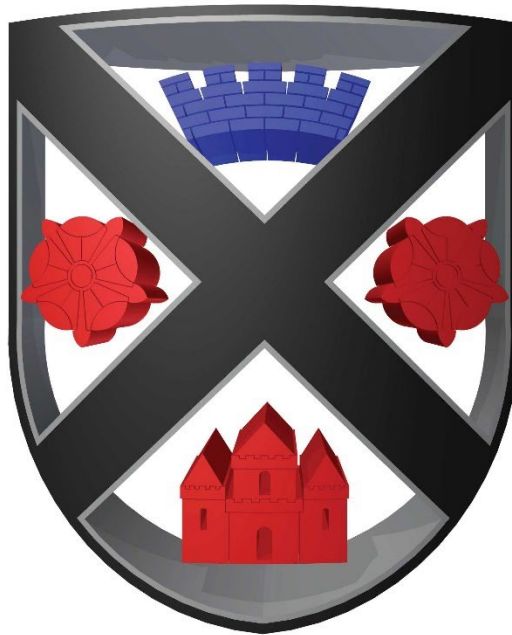


Gleniffer High School

Positive Relationships Policy 2022



Promoting Positive Relationships and Behaviour

Section 1: Introduction and Rationale

As a nurture school, building positive relationships is the foundation of everything we do in Gleniffer High School.

We believe that every young person has the right to be nurtured, included, respected, safe, active and healthy and will be given every opportunity to achieve their full potential and thrive as part of our school community.

We work hard to create an environment where our shared school vision and values are underpinned by the importance of developing positive relationships. By framing our policy and practice around our school values we aim to create a positive and nurturing ethos in our school. This practice creates a shared understanding of our values, their relevance and the expectations of our staff and young people. This policy aims to improve relationships and embed nurturing approaches across the school. It reflects local and national priorities and practice in promoting positive relationships. We aim to promote a consistent, calm environment where high level learning behaviour is supported and provides clarity of expectations and consistency of approach from all members of the school community in supporting young people in their learning.

In Gleniffer we have a blended approach to promoting positive behaviour. Our staff are trauma informed, ASN and attachment aware. We believe that there are consequences for our actions. It is important that staff do not take behaviour personally but see their role in positively changing pupil behaviour.

We aim to create a school where a culture of positive relationships will prevail, and our young people will thrive. We want this positive and nurturing approach to be evident throughout the school and in every classroom. In Gleniffer we will also work in partnership with stakeholders to ensure all our young people have a positive learning experience and achieve their full potential.

We are aware that there may be additional barriers to accessing support for people who identify as having a protected characteristic. These are outlined in the Equality Act (2010):

- Age
- Disability
- Religion and Belief
- Sex
- Sexual orientation
- Gender Reassignment
- Race
- Pregnancy and Maternity
- Marriage and Civil Partnership status

In addition to these Gleniffer High School also recognises that care experienced children, young carers, non-binary people, people with English as a second language and low socio economic status may also experience disadvantage, prejudice and discrimination and we will endeavour to address this.

Purpose of the Policy

The purpose of the policy is to provide simple, practical procedures for staff and learners that:

- Promotes positive attitudes to learning.
- Teaches appropriate learning behaviour through positive interventions and recognises and praises high level learning behaviour.
- Empowers all staff to deal with incidents of inappropriate learning behaviour in a positive and restorative manner for learners and staff to build and maintain positive relationships.
- Provides a staged intervention approach to difficulties where an appropriate response is made at the earliest possible stage to allow learning to continue and relationships to be maintained.
- Ensures we create a positive learning environment which ensures our whole school community feels safe and nurturing and that individuals feel respected, valued and included.

Expectations

Gleniffer High School has introduced “Expectations” which are reflected in the use of the words: Ready, Respectful and Safe. The identification and development of these three concepts within the context of this policy was discussed with learner focus groups (June 2022). Learners and staff have identified what being ‘Ready’, ‘Respectful’ and ‘Safe’ looks like in Gleniffer High School (**Appendix 1**).

In order to ensure consistent high level learning behaviour across the school, expectations around ‘Ready’, ‘Respectful’ and ‘Safe’ should be explored with all learners, displayed in every classroom and referred to in conversations around conduct. These three concepts will be the focus of assemblies and PSE lessons at the start of each new session as they underpin our school values. All staff are asked to support this as part of their own induction when meeting new classes.

Policy Framework

Most of our young people in Gleniffer flourish through implementation of the Getting It Right for Every Child (GIRFEC) framework, the creative delivery of Curriculum for Excellence and Renfrewshire’s Nurturing Relationships Approach (RNRA) supported by the Education Psychology Service (EPS). The National Improvement Framework priorities are also integral to our whole school planning and key to our approach to building and maintaining positive relationships.

The policy is written in line with the recently revised ‘Renfrewshire promoting positive relationships policy’ and has also been informed by national guidance (Included, Engaged and Involved, Part 2: *a positive approach to preventing and managing school exclusions* (Scottish Government 2017). Other key drivers behind this policy include:

- Better Relationships, Better Behaviour, Better Learning (2013)
- Standard Circular 8 (Renfrewshire)
- Developing a positive whole school culture: Relationships, Learning and Behaviour (2018)
- Renfrewshire’s Nurturing Relationships Approach (CLPL: Ed Psych 2019)
- When the Adults Change, Everything Changes (Book: Paul Dix)
- Building Positive Relationships (CLPL: Brian Donnelly, 2019)

- Classroom Culture In-Service Training (CLPL: CPI Huw Lloyd, May 2022)

Consultation Process

In the development of this policy the school created a Positive Relationships Policy working group which consisted of promoted and unpromoted staff. Staff have participated in training sessions with Brian Donnelly, Director Orbis Training and Consultancy Ltd, to develop practice and policy on trauma-informed approaches to relationships and behaviour, equality and diversity. Mr Donnelly also delivered seminars to the whole staff body and met with parents on several occasions by attending the Parent Council forum. CPI have also delivered an all day in-service session on “The 5 Principles of Classroom Culture.” This session has gone on to shape much of this policy in terms of application of a consistent calm, culture within Gleniffer High School. The views and opinions of our young people were collected and considered in the writing of this policy through pupil focus groups.

Section 2: Roles and Responsibilities

Responsibility of ALL

The promotion and facilitation of positive relationships and behaviour is the responsibility of all members of staff in Gleniffer High School. Positive relationships between learners and staff based on mutual respect are vital for productive learning and teaching.

At the heart of our policy is the building of positive relationships with children, forming a strong foundation from which behaviours allow learners to thrive in a safe and welcoming environment. The teacher's ability to successfully create a well-managed, structured classroom environment so that learning can occur impacts on positive behaviours and attitudes. The creation of a positive learning culture encourages children to learn better because they are clear on what is expected of them.

All members of our community have an important role in promoting positive relationships.

Expectations of staff:

- Show pupils kindness and respect
- Listen to pupils, value their contributions, and respect their views
- Create a positive learning environment where pupils feel welcome
- Meet and greet learners at the start of each lesson at the classroom door
- Create well prepared lessons, making use of available resources, and meeting the needs of all pupils
- Resources including pens/pencils will be available for learners
- Have high aspirations and acknowledge effort and achievement whilst providing support and guidance
- Recognise every child's strengths and believe that every child has the ability to learn (especially children with ASN).
- Show interest and enthusiasm in response to pupils' work and celebrate progress
- Discuss "Expectations" and consequences so that all children understand clearly what is expected of them
- Always recognise and celebrate positive behaviour and attitudes around the school (**Appendix 2**)
- Give first attention to those doing the right thing

Expectations of learners:

Learners are expected to be: 'Ready to learn', 'Respectful of everyone' and 'Safe in our behaviour' at all times (**Appendix 1**).

- We wear a high standard of uniform. Our hoods, hats and gloves are removed inside the building.
- We move **safely** around the building.
- We enter classes **ready** to learn.
- Our mobile phones are stored in the classroom box.
- We listen carefully to teacher instructions.
- We only eat food and drink in the social area.
- We use toilets before school, at interval and lunchtime.
- We treat other pupils, staff and school property **respectfully**.
- We follow staff instructions.

Beyond the classroom expectations:

- Members of SLT and staff volunteers will have a high presence in the corridors during periods via a voluntary rota. This will ensure a welcoming and orderly school environment, whilst helping to build positive relationships with learners.
- Teachers should only release a learner from class if they have a pass which permits this (Toilet pass, Time Out pass or a release learner 5 minutes early from class pass). Eligible learners will be noted on the 'Pastoral Bulletin' which will be updated every week and distributed by email on a Monday morning. Teachers should use their professional judgement regarding releasing learners without a toilet pass to the toilet. Learners should not be allowed to leave class for any other reason unless they have a signed letter from a member of staff requesting this.
- Staff volunteers will supervise communal areas at break and lunchtime. Learners should not be in corridors unless they are attending a lunchtime club or an arranged study session with a teacher. Learners who attend clubs should be issued with a pass.
- Staff should never ignore or walk past learners who are not adhering to our expectations during social times.

Expectations of Parents and Carers:

- Communicate positively with staff in matters affecting their child's learning and wellbeing.
- Reinforce the policy and practice in promoting high standards of conduct and expectation
- Engage positively in the life of the school through attendance at parents' meetings, fundraising events and other arranged activities
- Support teaching staff and senior managers in encouraging their children to adhere to all school policies, to create a positive learning environment
- Work in partnership with staff to help address the needs of their children and develop strategies for ensuring high levels of success.

Section 3: Celebrating Positive Behaviours and Attitudes

At Gleniffer High school we believe that the first educators to our pupils are parents and carers. Therefore, it is vital that we have a positive working relationship with families to support our pupils. Gleniffer High School have a House system where families are working with a team of professionals, throughout their child/children's school career. This is to support their learning, development and ultimately achieve a positive and sustained post school destination. All staff have the highest aspirations for our young people.

The House System



Brodie



Glen



More dun



Thornly

Pupils are allocated to Houses when they enter their first year in the school and have the support of one Principal Teacher of Pastoral Support, one Depute Head Teacher and one Pupil Support Teacher throughout their secondary school career.

Each House also has two House Captains who are in their sixth year of secondary school. House Captains promote achievement forms, count house points, update the achievement/house boards and organise events which raise funds for house charities. They promote the use of the Pupil Achievement Recognition Forms to ensure all pupils can have their achievements recognised and celebrated through the extra-curricular awards programme.

The House system within Gleniffer High School provides every pupil and their parents/carers with a point of contact in the school. The Pastoral Support specialist will endeavour to know and be known by every young person in their House group.

There is a weekly House Team meeting to discuss any issues that young people have and support strategies to help with these issues. The meetings involve: The DHT, the PT Pastoral and associated Pupil Support Teacher. Minutes and actions are produced for this meeting.

Pastoral Support staff and House Team during the session will:

- Monitor and support pupil behaviour, attendance, and punctuality.
- Be available to all pupils in their house, offering guidance on personal, social, health and educational matters
- Ensure each pupil benefits from an appropriate personal and social education programme related to their age and stage
- Support pupils at key transition times e.g., primary transition, options, careers, UCAS
- Regular communication with parents, and where appropriate, liaison with appropriate support partners such as health or social work
- Assessment support for external examinations
- Monitor pupil progress through tracking and interview and support targeted pupils identified through their tracking reports or who have been raised at weekly House meetings.

Recognising and Rewarding Positive Behaviour and Attitudes

Recognising and rewarding positive behaviour and attitudes are key in our approach. We believe that positive behaviours and attitudes should be recognised and rewarded. As a school, we will recognise and highlight these in many ways.

- Merits pre-loaded for all pupils
- Re-issue of a lost merit
- Satchel One badge
- SLT weekly merit
- Praise Postcards
- House tokens
- House points
- Text/phonecall home
- School newsletter/website
- Local news/media
- School Assemblies
- Wall displays
- Pupil in the Spotlight/Pupil of the Month
- Award Certificates
- Prizegiving
- Extra-Curricular Awards

House Tokens

All staff can issue house tokens on Satchel One at any point in the school week for any of the following:

- Good or improved effort
- Good or improved behaviour
- Good or improved timekeeping
- Contribution to or leadership of learning
- Quality of work
- Attainment or Achievement
- Supporting others
- Embracing school values

Extra-Curricular Awards – Gold, Silver & Bronze badges

These are awarded to young people for achievements outside school or for participation in extra-curricular/other school activities or representation.

Section 4: Managing Behaviour

Despite a teacher's best efforts to build positive relationships and maintain a positive teaching and learning environment, there may be instances where a learner demonstrates inappropriate learning behaviour, conflict may occur and it becomes necessary to intervene. In these instances, it is important that the focus remains on how the particular behaviour is negatively impacting on the process of learning for that learner, and other learners within the class. It is also important for the learner to recognise how the particular behaviour does not support our school expectations around: 'Ready', 'Respectful' and 'Safe' (**Appendix 1**).

Every effort should be made to de-escalate potentially challenging situations. Examples of de-escalation techniques are provided in **Appendix 4**. Professional learning opportunities in this area will also be available throughout the session.

A restorative approach should always be used for learners and staff to maintain positive working relationships (**Appendix 5**). This approach involves including the learner in finding a solution to the problem. Instead of asking "Who's to blame and how are we going to punish them?" focus is put on reasons, causes, responsibilities and feelings.

Staged intervention

The staged intervention approach operates at three levels:

- 1 – Classroom
- 2 – Department
- 3 – Wider school

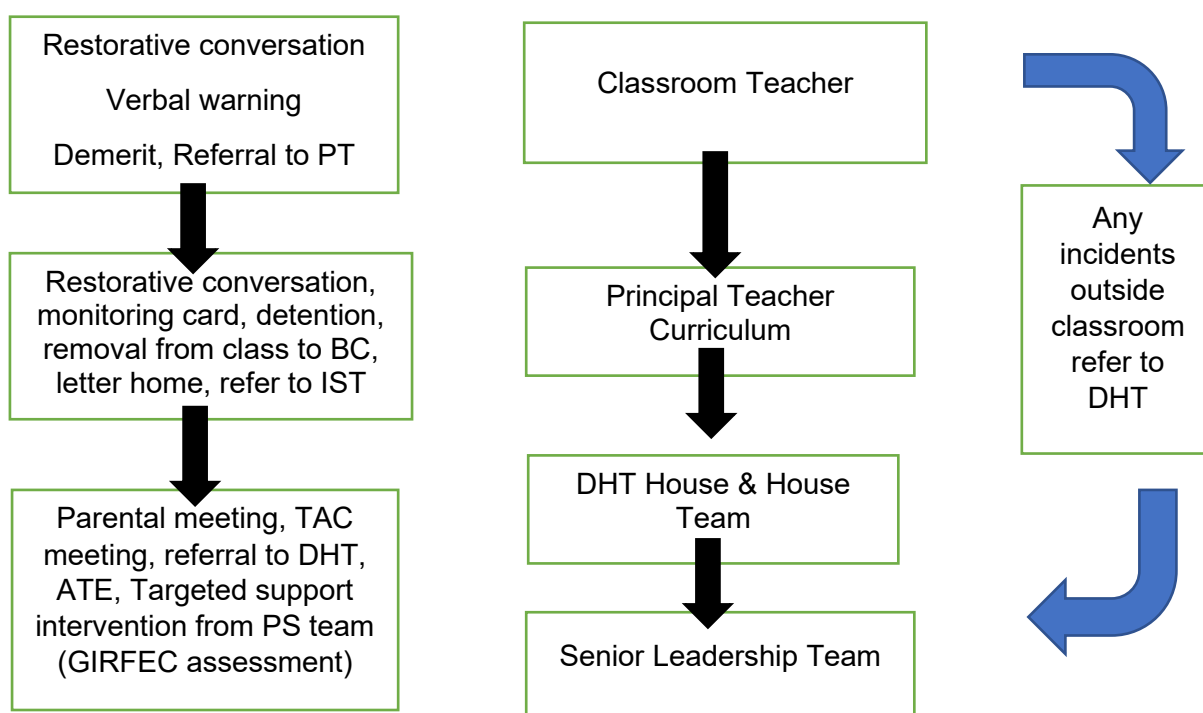
The aim of intervention is to resolve difficulties at the earliest possible stage to allow learning to continue and to maintain and restore positive relationships. Interventions must be proportionate and focus on making things better. They must minimise disruption to teaching and learning for the learner demonstrating the inappropriate learning behaviour and for all other learners. The level of intervention will be determined by the seriousness of the behaviour. (**Appendix 3**)

Approaches and resources to inappropriate learning behaviour

The following are possible approaches and resources, which may be applied in a given situation. They are not intended to be a sequential or exhaustive list – the strategy or resource used will be dependent on individual circumstance.

When dealing with children and young people and those especially with social, emotional, and behavioural needs or speech, language and communication difficulties, it is essential that all staff work hard to prevent situations from escalating or arising. We will use sanctions consistently to deter behaviour that challenges and ensure opportunity is given for reflection and reparation whilst sustaining positive relationships between staff and pupils.

Everyone in our school community must have a clear understanding of the sanctions that will be used. The flowchart below outlines the procedures and sanctions that should be applied across the school when pupil behaviour becomes challenging. Our expectations need to be applied consistently across the whole school and by all staff. **(Appendix 3)**



Stages of Intervention and Support in Managing Behaviour

This section aims to provide further information on the sanctions and interventions at each level from classroom teacher to Senior Leadership Team within the school. The following are possible approaches and resources, which may be applied in a given situation. They are not intended to be a sequential or exhaustive list – the strategy or resource used will be dependent on individual circumstance.

Classroom level

Strategies and resources at **classroom** level include:

- Reinforce desired behaviours around school expectations of 'Ready', 'Respectful' and 'Safe' and praise the behaviour you want to see. First attention to positive behaviour.
- A clear verbal caution delivered discreetly to the learner making them aware of their behaviour.
- Change of learning task / seating / grouping.
- Provide a temporary 'cool down' from class (in general, three minutes should be enough).
- Restorative conversation (**Appendix 5**)
- Loss of Merit to be issued if no change in behaviour after first warning was given (**Appendix 6**). Teachers should make pupils aware when they have lost a merit and the reason for this.
- Tracking and monitoring to analyse patterns and put in place appropriate supports.
- Reflection of classroom practice - learning and teaching methodologies used.
- Access collegiate support – advice / peer observation / feedback).
- Liaise with Pupil Support (Pastoral, Support for Learning, Nurture).
- Try to make time to discuss with the learner possible reasons for behaviour
- Remain calm and consistent with reminders of Gleniffer High Schools expectations

If inappropriate learning behaviour continues, **class teacher completes a SEEMIS referral to PT Subject for action (Appendix 7).**

Department Level

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they work in partnership with colleagues to support, guide, model and show a unified consistency to the learners.

In addition to the strategies and resources noted above, additional strategies and resources at **department** level include:

- Extracted within the department – but with the learner still learning. This should last for an agreed period of time and the learner should be made aware of this timeframe. Achievable but challenging work should be set. The learner should report to the subject PT (not the class teacher) at the beginning of the lesson, who will issue work and register the learner.
- Extracted to the Behaviour Centre where the learner will complete work provided by the class teacher.
- Issue a detention. The PT Curriculum would contact PT Pastoral to support and help arrange. Learners should be supervised and in order to have maximum effect this time is best used by having a restorative worksheet completed by the learner to try to re-connect the learner to their learning. Good use of this time may also include the supported completion of missed work/homework specific to the subject.
- Facilitate a restorative conversation with the learner and class teacher (**Appendix 5**).

- PT to communicate with parent/carer
- Place on a Department Monitoring Card. The PT Curriculum should e-mail PT Pastoral to allow a Behaviour overview to be maintained. **(Appendix 8).**

If inappropriate learning behaviour continues following a range of PT Subject interventions, **PT Subject completes a SEEMIS referral to appropriate DHT for action (Appendix 7).**

Whole School Level

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

In addition to the strategies and resources noted above, additional strategies and resources at **whole school** level include:

- Parent/Carer meeting
- Pastoral or DHT Values Monitoring card
- Placed in the Behaviour Centre
- Raise at House Meeting
- Facilitate a 'Team Around the Child'
- Amended curriculum/timetable
- Referral to Inclusion Base
- Referral to Nurture
- Access wider school/authority resources

SLT Calls

Only in the most serious of circumstances when it is impossible for learning and teaching to continue or there is a significant breach of safety should a DHT be called for. PT Curriculum should radio for SLT to attend the class. Learners should not be sent directly to the SLT.

SLT to be called if:

- There is a serious incident (fight, significant bullying incident, sectarianism).
- The lesson cannot continue due to the level of disruption and the PT is unavailable.
- The PT requests support because the lesson cannot continue due to the level of disruption.

Exclusion (Internal / External)

National Guidelines in Scotland emphasise that exclusion of a learner from school should only be used as a **last resort** when there is no alternative. The purpose of the exclusion and the impact on the learner should be taken into consideration, including the long-term impact on life chances. Where exclusion is used it should be a short term measure to allow the school time for planning with the aim of improving outcomes for the learner.

Following national guidance, Renfrewshire's Standard Circular 8 sets out expectations and processes in relation to exclusion from school. It recognises that sending a learner home can be necessary in extreme circumstances only when all other attempts to resolve matters have been unsuccessful. It must not be used as a punishment but instead to provide an opportunity to plan support for a learner which will address the behaviour which led to their exclusion. In the case of a care experienced child (LAC; looked after), Social Work should be

involved prior to making a decision around exclusion to ensure the integrity of the care placement.

Gleniffer High School's approach is to maintain learners within the school wherever possible in order for the learner to continue to have access to learning and to support. Where it is no longer possible to sustain a learner in classes and / or at break / lunch periods the school will exclude the learner internally. In circumstances where the learner refuses to cooperate with internal exclusion, or in a situation where the Head Teacher decides that external exclusion is required, the learner will be excluded following the procedures set out in the standard circular.

Role of the House Team

- There is a weekly House Team meeting to discuss any issues that young people have and support strategies to help with these issues. The meetings involve: The DHT, the PT Pastoral and associated Pupil Support Teacher.
- Any young person requiring further support is referred to our weekly Internal Support Team (IST) meeting
- IST meeting gives pupil access to support from our Inclusion Base, Nurture Base, Pupil Support Learning Hub, Home Link and other partnership agencies e.g. Social Work, SDS and Educational Psychologist team

Appendix 1: What Ready, Respectful and Safe looks like at Gleniffer High School



Appendix 2: Celebrating Positive Behaviour

The use of praise in developing a positive atmosphere in the classroom and across the school cannot be underestimated. It is key to developing positive relationships with all learners.

Approaches and resources to celebrate positive behaviour

Classroom level

Strategies and resources at classroom level include:

- A quiet word of personal praise to the learner.
- Learner's name passed on to the PT Subject for department recognition.
- A positive comment on a learner's jotter / work.
- A praise postcard distributed to the learner a House Token should be issued with this
- A SEEMIS merit distributed to a learner who has received a loss of merit and has since shown a significant and consistent improvement in their behaviour, within the same calendar month.
- Issue of House token via Satchel One
- Issue of Badge via Satchel One – various categories

Department level

In addition to the methods of praise above, additional strategies and resources at **department** level include:

- Pupil in the Spotlight/Pupil of the Month
- A Platinum Badge issued via Satchel One
- Nomination for individual recognition at Year Group/House Assemblies.
- Nomination for an award at the annual award ceremonies.

Wider school level

In addition to the methods of praise above, additional strategies and resources at **wider school** level include:

- Positive behaviour recognition. Each pupil will be pre-loaded with 25 merits a week. At the end of each merit period, pupils will be recognised for their achievements with a bronze, silver or gold award. Pupils who do not meet the criteria for an award will have the opportunity to do so in the next monitoring period.
- Pupils achieving three Gold Awards in one school session will be rewarded with an activity.
- S1-3 Pupils who fail to achieve an award in **at least two of the monitoring periods** are at risk of missing out on Activities Day events.
- S4-6 Pupils who fail to achieve an award in each monitoring period may miss out on Senior Phase events such as SnoBall or Prom.
- Pupils who have been on a Values Monitoring Card or Department Monitoring card will not receive a reward for that monitoring period.
- Pupils who have received referrals/ATE/Exclusions will not receive an award for that monitoring period.
- Pupils have the opportunity to "win back" a merit if previously lost in a class.
- A Platinum Badge issued via Satchel One

Merit Monitoring Period:

1. 16th August – 10th October
2. 21st October – 20th December
3. 6th January – 4th April
4. 22nd April – 27th June

At the start of each new monitoring period, data is cleared, allowing pupils to have a fresh start with 250 merits each term.

Appendix 3: Role of Class Teacher, Principal Teacher/Faculty Head/DHT

Below is an example of the types of behaviour to be dealt with at each level. It should be noted that professional judgement and discretion should be always used.

Class Teacher (Level 1)	Referral To PT/FH (Level 2)	Referral to DHT (Level 3)
Disruptive behaviour	Repeated disruptive behaviour	Swearing at, using obscene language, towards a member of staff
Talking out of turn	Persistent repetition of low level behaviours	Throwing dangerous objects with the intention to hurt
Late coming	Hitting another young person	Possession or use of alcohol or drugs
Refusal to Work	Responding inappropriately/ rudely to correction of behaviour from adult	Possession of a weapon
Out of seat	Defiance of class teacher	Vandalism
Name calling/ deliberately unkind e.g. put downs	Repeated name calling	Assault on member of staff
Graffiti on jotters/desk	Purposeful defiance	Racist, homophobic, sexualised use of language
Inappropriate language/ writing	Ignoring instructions	Fighting
Mobile phone use	Non directed swearing	Theft
Misuse of school property	Deliberate throwing of objects e.g. rubber, pencils & papers (exercising poor judgement) Rough play - pinching and pushing	Bullying behaviour
Wearing outdoor clothing	Lying - dependant on context e.g. in defiance	Refusal to cooperate with requests/ accept Principal Teacher/ Faculty Leader's Authority/ Arguing with a member of staff
Preventing self and others from working/distracting	Cruel name calling with intent to belittle	Removing themselves from close supervision i.e. running out of the class without permission/ running away from a member of staff
Poor participation in class activities - not paying attention	Continued mobile phone use	Wilfully damaging property or damaging property as a result of a more serious misdemeanour
Not responding to adult when spoken to		Persistent repetition of medium level behaviours
Delay tactics such as wandering around the classroom or needlessly visiting the toilet		Misbehaviour in toilets
Swinging/rocking on chair (repeatedly)		Extremely aggressive behaviour towards others

Appendix 4: Advice on De-escalation Techniques

When a child or young person displays challenging behaviour, it is important for staff not just to respond to the behaviour, but to consider the feelings and needs behind the behaviour.

Staff should try to avoid confrontational approaches.

Staff should be aware that their own behaviour and body language, as well as the actual words spoken and the tone in which they are said, can influence the outcome of a situation.

To help prevent situations from escalating behaviour should be addressed as early as possible to maintain a calm environment.

It is important that all staff use a range of strategies and approaches to prevent an escalation in confrontational behaviour. The de-escalation strategies used at a variety of stages can often be helpful in diffusing a situation.

This is not an exhaustive list and staff will require to use their judgement as to what is appropriate in any set of circumstances. This will include considering the child or young person's age, stage, level of understanding, any relevant pastoral or ASN information you have about the child, your knowledge of the child and your working relationship with the child or young person.

Strategies and approaches to prevent an escalation in confrontational behaviour

- Talking quietly and calmly to the child or young person
- Allowing children and young people time to think and make a choice
- Giving children and young people the opportunity to explain their perspective – active listening
- Re-directing attention to positive activities
- Providing personal space
- Removing others from the vicinity
- Setting limits in a non-confrontational way
- Positive reinforcement of acceptable behaviours
- Planned time out
- Involving another adult who has a positive relationship with the child or young person
- Listening with empathy and acknowledging the views of the child or young person
- Being aware that it is the adult who must initiate repairing the relationship

Managing Challenging and Aggressive Behaviour

There is usually a predictable stage in the escalation of challenging behaviour when de-escalation can work, but once the crisis stage has been reached the child or young person is not likely to be rational.

It is important to do the following to help avoid an escalation of the situation:

- Talk to the child or young person in a calm, reassuring manner
- Keep a safe distance
- Avoid prolonged eye contact
- Be understanding - do not be dismissive of the individual's feelings
- Be non-judgemental - everyone is entitled to their own values and opinions
- Use active listening
- Listen to what is really being said and be clear in your response using short words and sentences that are jargon free

- Use “I” messages
- Respect personal space – invading that space can make the situation worse
- Be aware of your own body language – standing to the side at an appropriate distance is less confrontational and safer
- Avoid shouting – this can increase the challenge to the individual
- Be clear about what is acceptable behaviour – consistency of approach is essential
- Impose realistic and manageable sanctions
- Keep calm, professional and objective when challenged
- Follow the principle of minimum intervention – use a range of de-escalation techniques wherever possible

Once the child or young person has regained control, they may still require some time and space before they will be able to discuss the incident and share their thoughts and views.

Staff should seek help and support from Principal Teachers and the Senior Leadership Team if a young person has lost control and has reached this stage.

Appendix 5: Restorative Approach

Restorative approaches help ensure that pupils, staff and parents can be part of a fair process, while helping all involved to understand the impact of their behaviour on others. Restorative approaches can be used:

- **As preventative** – to promote positive relationships within the Whole School Community of Gleniffer High School.
- **As responsive** – and repairing when difficulties arise

This approach, which is all about mutual respect, supports children and young people to reflect upon their thoughts, emotions, and actions, and to understand the impact of these on other people.

Practice underpinning this approach has been outlined to be more useful in supporting children and young people than those based on reward and sanction (Included Engaged and Involved: Part 2, 2017).

Listening to young people allows them to feel involved in the process and empower them to contribute to decision making and solutions. Consideration requires to be taken of the individual needs of each child when using the approach.

Responding restoratively to an incident involves staff asking 5 key questions

1. What happened?
2. What were you thinking at the time?
3. What do you think now?
4. Who has been affected?
5. What should we do to put things right?
6. How can we make sure this doesn't happen again?

By using the restorative approach, we teach young people skills of:

- non-violent communication
- active non-judgmental listening
- development of empathy and rapport
- understanding and managing anger
- developing and maintaining self-esteem
- valuing others
- assertiveness
- acknowledging and appreciating diversity
- connecting across difference

These restorative conversations will also help our young people feel empowered and included. It also enables staff to consider and respond best to the individual needs of the young person.

Staff can use these conversations to respond to difficult situations as a means to diffuse and respond positively to challenging behaviours without damaging relationships.

Appendix 6: Issuing a loss of merit

- Merits will be lost only when a learner has been issued with a **clear warning** and given time to change their behaviour in line with Gleniffer High School values and expectations.
- Merits can be lost in three categories – Ready, Respectful and Safe.
- Only the teacher who has issued the loss of merit, can then add the merit back onto the learner's record.
- All pupils have the opportunity to earn their merits back within the 10 week monitoring period.
- The classroom teacher should only ever tick **one** reason for the loss of merit. Ticking more boxes than this causes the learner to lose multiple merits.
- When a teacher deems that a referral is more appropriate, then **a loss of merit should accompany the referral**.
- Only **one** loss of merit should be issued to a learner within the period. If their behaviour continues to fail to meet expectations, the classroom teacher should speak with the Curricular PT for support and advice.

Appendix 7: SEEMIS referral to PT Subject for action

Classroom Teachers

- When a classroom teacher feels that a referral should be generated this should be discussed with the Curricular PT prior to the referral being generated. This will allow support and advice to be provided.
- Cover/Supply teachers should always send a referral for classroom behaviour to the PT within the department that the class was covered.
- Referrals for outwith the classroom are the only referrals that should go direct to DHT, otherwise all referrals should be passed to PT Curricular.

Principal Teachers Curricular


- The department sanctions are outlined within this policy. Principal Teachers will respond with the action they have taken.
- **PTs will transfer the referral back** so that the member of staff can see the action taken. **The classroom teacher will then sign off and close the referral.**

DHT Referrals

- DHTs will transfer the referral back to the PT, outlining the action taken.
- PT will then feedback to the member of staff the action taken at whole school level before signing off and closing the referral.

Appendix 8: Department Monitoring Card

- After initial intervention with pupil from referrals or as a result of Behaviour Centre, Principal Teacher assigns the target card. In preparation for this the PT will have engaged in conversation with pupil and teacher to make expectations clear.
- Principal Teacher must have contacted home prior to placing pupil on their card or in the Behaviour Centre to allow for parental engagement with behaviour concerns.
- Principal Teacher will record use of departmental target cards and inform Pastoral by e-mail if pupil has been placed on a card.
- Principal Teacher will reflect on progress of pupil weekly and provide comment for home.
- Principal Teacher will decide, in partnership with Parents and staff, if extension to agreed timeline is needed.








Departmental

Values Monitoring Card

Pupil Name: _____ Year: _____ House: _____

Subject: _____ Teacher: _____



I will do this by:

1 _____

2 _____

3 _____

Pupil Signature: _____ Faculty Head Signature: _____

Appendix 9: Late Slips



Late-coming to class

Apologies forreporting late to your class. They were with me and sent to you at

Teacher:Date:



Late-coming to class

Apologies forreporting late to your class. They were with me and sent to you at(time)

Teacher:Date:



Late-coming to class

Apologies forreporting late to your class. They were with me and sent to you at

Teacher:Date:

Appendix 10: Permission to be out of class

PERMISSION TO BE OUT OF CLASS	PERMISSION TO BE OUT OF CLASS	PERMISSION TO BE OUT OF CLASS	PERMISSION TO BE OUT OF CLASS
PERMISSION TO BE OUT OF CLASS	PERMISSION TO BE OUT OF CLASS	PERMISSION TO BE OUT OF CLASS	PERMISSION TO BE OUT OF CLASS
PERMISSION TO BE OUT OF CLASS	PERMISSION TO BE OUT OF CLASS	PERMISSION TO BE OUT OF CLASS	PERMISSION TO BE OUT OF CLASS
PERMISSION TO BE OUT OF CLASS	PERMISSION TO BE OUT OF CLASS	PERMISSION TO BE OUT OF CLASS	PERMISSION TO BE OUT OF CLASS

Quality Assurance

The Positive Relationship Policy will be monitored and reviewed throughout session 2022-2023 and will remain in draft format until a full review at the end of session 2022-2023.