created by a disrupted learning environment.

The benefits of improved behaviour are felt by disruptive pupils, as well as those having their learning disrupted by the poor behaviour of others.

Benefits include:

- Improved learning environment.
- Better engagement with school leading to higher
- Educational attainment.
- More positive relationships with teachers, making school a more pleasant environment.

Benefits for teachers

- Less stressful working environment.
- More time for teaching as less time is spent on discipline issues.
- Opportunity to build positive relationships with pupils.

What works?

Early intervention

It is important to identify at an early stage those young people who are:

- struggling to focus and engage with education; and
  - starting to show negative behaviour due to lack of focus.
-

Early intervention provides you with the opportunity to re-engage young people in education before their behaviour becomes embedded and such a problem that they face exclusion, and the associated damage to their long-term prospects.

## Classroom Code

Please note - See individual personalised behaviour support for identified pupils.

| DISCIPLINE PROCEDURE                                          |                                                       |                                                                                                                                               |
|---------------------------------------------------------------|-------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Prior to the start of the lesson:</i>                      |                                                       |                                                                                                                                               |
| Pupil disrupts the start of the lesson by being late to class |                                                       | Issue warning and <b>mark late to class(SEEMIS)</b>                                                                                           |
| <i>Start of lesson:</i>                                       |                                                       |                                                                                                                                               |
| 1                                                             | First misdemeanor                                     | Issue first warning                                                                                                                           |
| 2                                                             | Second misdemeanor                                    | Issue second warning, move seat, informed of next steps                                                                                       |
| 3                                                             | Third misdemeanor                                     | Duty Call if required - Send to transfer class on blue slip with <b>appropriate work to do</b>                                                |
| 4                                                             | Sent out of transfer class for poor behaviour         | Blue slip ticked by host teacher and pupil is sent directly to SMT(Duty Call)                                                                 |
| 5                                                             | Pupil sent back to class after time in transfer class | Blue slip is sent to FH where it will be recorded using Google Form.<br>Text message will be sent to inform parent/carer                      |
| 6                                                             | Serious Offense                                       | Yellow slip is completed and pupil should be sent directly to SMT(Duty Call). Recorded using Google Form                                      |
| 7                                                             | Consistent poor behaviour                             | <ol style="list-style-type: none"> <li>1. Detention issued by FH - 1.20 - 1.30pm</li> <li>2. Referral to SMT (Google Form) from FH</li> </ol> |

---

## Recognising positive achievement

---

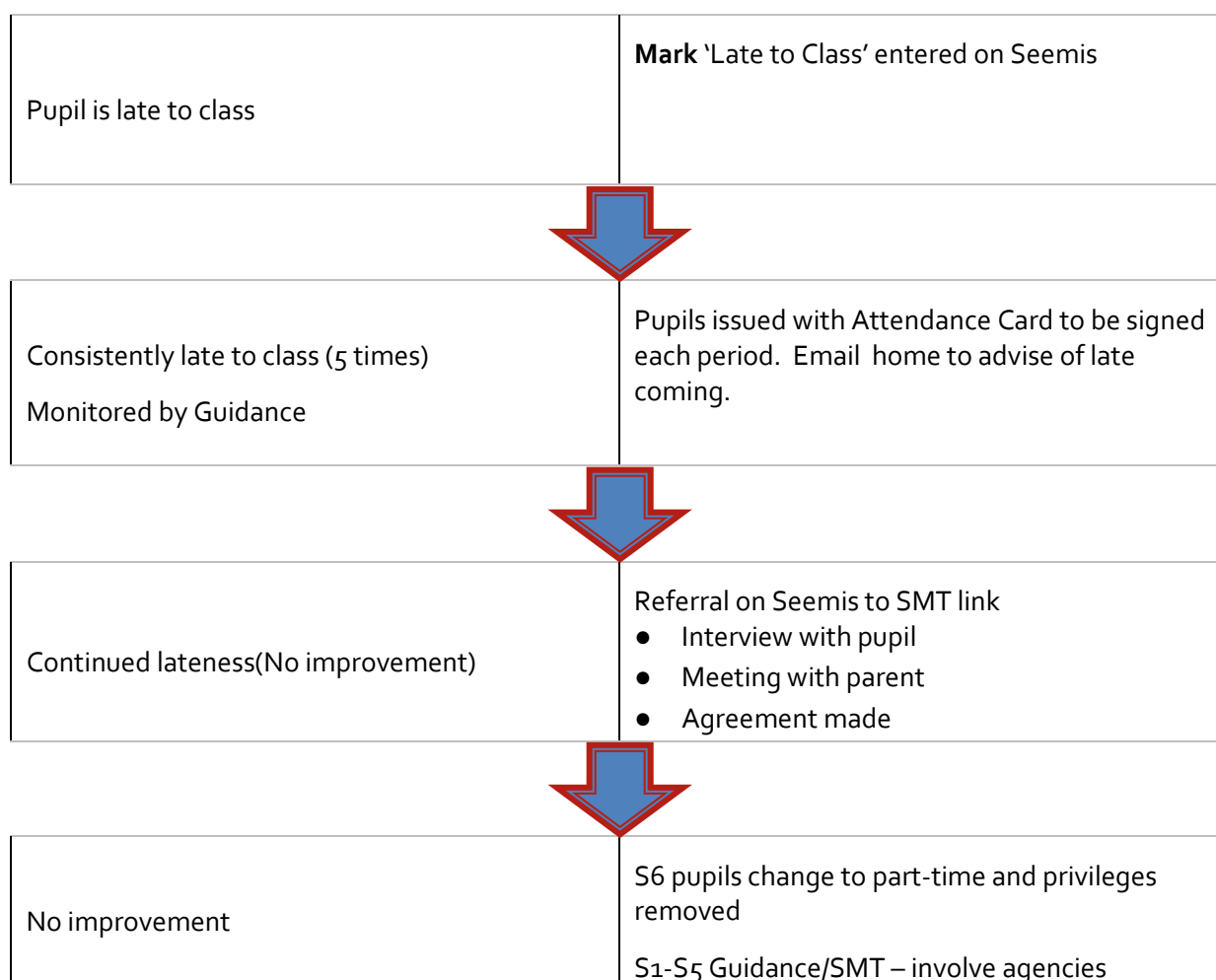
**EPraise** - We have recently introduced our new ePraise system. The aim of our new praise system is to motivate students, recognise achievements, engage parents/guardians and save teachers time.

**New House Structure** - We now have a new house structure where the Senior Management Team are linked to a house. This is a change from the current year group structure. The senior management team will work closely with the guidance team to support pupils. If you have any questions, queries or just want to talk to someone about your child their guidance teacher should be the first point of contact.

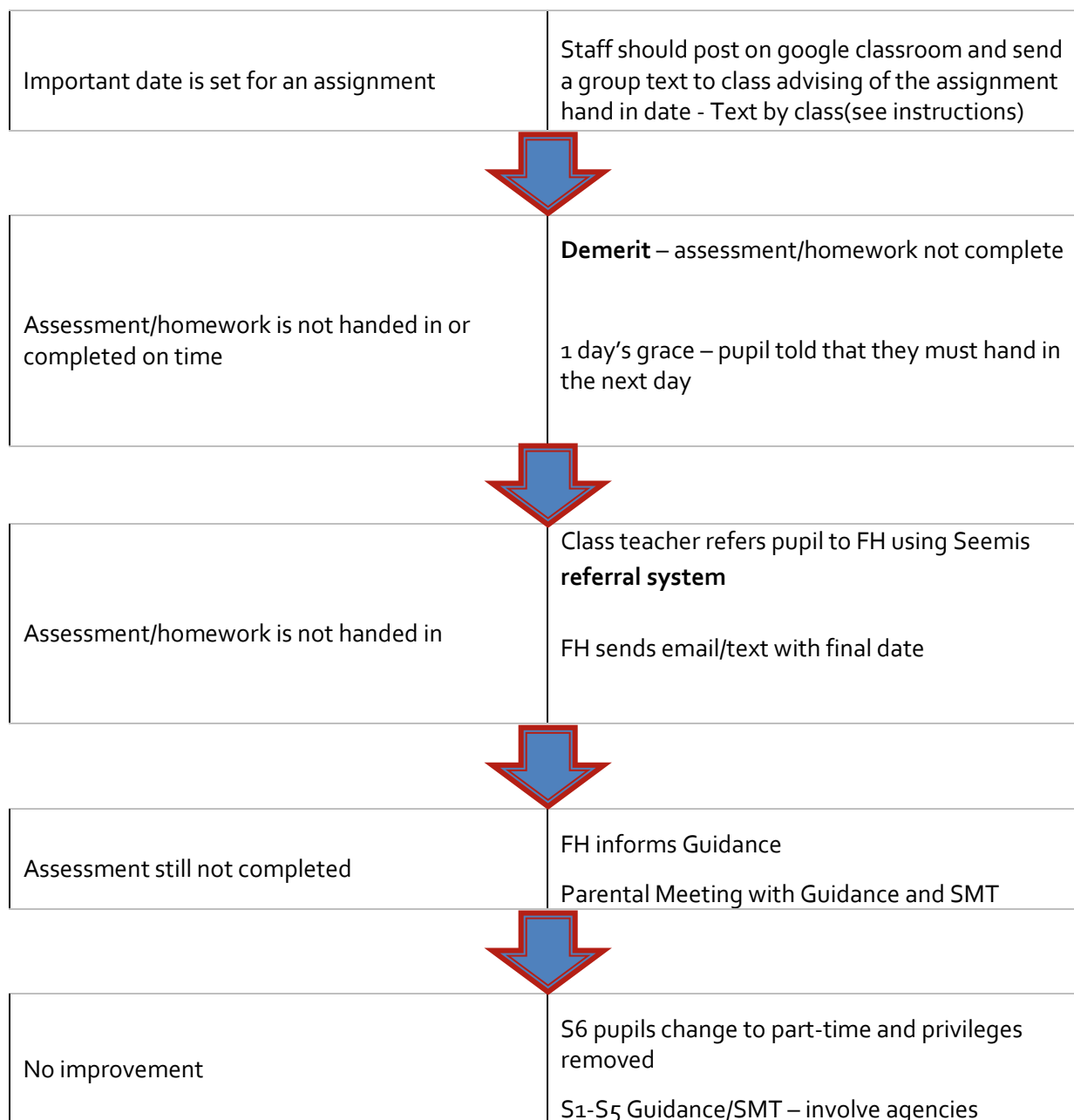
| House   | Head of House | Guidance Teacher | Email                           |
|---------|---------------|------------------|---------------------------------|
| Ardross | Mrs Murray    | Mrs Taylor       | mairi.maclellan@highland.gov.uk |
| Dalmore | Mr MacRae     | Mr Urquhart      | rob.urquhart@highland.gov.uk    |
| Fyrish  | Mr Dunsmuir   | Mr Honor         | paul.honour@highland.gov.uk     |

## Behaviour Concerns

### Punctuality



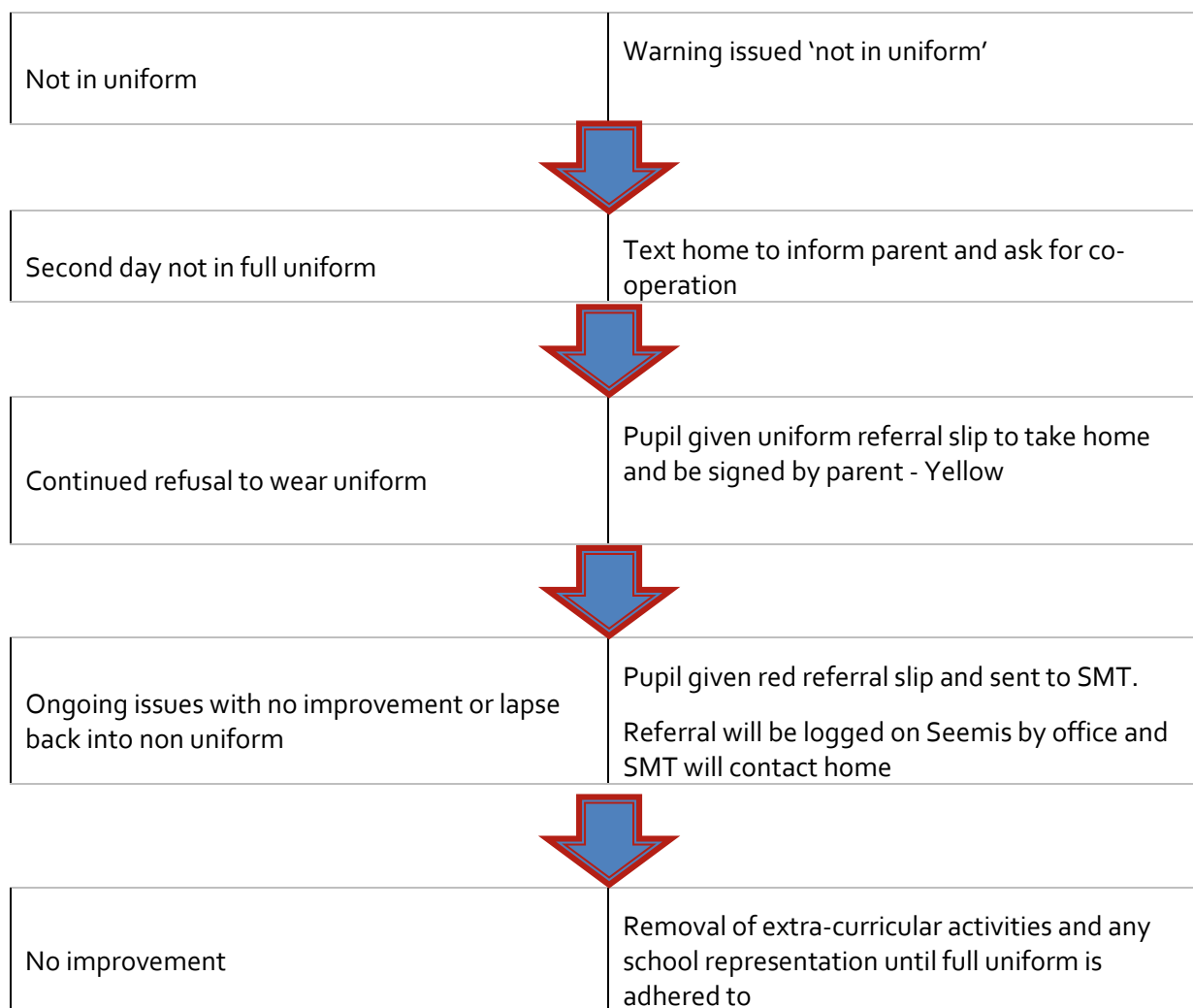
## Deadlines not met





## Failure to wear uniform

Failure to wear uniform is something that should be picked up during registration in the morning. Some S5 and S6 pupils will have discretionary and may not attend registration – if you are in any doubt please record any infringement.



# Alness Academy

## Personal Mobile Phone/Device Policy

### Introduction and Aims

At Alness Academy the welfare and well-being of our pupils is paramount. The aim of the Mobile Phone Policy is to allow users to benefit from modern communication technologies, whilst promoting safe and appropriate practice through establishing clear and robust acceptable mobile user guidelines. This is achieved through balancing protection against potential misuse with the recognition that mobile phones are effective communication tools.

It is recognised that it is the enhanced functions of many mobile phones that cause the most concern, offering distractions and disruption to the working day, and which are most susceptible to misuse - including the taking and distribution of indecent images, exploitation and bullying. However as it is difficult to detect specific usage, this policy refers to ALL mobile communication devices.

### Scope

This policy applies to all individuals who have access to personal mobile phones on site. This includes staff, volunteers, children, young people, parents, carers, visitors and contractors. This list is not exhaustive. This policy should also be read in relation to the following documentation:

- [Safeguarding Children Policy](#)
- [Highland Council Anti-Bullying Policy](#)
- [Photography at School Events Guidance](#)
- [Scottish Government - Mobile phones: guidance for Scotland's schools](#)

### Code of conduct

A code of conduct is promoted with the aim of creating a cooperative workforce, where staff work as a team, have high values and respect each other; thus creating a strong morale and sense of commitment leading to increased productivity.

---

Our aim is therefore that all practitioners:

- have a clear understanding of what constitutes misuse.
- know how to minimise risk.
- avoid putting themselves into compromising situations which could be misinterpreted and lead to possible allegations.
- understand the need for professional boundaries and clear guidance regarding acceptable use.
- are responsible for self-moderation of their own behaviours.
- are aware of the importance of reporting concerns promptly.

It is fully recognised that imposing rigid regulations on the actions of others can be counterproductive. An agreement of trust is therefore promoted regarding the carrying and use of mobile phones within the setting, which is agreed to by all users:

#### **Personal Mobiles - Staff recommendations**

- Staff should have their phones on silent or switched off and out of sight (e.g. in a drawer, handbag or pocket) during class time.
- Mobile phones should not be used in a space where children are present (eg. classroom, playground).
- Use of phones (inc. receiving/sending texts and emails) should be limited to non-contact time when no children are present e.g. in office areas, staff room, empty classrooms.
- It is also advised that staff security protect access to functions of their phone.
- Where appropriate mobiles can be used for music. eg Scottish dancing/fitness
- Staff should report any usage of mobile devices that causes them concern to the Headteacher.

#### **Mobile Phones for work related purposes**

We recognise that mobile phones provide a useful means of communication on offsite activities. However staff should ensure that:

- Mobile use on these occasions is appropriate and professional
  - Mobile phones should not be used to make contact with parents during school trips – all relevant communications should be made via the school office.
-

## Personal Mobiles/Devices - Pupils

We recognise that mobile phones are part of everyday life for many children and that they can play an important role in helping pupils to feel safe and secure. However we also recognise that they can prove a huge distraction in school and can provide a means of bullying or intimidating others.

Therefore:

- Pupils are not permitted to have mobile phones out in the school building during the school day (Please see times below). This includes in the corridors.
- We are adopting an out of sight out of mind policy..
- Any pupil that is using their mobile phone during period times will have it confiscated. It will be sent to the member of SMT for that year group.
- Phones can be collected at lunch or the end of the day depending on the period.
- For persistent offenders, SMT will contact parents.
- Parents may be requested to collect the pupil's phone.

Where mobile phones are used in or out of school to bully or intimidate others, then the SMT has the power to intervene 'to such an extent as it is reasonable to regulate the behaviour of pupils when they are off the school site' - refer to [Highland Council's Anti-Bullying Policy](#).

**Volunteers, Visitors and Contractors** - All Volunteers, Visitors and Contractors are expected to follow our mobile phone policy as it relates to staff whilst on the premises. On arrival, such visitors will be informed of our expectations around the use of mobile phones.

We do allow parents to photograph or video school events such as music concerts and sports days using their mobile phones – but insist that parents do not publish images. (e.g. on social networking sites) that include any children other than their own. *Please refer to Guidance on the Use of Photographic Images and Videos of Children in Schools.*