STRANRAER ACADEMY

POSITIVE BEHAVIOUR POLICY INFORMATION

"WORKING TOGETHER ACROSS CULTURE, CLASSROOMS AND COMMUNITY TO BE A SCHOOL STRANRAER CAN BE PROUD OF"

⬆ **AIM HIGH**

⚙ **WORK HARD**

💛 **BE KIND**

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Stranraer Academy Positive Behaviour Policy

Rationale

At **Stranraer Academy**, we are committed to creating a calm, safe, respectful and nurturing environment where every learner can thrive. Our school aims to be a place where all members of the community feel valued, supported, and treated with dignity—built on strong, trusting relationships between staff, pupils, and families.

We believe that positive behaviour stems from clear expectations, consistent adult responses, and a culture of kindness. Inspired by the principles of *Paul Dix*'s *"When the Adults Change, Everything Changes"*, our approach prioritises relationships, calmness and clarity.

Our vision —
"Working Together Across Culture, Classrooms and Community to be a School Stranraer Can be Proud Of" —
reflects our shared responsibility for maintaining a positive and inclusive climate for learning.

We are proud to promote our school values of:

- **Aim High** – We believe in setting clear expectations and encouraging young people to reach their potential. By modelling high standards in behaviour and attitude, staff help create an environment where learners believe in their ability to improve and succeed.
- **Work Hard** – Learning positive behaviour takes practice, reflection and persistence. Just as we challenge our learners to engage with their studies, we support them in building self-discipline, resilience and emotional regulation.
- **Be Kind** – Kindness is a cornerstone of our behaviour culture. We expect staff and pupils to treat each other with care and respect, understanding that compassion is essential to restoring relationships and building a strong sense of community.

Our Ethos

Our school ethos is shaped by the belief that every pupil can succeed when they feel safe, supported and respected. Consistent adult behaviour, clear boundaries, and restorative approaches underpin our approach to managing behaviour. We aim to respond, not react—recognising that behaviour is a form of communication.

Our school values form the foundation for the social, emotional and moral development of our pupils, encouraging them to become not only successful learners, but responsible citizens and confident individuals.

Our Aim

Stranraer Academy will be a whole school where everyone is encouraged to do their best; a school in which a whole community takes pride. We are committed to helping young people achieve their full potential both within and beyond the classroom.

Our vision for behaviour is one of high support and high expectation. We know that by nurturing strong relationships, reinforcing positive choices, and maintaining clear and consistent boundaries, we give every young person the best opportunity to flourish.

Achieving Our Goals

If we are to bring this vision to life, every member of our school community has a part to play. These shared responsibilities help create the positive, respectful environment we all want to be part of.

Pupils are expected to take responsibility by:

- Arriving on time, ready to learn, and prepared to take part fully in school life
- Wearing the school uniform as a clear commitment to being part of our learning community
- Showing respect and kindness to others in words and actions
- Following instructions from staff and responding positively to adult direction

- Respecting the learning environment and the right of others to learn without disruption
- Moving calmly and safely around the school building
- Taking responsibility for their own behaviour and engaging in restorative conversations when needed
- Looking after school equipment and shared spaces with care
- Demonstrating our school values — *Aim High, Work Hard and Be Kind* — in all aspects of school life

Staff are expected to take responsibility by:

- Setting consistently high expectations, underpinned by clarity, kindness and fairness
- Promoting positive behaviour through calm, relational and emotionally consistent practice
- Modelling the school values — *Aim High, Work Hard and Be Kind* — in all interactions
- Creating a safe, respectful and inclusive learning environment
- Building supportive relationships where pupils feel listened to, cared for and secure
- Using engaging and inclusive teaching approaches that enable all pupils to succeed
- Recognising and celebrating effort, progress and achievement
- Applying routines, rewards and consequences consistently and fairly

Parents and Carers are expected to take responsibility by:

- Communicating openly and positively with school staff about matters such as attendance, punctuality, wellbeing, uniform and homework
- Reinforcing the school's high expectations around behaviour, effort and school dress at home
- Encouraging their child to live the school values — ***Aim High, Work Hard and Be Kind*** — in and out of school
- Engaging in school life through participation in parent meetings, reviews, events and other opportunities for partnership
- Working closely with staff to support their child's needs and to develop shared strategies for success
- Supporting the school's behaviour approach by promoting respect, responsibility and positive choices
- Ensuring that the school has up-to-date contact information in case of emergency or important communication

Responding to Pupil Misbehaviour

At Stranraer Academy, we understand that supporting positive behaviour is a shared responsibility, and we recognise that there will be times when pupils make mistakes. When this happens, our response should be calm, consistent and rooted in our school values.

While our focus is always on promoting positive choices, staff are prepared to respond to disruption in a way that protects the learning environment and maintains strong relationships. Responses should prioritise **restorative practice**, allowing pupils to reflect, repair, and return ready to re-engage.

Staff are trusted to use professional judgement and choose the most appropriate response for the situation, based on what they know works for their learners. Some possible responses include:

- A calm conversation with the pupil to reset expectations and restore focus
- Offering specific praise or positive reinforcement to rebuild connection and encourage better choices
- Moving the pupil's seat to support focus and de-escalation
- A short, time-limited break from class (e.g. maximum five minutes) with a clear plan to return and re-engage. If behaviour does not improve and continues to disrupt learning, a supervised time-out may be used with a clear plan for reintegration
- Detention used proportionately, with a clear purpose, time for reflection, and an opportunity to repair relationships
- Holding a restorative meeting with the pupil to identify barriers, agree behaviour targets, and set a review date
- Agreeing a short-term, class-based support plan (e.g. adjusted seating, check-ins) with the pupil and teacher
- Providing differentiated materials or scaffolding where learning needs may be contributing to behaviour
- Looking at where the pupil is behaving well and exploring successful strategies that could be applied more widely (including peer observation if appropriate)
- Referring to agreed support strategies (e.g. ADHD/ASD posters) to better understand and meet individual needs

Any behavioural concerns at this stage that require formal recording should be logged on SEEMiS — either as a demerit or, for more significant concerns, as a referral directed to the appropriate Principal Teacher Curriculum (PTC). Unless marked as *For Information Only*, the PTC will respond to the referral by offering feedback, providing advice, or identifying appropriate actions to support the member of staff in addressing the behaviour. These actions may include:

- Speak with the pupil to explore the incident and reinforce expectations.
- Liaise with the Pupil Support team to identify any underlying pastoral factors that may be influencing behaviour.
- Arrange a temporary removal to another classroom where appropriate — parents/carers should be informed of this step.
- Support the pupil to offer a verbal or written apology as part of restorative practice.
- Contact home to share concerns and work in partnership to support improvement.
- Apply further faculty-based sanctions, such as a detention — ensuring time is given for pupils to eat and use the toilet during interval or lunchtime.

Responding to Class Misbehaviour

Where behavioural concerns involve a significant number of pupils within a class or a specific class group, staff may implement a range of supportive strategies — informed by their professional judgement — to improve the classroom environment and encourage positive change. These may include:

- Co-constructing classroom expectations with pupils to build shared responsibility and clarity.
- Establishing a seating plan that supports both relationships and learning.
- Setting collective goals or targets to promote focus, motivation and accountability.
- Using a class monitoring timetable to track patterns of behaviour over the week and inform next steps.
- Introducing positive reinforcement systems such as merit charts or friendly competitions.
- Embedding short, meaningful rewards (e.g. five minutes of preferred activity at the end of a period or week) to sustain engagement and effort.
- Adapting teaching approaches to better meet the needs, strengths and interests of the class.
- Identifying other contexts or classes where the group demonstrates positive behaviour and, where appropriate, observing to reflect on what strategies are contributing to success.

Responding to Serious Misbehaviour

In cases of serious misbehaviour, it is essential to maintain the safety and wellbeing of all members of the school community.

Serious misbehaviour includes, but is not limited to:

- Persistent or extreme defiance
- Physical or verbal abuse of staff or pupils
- Deliberate damage to property
- Behaviour that causes significant offence or harm

In such instance staff should follow the steps below:

- Contact the relevant PTC in the first instance, providing a clear and factual account of the incident. If the class teacher feels the incident is sufficiently serious or urgent, they may instead contact the school office to request immediate support from SLT. A SEEMiS referral should be submitted to the PTC at the next appropriate opportunity, clearly outlining the behaviour and any actions taken.
- If the PTC is available, they will attend, remove the pupil from the class or location if necessary, and provide immediate support.
- If the PTC believes the incident requires further intervention, they will contact the school office to seek assistance— this will typically be the Year Head or member of SLT on duty.
- If the PTC is unavailable, staff should phone the school office. Office staff will then contact a member of SLT to respond.
- In response to serious misbehaviour, the PTC may decide that a pupil should be removed from class for a period of time within the faculty. Where the behaviour is more serious or has a wider impact, an alternative to exclusion may be put in place — for example, time in the Nurture Wing or being temporarily extracted from mainstream classes under the supervision of the Year Head.
- Formal exclusion from school remains a last resort. However, it may be considered appropriate where the pupil's presence poses a serious risk to the safety, wellbeing or good order of the school community, or where a period of time away from school is deemed necessary to create space for reflection, regulation and a supported return.

Request for Assistance

Where behaviour concerns persist despite the use of appropriate classroom strategies, staff may seek additional support through the Request for Assistance process. This involves the class teacher providing a clear summary of the concerns along with the strategies already implemented to support the pupil. The aim is to work collaboratively with the Principal Teacher to identify next steps and help the young person re-engage positively with learning.

(See Appendix 1 for Request for Assistance form)

Requests for Assistance may also be submitted to the PTC for classes within the faculty where, over a sustained period of time, behaviour has consistently disrupted learning and teaching, and where a wide range of strategies, such as those outlined in the above section, have been implemented without achieving the desired impact.

In instances where behaviour concerns relate to an individual pupil, the PTC may implement a range of strategies to address the issue and support the pupil to engage more positively in class. These may include:

- Discussion with the classroom teacher to review concerns and identify helpful strategies.
- Meeting with the pupil to reinforce expectations and agree on steps for improvement.
- Contact with home to share information and seek support.
- Arranging a meeting with parents/carers to develop a shared plan.
- Implementing a targeted timetable within the faculty to provide structure and support.
- Observation of the pupil in class to gain further insight into behaviours.
- Short-term extraction from class where necessary, with a plan for reintegration.
- Considering a change of class or set within the faculty if this is likely to support improvement.
- Creation of a pupil plan to outline targets and support strategies.
- Discussion with PT Pupil Support to identify any wider issues impacting behaviour.

Where a Request for Assistance relates to a specific class, the PTC may implement a range of supportive actions to improve the classroom environment. These may include:

- Classroom observation to better understand the context and challenges.
- Providing a visible presence and offering a reminder of expectations at the start of lessons.
- Arranging an agreed check-in with the teacher at the end of the lesson to review progress.
- Supporting the setting of class targets to focus on key areas for improvement.
- Introducing a short-term monitoring timetable led by the PTC.
- Offering advice on strategies to support effective classroom management.
- Meeting with individual pupils who are causing the greatest concern to reinforce expectations.
- Contacting parents/carers of those pupils to seek support and share concerns.
- Implementing short-term removal from class for pupils whose behaviour is significantly disruptive.
- Adjusting class composition within the faculty, where appropriate, to improve dynamics.

Where a Request for Assistance has been made, the PTC will continue to monitor progress over time (suggested period: six weeks), offering ongoing support and reviewing the impact of any interventions put in place.

If, after a sustained period of support, there is little or no improvement in behaviour—whether from an individual pupil or across a class—the PTC may decide that further support is required from the appropriate Year Head. In such cases, the PTC will complete a Request for Assistance form, which will include details of the original staff referral as well as a summary of the strategies and interventions they have implemented to date.

(See Appendix 2: PTC Request for Assistance Form)

The Year Head will then offer targeted support to help address the concerns raised, whether they relate to an individual pupil or a class. This support may involve a range of strategies, including:

- Providing advice and guidance to the PTC on next steps.
- Meeting with the pupil(s) to discuss behaviour and reinforce expectations.
- Visiting the class to observe, offer support, and strengthen consistency of expectations.
- Monitoring the faculty timetable to assess patterns or concerns.
- Attending parental meetings alongside the PTC where appropriate, where the concern relates to individual pupils.
- Agreeing any appropriate consequences linked to ongoing behaviour, such as removal from school events, trips, or teams, where this is judged to support a positive change.

Where all previous strategies have been implemented and concerns remain, the Year Head may decide that a short-term extraction from class is necessary. This may involve the pupil working with the Year Head for an agreed number of periods, or receiving targeted support through the school's Nurture area to help address the behaviour. In such instances, the Year Head will complete a Request for Assistance and forward it to the DHT Inclusion. Parents and carers will be informed of any extraction, and the focus will remain on supporting the pupil's return to class when appropriate.

(See Appendix 3: Year Head Request or Pupil Support Request for Assistance Form)

Any extraction will be time-limited, with the clear aim of reintegrating the pupil back into the class. During this period, the pupil remains the responsibility of the subject teacher, who should ensure appropriate work is provided.

When behavioural concerns are identified as occurring across multiple subjects rather than being limited to just a few areas, the Year Head may implement broader school-wide strategies—such as timetable monitoring, parental meetings, short-term extractions, or the removal of privileges—to support positive behavioural change.

Additionally, Principal Teachers of Pupil Support may, in response to wider wellbeing concerns, decide that adjustments to a pupil's timetable are necessary. This may involve short-term extraction from class or, in a small number of cases, the removal of a specific subject from a pupil's timetable. Where this includes input from Nurture or Inclusion areas, any decisions made should be in consultation with parents or carers.

4. Appendix 1 Request for Assistance Form (Classroom Teacher)

PUPIL/CLASS	
DATE OF REQUEST	

REASON FOR REQUEST

STRATEGIES EMPLOYED BY CLASS TEACHER

ACTION AGREED BY PT

REVIEW DATE	

PROGRESS

5. Appendix 2 Request for Assistance Form (Principal Teacher Curriculum)

PUPIL/CLASS		
DATE OF REQUEST		

REASON FOR REQUEST

STRATEGIES EMPLOYED BY PT

ACTION AGREED BY YEAR HEAD

REVIEW DATE	

PROGRESS

6. Appendix 4 Top Strategies from Paul Dix's When Adults Change- Practical Advice for Teachers

1. **Be Consistent**

   a. **Advice:** Follow through on rules and routines every day so children know what to expect.

   b. **Example:** If you say "no phones in class," enforce it every time calmly and fairly.

c. **Strategy:** Use visual timetables and clear class rules displayed to reinforce consistency.

2. **Model the Behavior You Want to See**
   a. **Advice:** Children learn by watching adults. Show respect, calmness, and kindness in your words and actions.
   b. **Example:** If a student loses their temper, respond calmly rather than shouting back.
   c. **Strategy:** Use "think aloud" to demonstrate problem-solving or managing frustration.

3. **Build Strong Relationships**
   a. **Advice:** Spend time connecting with each child individually to understand their needs.
   b. **Example:** Greet children at the door by name and ask about their interests or feelings.
   c. **Strategy:** Set aside 5 minutes daily for check-ins or brief chats.

4. **Use Positive Language**
   a. **Advice:** Focus on what children *can* do instead of what they shouldn't do.
   b. **Example:** Instead of "Don't run," say "Please walk inside."
   c. **Strategy:** Frame instructions positively and offer praise often.

5. **Stay Calm Under Pressure**
   a. **Advice:** Control your emotions to help defuse tense situations rather than escalate them.
   b. **Example:** When faced with shouting, take a slow breath before responding calmly.
   c. **Strategy:** Practice deep breathing or pause briefly before answering.

6. **Be Emotionally Available**
   a. **Advice:** Show empathy by acknowledging children's feelings and struggles.
   b. **Example:** "I can see you're upset—let's talk about what happened."
   c. **Strategy:** Use active listening, repeating back what the child says to show understanding.

7. **Reflect on Your Own Practice**
   a. **Advice:** Regularly ask yourself what's working and what could improve in your approach.

b. **Example:** After a difficult day, note which strategies helped and where challenges remain.

c. **Strategy:** Keep a teaching journal or discuss reflections with a colleague or mentor.

8. **Avoid Power Struggles**

a. **Advice:** Offer choices or alternatives to reduce conflict and give children some control.

b. **Example:** Instead of "Do this now!" say "Would you like to start with your reading or writing today?"

c. **Strategy:** Use "if-then" statements, e.g., "If you finish your work, then you can have playtime."

9. **Be Clear and Specific**

a. **Advice:** Give simple, direct instructions that leave no room for confusion.

b. **Example:** "Please put your pencil on the desk and open your book to page 10."

c. **Strategy:** Break tasks into small steps and check understanding by asking children to repeat instructions.

10. **Maintain High Expectations with Compassion**

a. **Advice:** Believe all children can achieve while supporting them through difficulties.

b. **Example:** Encourage a struggling student by saying, "I know this is hard, but I believe you can do it."

c. **Strategy:** Set achievable goals and celebrate effort as well as results.

11. **Use Non-Verbal Cues Effectively**

a. **Advice:** Use eye contact, gestures, and body language to reinforce messages without interrupting flow.

b. **Example:** A gentle touch on the shoulder to calm or a raised hand to signal quiet.

c. **Strategy:** Develop consistent non-verbal signals that students understand.

12. **Recognize Triggers**

a. **Advice:** Identify what situations make you or the child feel stressed and plan how to respond calmly.

b. **Example:** If loud noise triggers anxiety, offer a quiet space or signal to take a break.

c. **Strategy:** Keep a 'trigger diary' to notice patterns and prepare responses.

13. **Be Patient and Persistent**

a. **Advice:** Change takes time—don't give up if progress is slow. Keep trying different approaches.
b. **Example:** If a behavior doesn't improve immediately, continue gentle correction and praise efforts.
c. **Strategy:** Celebrate small steps forward and reflect on setbacks as part of learning.

14. Collaborate with Colleagues
a. **Advice:** Share ideas and support each other to maintain consistent approaches across the school.
b. **Example:** Discuss strategies for a challenging student during team meetings.
c. **Strategy:** Develop shared classroom rules and reward systems.

15. Celebrate Small Successes
a. **Advice:** Recognize and praise even minor improvements to build confidence and motivation.
b. **Example:** "I noticed you stayed on task for 10 minutes—well done!"
c. **Strategy:** Use reward charts, positive notes home, or verbal praise regularly.

8. Appendix 5 Well-being Concern Flowchart

Teacher is concerned about the behaviour of a pupil

- If the behaviour is in class they should record their concern on Seemis through either issuing a demerit or referral to PTC
  - If behavioural issues are significant and of an ongoing nature, class teacher applies strategies to support improvement in behaviour and monitors (roughly 6 weeks)
    - No noticeable improvement- RfA to PTC. PTC employs strategies to support improvement (roughly 6 weeks)
      - No noticeable improvement- RfA from PTC to Year Head. Year Head employs strategies to support improvement
        - Year Head RfA to DHT Inclusion

- If the behaviour is at break or lunchtime and around the school building they should refer directly to the Year Head, either by email or by referral
  - Year Head will speak to the pupil and from the discussion decide on whether any further action is required (contact with home etc.)

- If behaviour is deemed as serious misbehaviour contact PTC immediately
  - If PTC is not available, or issue is sufficiently serious or urgent, contact the school office for SLT support

Teacher in class is concerned about the well-being of a pupil

- If the concern is a child protection issue then report directly to Child Protection Coordinator

- If the concern is of a more general wellbeing concern then report directly to Pupil Support by email, phone or face to face