

Gleniffer High School

Promoting Positive Relationships Policy
2025

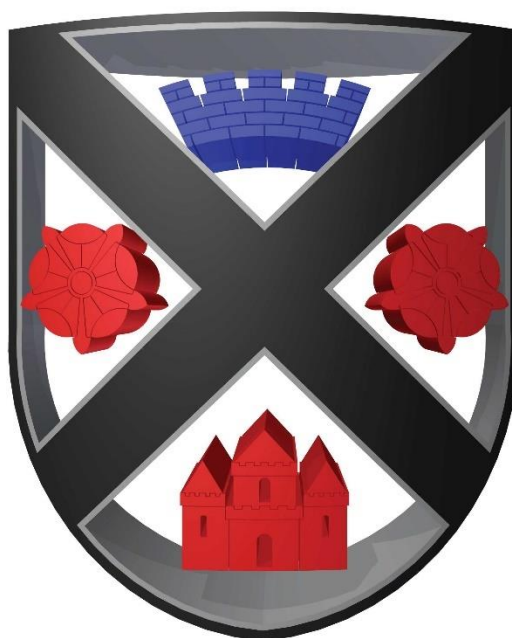


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Promoting Positive Relationships and Behaviour

Section 1: Introduction and Rationale

At Gleniffer High School, as a dedicated nurture school, we firmly believe that cultivating positive relationships is the cornerstone of our approach. We hold the conviction that every young person is entitled to an environment that nurtures them, inclusive of respect, safety, active engagement, and health, while providing them with every opportunity to reach their full potential and flourish within our school community.

We are committed to fostering an environment where our shared vision and values are grounded in the significance of cultivating positive relationships. Our policy and practices are framed around these core values, with the intention of fostering a nurturing ethos throughout the school. This approach facilitates a collective understanding of our values, their significance, and the expectations placed upon both staff and students. Our policy aims to enhance relationships and embed nurturing methodologies across the entirety of the school. It aligns with both local and national priorities in promoting positive interactions.

Our goal is to establish a consistent, serene environment that encourages high-quality learning behaviours, ensuring clarity of expectations and a unified approach amongst all members of the school community in supporting students in their educational journey.

At Gleniffer, we employ a holistic strategy to promote positive behaviour. Our staff possess training in trauma-informed practices, Additional Support Needs (ASN), and an awareness of attachment issues. We acknowledge that actions have consequences and believe it is crucial for staff to approach student behaviour without personal bias, recognising their role in fostering positive change.

We aspire to create a school culture where positive relationships are paramount, allowing our young people to thrive. We want this nurturing ethos to permeate every aspect of school life and appear evident in every classroom. Furthermore, Gleniffer prioritises collaboration with stakeholders to ensure all our students enjoy a rewarding learning experience and achieve their full potential.

We recognise that certain barriers may impede access to support for individuals identifying under protected characteristics, as delineated in the Equality Act (2010):

- Age
- Disability
- Religion and Belief
- Sex
- Sexual Orientation
- Gender Reassignment
- Race

- Pregnancy and Maternity
- Marriage and Civil Partnership status

Additionally, Gleniffer High School is aware that care-experienced children, young carers, non-binary individuals, those for whom English is a second language, and individuals from low socioeconomic backgrounds may also face disadvantages, prejudice, and discrimination. We are committed to addressing these issues.

Purpose of the Policy

The purpose of this policy is to establish straightforward and practical procedures for both staff and learners that:

- Foster positive attitudes towards learning.
- Instruct appropriate learning behaviour through affirmative interventions while recognising and praising exemplary learning conduct.
- Empower all staff to address incidents of inappropriate learning behaviour in a positive and restorative manner, thereby fostering and maintaining constructive relationships among both learners and staff.
- Implement a staged intervention approach to address difficulties, ensuring that an appropriate response is initiated at the earliest possible stage to facilitate continued learning and the preservation of relationships.
- Ensure the creation of a positive learning environment in which the entire school community feels safe, nurtured, and where individuals are respected, valued, and included.

Expectations

Gleniffer High School has introduced a set of “Expectations” encapsulated in the terms: Ready, Respectful, and Safe. The identification and development of these three concepts as part of this policy were discussed with learner focus groups in June 2022. Both learners and staff have collaborated to define what it means to be ‘Ready’, ‘Respectful’, and ‘Safe’ within the context of our school community (**see Appendix 1**).

To ensure a consistently high standard of learning behaviour throughout the school, it is essential that all learners engage with the concepts of ‘Ready’, ‘Respectful’, and ‘Safe’. These ideas should be prominently displayed in every classroom and actively referenced in discussions concerning conduct. Assemblies and Personal and Social Education (PSE) lessons at the beginning of each new session will focus on these three concepts, as they are fundamental to our school’s values. Staff members are encouraged to incorporate this framework into their own induction process when welcoming new classes.

Policy Framework

The young people in Gleniffer thrive through the application of the Getting It Right for Every Child (GIRFEC) framework, the innovative delivery of the Curriculum for Excellence, and Renfrewshire's Nurturing Relationships Approach (RNRA), all supported by the Education Psychology Service (EPS). The priorities outlined in the National Improvement Framework are also fundamental to our whole school planning and crucial to fostering and maintaining positive relationships.

This policy is aligned with the 'Renfrewshire Promoting Positive Relationships Policy' and has been shaped by national guidance, specifically 'Included, Engaged and Involved, Part 2: A Positive Approach to Preventing and Managing School Exclusions' (Scottish Government, 2017). Additional key influences on this policy encompass:

- 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: Educational Psychology, 2019)
- When the Adults Change, Everything Changes (Paul Dix)
- Building Positive Relationships (CLPL: Brian Donnelly, 2019)
- Classroom Culture In-Service Training (CLPL: CPI Huw Lloyd, May 2022)
- Renfrewshire's Staged Intervention Framework
- Non-Violent Resistance
- Gleniffer High School's Equalities Policy
- Mobile Phone Policy

Consultation Process

In the development of this policy, the school established a Positive Relationships Policy working group composed of both promoted and unpromoted staff. All staff members participated in training sessions led by Brian Donnelly, Director of Orbis Training and Consultancy Ltd, aimed at enhancing practice and policy surrounding trauma-informed approaches to relationships and behaviour, as well as promoting equality and diversity. Mr Donnelly also delivered seminars to the entire staff body and engaged with parents at various times by attending the Parent Council forum.

CPI provided Continuous Learning and Professional Development (CLPL) on "The 5 Principles of Classroom Culture." This session has significantly influenced the implementation of a consistently calm culture within Gleniffer High School. Furthermore, the views and opinions of our young people were gathered and incorporated during the drafting of this policy through pupil focus groups.

Our School Values

At Gleniffer High School, we firmly believe that relationships form the foundation of a positive ethos, allowing everyone to feel included, respected, and valued. Our aim is to foster these positive relationships throughout the entire school community by prioritising meaningful daily interactions. These interactions are rooted in our five school values, which are central to our relationships, and we consistently utilise language that reflects these principles.

Acceptance

We strive to foster a sense of belonging and inclusion for all. We understand and support each other. We accept necessary boundaries and consequences which enable everyone to feel happy, safe and respected in our school.



Ambition

We are aspirational for ourselves, our school and each other. We show a determination to succeed and persevere in order to achieve our success.



Nurture

We support and challenge ourselves and each other to create a safe and supportive environment where everyone can feel cared for and can develop.



Respect

We treat everyone equally and challenge situations where we see unfairness or harm to others. We show respect for each other and our environment.



Trust

We show kindness, loyalty and friendship to one another and we treat others how we would want to be treated. We rely on everyone to play their part.



Section 2: Roles and Responsibilities

Responsibility of ALL

The promotion and facilitation of positive relationships and behaviours is the shared responsibility of all staff members at Gleniffer High School. Establishing positive relationships based on mutual respect between learners and educators is crucial for effective learning and teaching.

At the core of our policy is the commitment to fostering positive relationships with children, which lays a solid foundation for behaviours that enable learners to flourish in a safe and welcoming environment. The ability of teachers to create a well-managed and structured classroom environment directly influences positive behaviours and attitudes. Furthermore, cultivating a positive learning culture helps children understand what is expected of them, thereby enhancing their overall learning experience.

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:

- During period changeover, there will be a significant presence of staff around the corridors. This initiative aims to foster a welcoming and orderly school environment while also facilitating the development of positive relationships with learners.
- Teachers are advised to release a learner from class only if they possess a valid pass, such as a Toilet pass, Time Out pass, or a pass allowing them to leave five minutes early. Eligible learners will be documented in a spreadsheet accessible to all staff on the server. Teachers should exercise their professional judgement when it comes to permitting learners to go to the toilet without a pass. Learners are not permitted to leave class for any other reason unless accompanied by a signed letter from a member of staff making such a request.
- Staff volunteers will oversee communal areas during break and lunchtime. Learners are only permitted in the corridors if they are attending a lunchtime club or an arranged study session with a teacher. Those attending clubs should be provided with a pass.
- It is imperative that staff never ignore or walk past learners who are not adhering to our expectations during social times.

Expectations of Parents and Carers:

- Foster positive communication with staff regarding matters that affect your child's learning and wellbeing.
- Uphold the school's policy and practices aimed at promoting high standards of conduct and expectations.
- Actively participate in the school community by attending parents' meetings, fundraising events, and other organised activities.
- Support teaching staff and senior management in encouraging your child to comply with all school policies, thereby contributing to a positive learning environment.
- Collaborate with staff to address your child's needs and develop strategies for achieving high levels of success.

Section 3: Celebrating Positive Behaviours and Attitudes

At Gleniffer High School, we recognise that the primary educators of our pupils are their parents and carers. Consequently, fostering a constructive relationship with families is essential to support our students effectively. Gleniffer High School has implemented a House system that encourages collaboration between families and a dedicated team of professionals throughout their child's education. This initiative aims to enhance their learning and development, ultimately leading to a successful and sustained post-school pathway. All staff maintain the highest aspirations for our young people.

The House System



Brodie



Glen



More dun



Thornly

Pupils are assigned to Houses when they commence their first year at the school and benefit from the guidance of a Principal Teacher of Pastoral Support, a Depute Head Teacher, and a Pupil Support Teacher throughout their secondary education. The House system at Gleniffer High School offers each pupil, along with their parents or carers, a dedicated point of contact within the school. The Pastoral Support specialist is committed to knowing and being acquainted with every young person in their House group.

A weekly House Team meeting is held to address any concerns the young people may have and to develop support strategies to assist with these challenges. These meetings are attended by the Depute Head Teacher, the Principal Teacher of Pastoral Support, and the relevant Pupil Support Teacher. Minutes and action points are documented 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 (Also see House Identity)

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.

- **100 merits** pre-loaded for all pupils at the start of each monitoring period.
- 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
- 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

Departments can also Badges which equate to house points for subject specific criteria.

Extra-Curricular Awards – Gold, Silver & Bronze badges

These awards are presented to young people for their achievements outside of school, as well as for their involvement in extra-curricular activities or representation. An annual publication highlights the successes of young individuals both within and beyond the school environment, showcasing a diverse array of extra-curricular pursuits.

Section 4: Managing Behaviour

Despite a teacher's best efforts to foster positive relationships and create an encouraging teaching and learning environment, there may be occasions when a student exhibits inappropriate learning behaviour, leading to conflict that necessitates intervention. In such situations, it is crucial to concentrate on how the specific behaviour adversely affects not only the learner in question but also their peers within the classroom. It is also essential for the learner to understand how their behaviour deviates from our school's expectations of being 'Ready', 'Respectful', and 'Safe' (Appendix 1).

Every effort should be made to de-escalate potentially challenging situations. Examples of effective de-escalation techniques can be found in Appendix 4. Professional development opportunities in this area will also be provided throughout the academic session.

A restorative approach should consistently be employed for both learners and staff to sustain positive working relationships (Appendix 5). This method involves engaging the learner in the process of identifying solutions to the issue at hand. Instead of focussing on assigning blame or determining punishment, attention is directed towards exploring the reasons, causes, responsibilities, and emotions involved.

Positive Relationships Staged Approach

The approach operates at three levels:

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

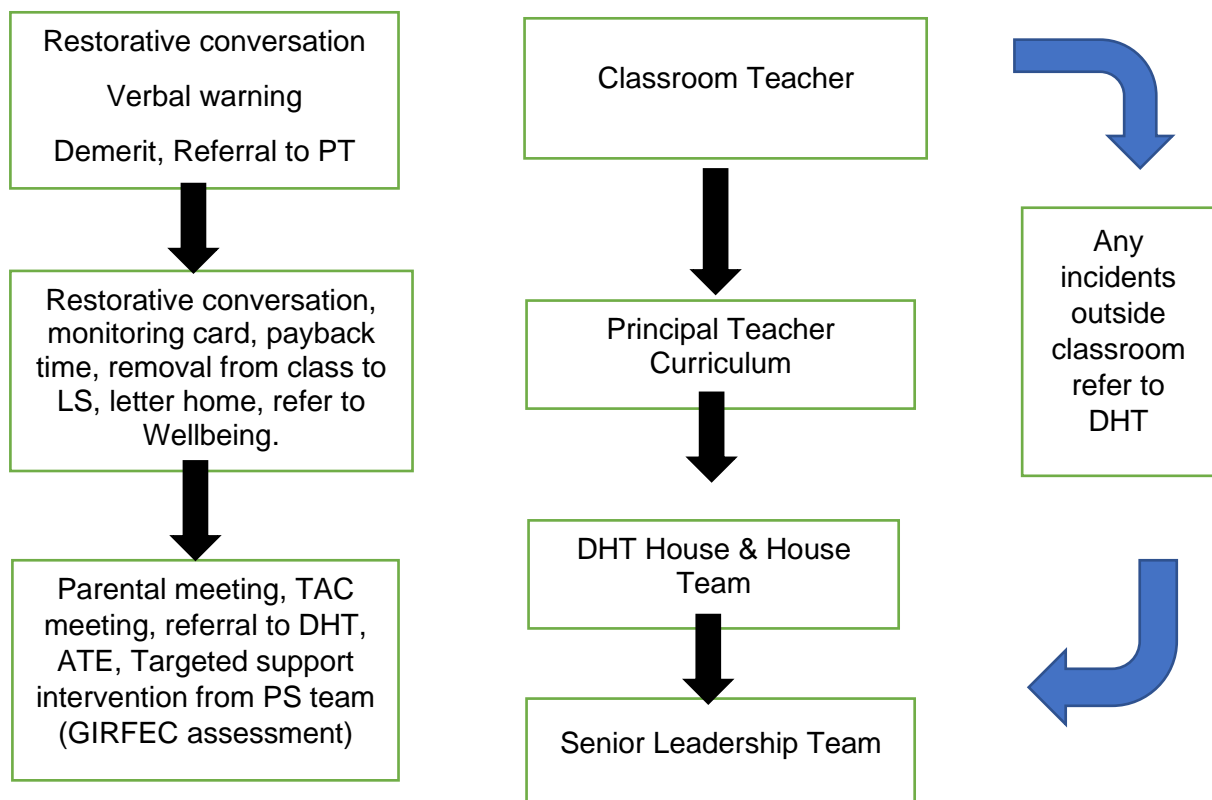
The primary objective of any intervention is to address difficulties at the earliest opportunity, thereby facilitating ongoing learning and fostering positive relationships. Interventions should be proportionate and aimed at enhancing the situation. It is essential to minimise any disruption to teaching and learning for the student exhibiting inappropriate behaviour, as well as for their peers. The degree of intervention required will be dictated by the gravity of the behaviour demonstrated. (Appendix 3)

Approaches and resources to inappropriate learning behaviour

The following outlines potential strategies and resources that may be utilised in various situations. It is important to note that this is not intended to serve as a sequential or exhaustive list; rather, the specific strategy or resource employed will depend on the individual circumstances involved.

When working with children and young people, particularly those with social, emotional, and behavioural needs, as well as those facing speech, language, and communication difficulties, it is vital for all staff to actively work to prevent situations from escalating or arising. We will consistently apply sanctions to deter challenging behaviour while providing opportunities for reflection and reparation, ensuring that positive relationships between staff and pupils are maintained.

It is essential for everyone in our school community to grasp a clear understanding of the sanctions that will be implemented. The flowchart below illustrates the procedures and sanctions that should be applied throughout the school when pupil behaviour becomes challenging. Our expectations must be applied consistently across the entire school and by all staff. (Appendix 3)



Stages of Intervention and Support in Managing Behaviour

This section seeks to furnish further insights into the sanctions and interventions available at each level, ranging from classroom teachers to the Senior Leadership Team within the school. Below are potential approaches and resources that may be employed in specific situations. It is essential to note that this is not intended as a sequential or exhaustive list; rather, the strategy or resource utilised will depend on the unique circumstances at hand.

Classroom level

Effective strategies and resources at the classroom level encompass the following:

- Reinforce desirable behaviours aligned with the school's expectations of being 'Ready', 'Respectful', and 'Safe'. It is essential to celebrate the positive behaviours you wish to encourage, giving them precedence over addressing negative behaviours.
- Deliver a clear verbal warning to the learner, ensuring they are cognisant of their behaviour.
- Implement changes to learning tasks, seating arrangements, or group dynamics as necessary.
- Allow for a temporary 'cool down' period away from the class; generally, three minutes should suffice.
- Engage in restorative conversations (see Appendix 5).
- Issue a loss of merit if no improvement in behaviour is observed following the initial warning (refer to Appendix 6). Teachers should ensure that pupils are informed of any merit lost and the rationale behind it.
- Track and monitor behaviours to analyse patterns, thereby enabling the placement of appropriate support measures.
- Reflect on classroom practices, including the teaching methodologies employed.
- Access collegiate support through advice, peer observation, and feedback.
- Collaborate with Pupil Support services, including Pastoral Care, Support for Learning, and Nurture units.
- Allocate time to discuss potential underlying reasons for a learner's behaviour.
- Maintain a calm and consistent approach when reminding students of Gleniffer High School's expectations.
- Should inappropriate behaviour persist, the class teacher is required to complete a SEEMIS referral to the Principal Teacher of the subject for further action (see Appendix 7).

Department Level

- Middle leaders are not expected to handle behaviour referrals in isolation. Instead, they collaborate with their colleagues to support, guide, model, and demonstrate a consistent approach for learners.
- In addition to the aforementioned strategies and resources, further departmental strategies and resources include:
- **In-house Support:** Learners may be temporarily extracted from the classroom while still engaging with their learning. This arrangement should be for a mutually agreed timeframe, which should be communicated to the learner. The class teacher will set achievable yet challenging work, and the learner is required to report to the subject Principal Teacher (PT) at the beginning of each lesson. The PT will then assign work and record the learner's attendance.
- **Learning Space:** A restorative intervention may involve students being extracted to a designated area, known as Learning Space, for support from supervising staff.
- **Restorative Time:** Where suitable, learners may be required to complete work reflecting on their behaviour. To maximise the benefits of this period, learners should be supervised while filling out a restorative worksheet aimed at reconnecting them with their learning. Utilising this time effectively may also include support for any missed work or homework relevant to the subject.
- **Restorative Conversations:** Facilitating discussions between the learner and class teacher is crucial for addressing any recurring issues (refer to Appendix 5).
- **Parental Communication:** It is essential for the Principal Teacher to keep parents or carers informed about their child's behaviour.
- **Department Monitoring Card:** Any ongoing issues should be documented on a Department Monitoring Card. The PT Curriculum will email the PT Pastoral to maintain an overview of behaviour (see Appendix 8).
- If inappropriate learning behaviour persists despite various interventions from the PT Subject, the PT Subject will proceed with a SEEMIS referral to the relevant Depute Head Teacher (DHT) for further action (refer to Appendix 7).

Whole School Level

Senior leaders are not expected to handle behaviour referrals independently. Instead, they should work collaboratively with their colleagues to provide support, guidance, and consistent role modelling to the learners.

In addition to the strategies and resources mentioned previously, there are further strategies and resources available at a whole-school level, including:

- Meetings with parents and carers
- Pastoral or Deputy Head Teacher Values Monitoring cards
- Temporary inclusion in a Learning Space session
- Discussion at House Meetings
- Facilitating a 'Team Around the Child' approach
- Adjusted curriculum or timetable
- Referral to Support for Learning
- Referral to Nurture provision
- Access to broader school or local authority resources

SLT Calls

In only the most critical circumstances, where it is impossible for learning and teaching to proceed, or in the event of a serious breach of safety, should the Deputy Head Teacher (DHT) be summoned. In such instances, the Principal Teacher (PT) of Curriculum should use the radio to request the attendance of a member of the Senior Leadership Team (SLT) to the classroom. It is important that learners are not sent directly to the SLT without prior communication.

SLT should be contacted if:

- There is a serious incident (such as a fight, a significant bullying episode, or serious verbal abuse).
- The lesson cannot continue due to a high level of disruption and the PT is unavailable.
- The PT requests additional support because the lesson is unable to continue due to excessive disruption.

The school community must acknowledge that Senior Leadership Team (SLT) calls are initiated based on health and safety concerns or significant disruptions to the classroom that hinder effective teaching and learning. Consequences for SLT calls will involve communication with parents and carers and may necessitate immediate support from home.

Exclusion

National guidelines in Scotland stress that the exclusion of a learner from school should be regarded as a measure of last resort, implemented only when no alternatives are available. It is essential to consider the purpose of the exclusion along with its impact on the learner, particularly the long-term effects on their life chances. When exclusion occurs, it should be short-term, allowing the school time to plan effectively with the aim of enhancing outcomes for the learner.

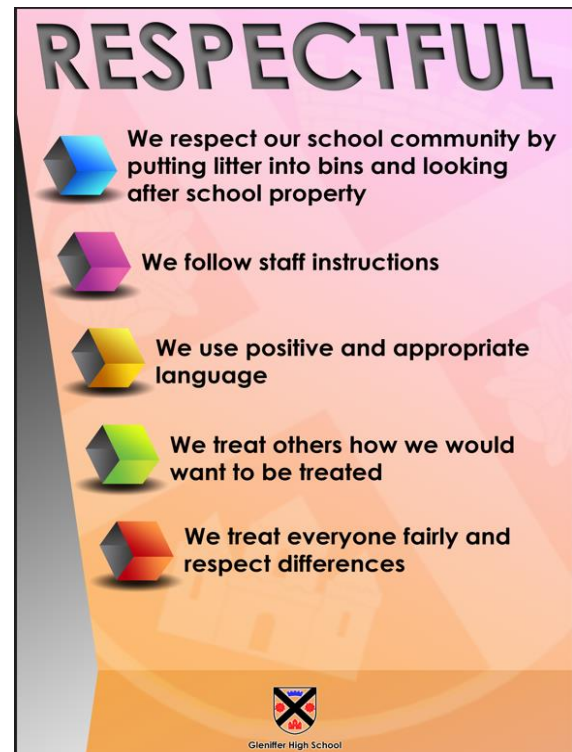
In accordance with national guidance, Renfrewshire's Standard Circular 8 delineates expectations and procedures regarding school exclusion. This circular acknowledges that removing a learner from school may be necessary in extreme cases when all other efforts to resolve the situation have proven unsuccessful. Exclusion should never be perceived as a punishment; rather, it should serve as an opportunity to devise a supportive plan addressing the behaviours that led to exclusion. Furthermore, for care experienced children (LAC; looked after), the involvement of Social Work is imperative prior to any decisions on exclusion, ensuring the integrity of their care placement remains intact.

Gleniffer High School's approach prioritises maintaining learners within the school environment wherever feasible, thereby ensuring they continue to have access to learning and support. Should it become impossible to sustain a learner in classes or during break/lunchtimes, the school will implement a temporary adjustment to the pupil's day, allowing for reflection and facilitating a positive reintegration into their normal school routine. In situations where the Head Teacher deems external exclusion necessary, the learner will be excluded in accordance with the procedures outlined in the standard circular.

Role of the House Team

- A weekly House Team meeting is held to address any concerns raised by young people and to devise support strategies to assist with these issues. The meetings include the Depute Head Teacher (DHT), the Principal Teacher (PT) of Pastoral Care, and the relevant Pupil Support Teacher.
- Any young person requiring additional support is referred to our regular Wellbeing Planning meetings.
- Wellbeing planning can provide pupils with access to support from our Nurture Base, Support for Learning Department, Family Wellbeing services, and various partnership agencies, including Social Work, Skills Development Scotland (SDS), and the Educational Psychologist team.

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



Appendix 2: Celebrating Positive Behaviour

The significance of utilising praise to cultivate a positive atmosphere both in the classroom and throughout the school cannot be overstated. It plays a fundamental role in fostering constructive relationships with all learners.

Approaches and Resources for Celebrating Positive Behaviour

Classroom Level

- Strategies and resources at the classroom level include:
- A brief word of personal praise directed at the learner.
- The learner's name communicated to the Principal Teacher of the subject for departmental recognition.
- A positive remark written on a learner's jotter/work.
- A praise postcard awarded to the learner, accompanied by a House Token.
- A Satchel One merit granted to a learner who has experienced a loss of merit but has since demonstrated significant and consistent improvement in their behaviour within the same calendar month.
- Issuing of House tokens via Satchel One.
- Distribution of badges via Satchel One in various categories.

Department Level

- In addition to the aforementioned methods of praise, further strategies and resources at the departmental level include:
- Pupil in the Spotlight/Pupil of the Month recognition.
- A Platinum Badge awarded through Satchel One.
- Nominations for individual recognition at Year Group/House Assemblies.
- Nominations for awards at the annual ceremonies.

Wider School Level

- At a broader school level, additional strategies and resources include:
- Recognition of positive behaviour, where each pupil begins with 100 merits each term. At the end of each merit period, pupils will be acknowledged for their achievements with bronze, silver, or gold awards. Pupils who do not meet the criteria for an award will have the opportunity to achieve recognition during the subsequent monitoring period.
- Pupils who receive three Gold Awards in a single school session will be rewarded with a special activity.
- S1-3 pupils who do not achieve an award in at least two of the monitoring periods may be at risk of missing out on Activities Day events.
- S4-6 pupils who do not achieve an award in each monitoring period may forfeit the opportunity to participate in Senior Phase events, such as SnoBall or Prom.

- Young people who exhibit significant behavioural challenges will not be awarded for that monitoring period. Discussions regarding pupils who have received referrals will take place during house team meetings to identify patterns of behaviour.
- Pupils are encouraged to "earn back" a merit they previously lost in class, reinforcing our restorative approach and ethos.
- A Platinum Badge will be issued via Satchel One.

Merit Monitoring Period:

1. 18th August – 10th October
2. 21st October – 19th December
3. 6th January – 2nd April
4. 20th April – 30th June

At the start of each new monitoring period, data is cleared, allowing pupils to have a fresh start with 100 merits each term.

Gold Day

Gold Day is a reward activity provided for learners who attain a Gold Award by consistently meeting expectations and embodying our values throughout each monitoring period. At the conclusion of each monitoring period, house teams review the data to ensure that all eligible young people are considered for inclusion. It is essential for learners to make every effort to regain merits in order to qualify for this rewarding experience.

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) | Principal Teacher (Level 2) | Senior Leader (Level 3) |
|--|---|--|
| Late coming | Repeated disruptive behaviour | Swearing at, using obscene language, towards a member of staff |
| Disruptive behaviour | Refusal to cooperate with requests/ accept Teacher requests | Assault on a member of staff or another young person |
| Poor participation in class activities - not paying attention | Defiance of class teacher | Fighting |
| Preventing self and others from working/distracting | Bullying behaviour (prolonged/persistent) | Possession or use of alcohol or drugs |
| Delay tactics such as wandering around the classroom or needlessly visiting the toilet | Persistent repetition of low-level behaviours | Possession of a weapon |
| Deliberate throwing of objects e.g. rubber, pencils & papers (exercising poor judgement) | | Racist, homophobic, sexualised use of language |
| Inappropriate language/ writing | | Refusal to cooperate with requests/ accept Principal Teacher/ Faculty Leader's |
| Non directed swearing | | Wilfully damaging school estate. |
| Bullying behaviour (first attention to) | | Misbehaviour in toilets |
| Racist, homophobic, sexualised use of language (first attention to) | | Persistent repetition of medium level behaviours |
| Name calling/ deliberately unkind e.g. put downs | | |
| Failure to meet school expectations | | |
| Graffiti on jotters/desk | | |
| Misuse of school property | | |

Appendix 4: Advice on De-escalation Techniques- NVR

When a child or young person exhibits challenging behaviour, it is crucial for staff not only to address the behaviour itself but also to consider the underlying feelings and needs driving that behaviour.

Staff should strive to avoid confrontational tactics by 'remaining in the green zone' and 'striking while the iron is cold'. It is essential to recognise that an adult's behaviour, body language, word choice, and tone of voice can significantly impact the outcome of any situation.

To prevent escalation, it is advisable to tackle problematic behaviour as early as possible, thereby nurturing a calm environment. It is vital for all staff to employ a variety of strategies and approaches aimed at minimising confrontational behaviour. The de-escalation strategies employed at various stages can often prove effective in diffusing a tense situation.

The list provided is not exhaustive, and staff will need to exercise their judgement regarding what is appropriate in any given scenario. This is particularly important when considering factors such as the child or young person's age, developmental stage, level of comprehension, relevant pastoral or Additional Support Needs (ASN) information, as well as their unique relationship with staff.

Strategies and Approaches to Prevent Escalation of Confrontational Behaviour:

- Engaging in quiet and calm dialogue with the child or young person.
- Allowing time for children and young people to think and make choices.
- Providing opportunities for children and young people to share their perspectives through active listening.
- Redirecting attention to positive activities.
- Ensuring personal space is respected.
- Removing others from the area, if necessary.
- Setting boundaries in a non-confrontational manner.
- Using positive reinforcement to highlight acceptable behaviours.
- Implementing planned time-outs.
- Involving another adult who enjoys a positive rapport with the child or young person.
- Listening empathetically and acknowledging the views of the child or young person.
- Understanding that it is the adult's responsibility to initiate the repair of the relationship.
- Employing scripted interventions with a consistent approach.

Managing Challenging and Aggressive Behaviour

There is typically a predictable stage in the escalation of challenging behaviour where de-escalation strategies can be effective; however, once the crisis stage is reached, the child or young person is unlikely to respond rationally.

To help prevent an escalation of the situation, it is important to consider the following strategies:

- Speak to the child or young person in a calm and reassuring manner, employing scripted responses where suitable.
- Maintain a safe distance to avoid intimidation.
- Refrain from prolonged eye contact, which could be perceived as confrontational.
- Show understanding; do not dismiss the individual's feelings.
- Adopt a non-judgemental attitude, recognising that everyone is entitled to their own values and opinions.
- Practice active listening; ensure that you comprehend their message and respond clearly using straightforward language.
- Employ "I" messages to express your thoughts and feelings without sounding accusatory.
- Respect personal space; invading this space can exacerbate tensions.
- Be mindful of your own body language; standing slightly aside at a comfortable distance is less confrontational and provides a safer environment.
- Avoid raising your voice, as shouting can escalate the individual's challenge.
- Clearly communicate acceptable behaviour; consistency in approach is essential for effectiveness.
- Impose realistic and manageable consequences for challenging behaviour.
- Maintain a calm, professional, and objective stance when faced with challenges.
- Follow the principle of minimum intervention, utilising a range of de-escalation techniques wherever possible.
- Remember that if the young person is dysregulated, it may be more effective to delay the conversation until they are in a better emotional state — 'strike while the iron is cold'.

Once the child or young person is better able to regulate their emotions, they may still require some time and space before they can engage in a discussion about the incident and share their thoughts and views.

Staff should seek assistance and support from Principal Teachers and the Senior Leadership Team if a young person has become dysregulated and is in this state.

Persistent challenging and aggressive behaviour will necessitate the creation of a Challenging Behaviour Risk Assessment. This will be conducted in accordance with Renfrewshire policy and in collaboration with the young person, their parents or carers, and the depute head teacher.

Appendix 5: Restorative Approach

Restorative approaches play a crucial role in ensuring that pupils, staff, and parents are actively involved in a fair process. They also facilitate a better understanding of how one's behaviour can impact others. These approaches can be applied in two primary ways:

- **Preventative:** To foster positive relationships within the Whole School Community at Gleniffer High School.
- **Responsive:** To repair any harm when challenges arise.

At the heart of this method lies a commitment to mutual respect. It encourages children and young people to reflect upon their thoughts, emotions, and actions, enabling them to comprehend how these affect others. The practices associated with restorative approaches have been shown to be more beneficial in supporting children and young people compared to those based on rewards and sanctions (Included, Engaged and Involved: Part 2, 2017).

Listening to young people is vital, as it helps them feel included in the process and empowers them to contribute to decision-making and problem-solving. It is essential to consider the individual needs of each child when implementing this approach.

Responding restoratively to an incident involves staff posing five 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 ensure this doesn't happen again?

By embracing the restorative approach, we equip young people with vital skills, including:

- 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 differences

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 only be forfeited when a learner has received a clear and final warning and has been afforded the opportunity to adjust their behaviour in accordance with the values and expectations of Gleniffer High School.
- Merits can be lost in three distinct categories: Ready, Respectful, and Safe.
- Only the teacher who initiates the loss of merit is authorised to reinstate it to the learner's record.
- All pupils have the opportunity to regain their merits during the 10-week monitoring period.
- The classroom teacher should only tick one reason for the loss of merit. Selecting multiple reasons will result in the learner losing multiple merits.
- In cases where a teacher considers a referral more appropriate, the loss of merit should accompany the referral.
- Only one loss of merit should be recorded for a learner within this period. If their behaviour persists in not meeting expectations, the classroom teacher should consult with the Curricular PT for support and advice.

Appendix 7: SEEMIS referral to PT Subject for action

- **Classroom Teachers**

When a classroom teacher believes that a referral needs to be made, it is essential to discuss this with the Principal Teacher (PT) of the Curriculum prior to submitting the referral. This discussion will enable the provision of appropriate support and advice. Cover and supply teachers are required to send any behaviour-related referrals to the PT responsible for the department associated with the class being covered. Referrals for issues occurring outside the classroom should be the only ones sent directly to the Depute Head Teacher (DHT); all other referrals must be directed to the Curriculum PT.

- **Principal Teachers (Curricular)**

The departmental sanctions are detailed in this policy. Principal Teachers will provide feedback regarding the actions they have implemented.

PTs are expected to return the referral to the originating member of staff so they can review the response taken. Subsequently, the classroom teacher will sign off and close the referral.







- **Depute Head Teacher (DHT) Referrals**

DHTs will return the referral to the PT, providing a summary of the actions taken.

The PT will then relay feedback to the respective staff member concerning the measures implemented at the whole school level before signing off and closing the referral.

Appendix 8: Department Monitoring Card

- Following the initial intervention involving a pupil, whether through referrals or as a result of the Behaviour Centre's assessment, the Principal Teacher will assign a target card. Prior to this, the Principal Teacher will have engaged in discussions with both the pupil and their teacher to clarify expectations.
- It is essential that the Principal Teacher contacts the pupil's home before placing them on a target card or in the Behaviour Centre. This communication is crucial for fostering parental engagement regarding behavioural concerns.
- The Principal Teacher is responsible for documenting the use of departmental target cards and must inform the Pastoral team via email if a pupil has been assigned a card.
- The Principal Teacher will reflect on each pupil's progress on a weekly basis and provide feedback for the parents.
- In collaboration with parents and staff, the Principal Teacher will determine whether an extension to the agreed timeline is necessary.

| 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 Relationships Policy will be reviewed June 2026.