

# Guidelines for Promoting Positive Relationships and Behaviour in The James Young High School

## Policy and Rationale

Curriculum for Excellence cannot be delivered without good relationships and positive behaviour. Children and young people should feel happy, safe, respected and included in the learning environment and all staff should be proactive in promoting positive behaviour in the classroom, playground, and wider learning community. Underpinning this is the emotional health and wellbeing of staff.

*Building Curriculum for Excellence through Positive Relationships and Behaviour*

Article 28: (Right to education): All children have the right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this right. Discipline in schools should respect children's dignity. For children to benefit from education, schools must be run in an orderly way – without the use of violence. Any form of school discipline should take into account the child's human dignity. Therefore, governments must ensure that school administrators review their discipline policies and eliminate any discipline practices involving physical or mental violence, abuse or neglect. The Convention places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable.

Article 29 (Goals of education): Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people. Children have a particular responsibility to respect the rights their parents, and education should aim to develop respect for the values and culture of their parents. The Convention does not address such issues as school uniforms, dress codes, the singing of the national anthem or prayer in schools. It is up to governments and school officials in each country to determine whether, in the context of their society and existing laws, such matters infringe upon other rights protected by the Convention.

*Convention on the Rights of the Child*

## Behaviour in Scottish Schools research 2009

The Scottish Advisory Group on Behaviour in Schools [SAGBIS] (2009) conducted extensive research (carried out by Edinburgh University).

The research found that:

- The overwhelming majority of staff saw all or most pupils as generally well behaved.
- The most frequently encountered negative behaviour is low-level.
- Physical violence and aggression towards staff is very rare.
- Physical aggression between pupils is more common.
- Overall perceptions of behaviour including positive behaviour, low-level negative behaviour and serious indiscipline/violence have improved since 2006.
- The only behaviour which is consistently perceived as getting worse is pupils withdrawing from engagement in class.
- All schools use a multi pronged approach to promoting positive behaviour and responding to negative behaviour.

- The overwhelming majority of staff are confident about promoting positive behaviour and dealing with negative behaviour and feel supported by senior staff.
- Local authorities have a key role in providing support and training to schools – they provide a strategic framework, help and advice and access to specialist resources.

### **Priority Action**

The following priority actions have also been identified and agreed by SAGBIS:

- To further develop learning environment checklists to support the creation of peaceful learning environments and manage low-level negative behaviour.
- To further promote:
  - a) Restorative practices and solution oriented approaches as whole-school approaches and as approaches to address more serious negative behaviour between peers in schools.
  - b) Nurture groups and approaches in early years, primary schools and secondary schools.
  - c) Anti bullying policies and practice to address both serious negative behaviour and contribute to social and emotional wellbeing.
- To develop and promote social and emotional wellbeing programmes for staff and parents to support the implementation of those programmes for children and young people.
- To consider evidence on emotional health and wellbeing and consider strategies for supporting staff, children and young people with this issue.

### **What the James Young High School is doing**

*Behaviour in Scottish Schools Research 2009* identified a wide range of strategies and approaches used in schools to promote positive relationships and behaviour. SAGBIS recommends that approaches to positive behaviour are complimented by staged interventions to provide more support to children with behaviour needs.

At the James Young High School we are committed to supporting all young people with Additional Learning Needs [ALN] and as such we recognise the importance of employing the following strategies in our school:

- Promoting a whole school ethos and shared values.
- A comprehensive anti-bullying strategy.
- Developing curriculum programmes in social and emotional skills and wellbeing.
- Further developing existing systems including senior school responsibilities
- Updating the school code and rewards system.
- Developing restorative and solution oriented whole school policies.
- Identifying pupil and behaviour support coordinators, teams and a nurture base.
- Establishing a system of staged assessment, planning and intervention.

# **Guidelines for Promoting Positive Relationships and Behaviour in The James Young High School**

## **General Framework**

This policy comprises:

1. Documentation of the expected standards / responsibilities
2. Communication of the expected standards to pupils
3. Data collection system
4. Routine follow-up procedures
5. Consequence system and referral procedures
6. Reward system

The following abbreviations are used within this document:

PT : Principal Teacher (Subject)

M&T teacher: Monitoring & Tracking teacher

PTC : Principal Teacher (Curriculum)

PTS : Principal Teacher (Support)

PTS (ISSD): Principal Teacher (Support) (In School Support Department)

PSM : Pupil Support Manager

PSA : Pastoral Support Assistant

YH : Year Head

SMT : Senior Management Team

## **I. Expected Standards / Responsibilities**

### **Pupils will:**

- Wear school uniform at all times.
- Arrive promptly for tutor time each day.
- Adhere at all times to the expected standards of behaviour as outlined in the classroom and corridor codes (Appendix 1 and 2).

### **Prefects will:**

- Assist with supervision in pupil social areas during intervals and lunchtimes.

### **Tutors / Personal Support Teachers will:**

- Send any pupil not in uniform to the Year Head.

### **Year Heads will:**

- Phone home regarding pupils not in uniform.

### **Pastoral Support Assistants will:**

- Monitor late coming up to 9:00 each morning.
- Send out Group Call for absent pupils for whom we have not been notified of a reason for absence.
- Investigate and follow up discrepancies highlighted from the class-by-class registration process.

### **Teachers will:**

- Meet pupils at the door of the classroom at the start of lessons, where possible.
- Send any pupil not in uniform to Year Head.
- Promote a positive learning environment
- Demonstrate high expectations of positive behaviour within the classroom.
- Ensure that pupils adhere to the classroom code in the classroom.
- Not release pupils early from class.
- Escort pupils into the corridor on dismissal from class, where possible.
- Issue pupils going out of class with a corridor card.

### **All staff will:**

- Reinforce the corridor code and one-way system with pupils, as necessary, in the corridor and stairwell areas.

### **Departments will:**

- Employ positive behaviour strategies
- Ensure a local safety net is in place within their areas of responsibility throughout the school week. This may be achievable within a single department, or may require cooperation between departments.

### **Senior management will:**

- Carry out regular classroom visits during Duty Head periods.
- Endeavour to be in the corridor and stairwell areas at lesson changeover times.
- Support the school prefects in the corridors during intervals and lunchtimes.

## **2. Communication of Standards**

### **Induction**

Details of the expected standards will be explained to pupils as part of the SI induction programme, or by the enrolling teacher in the event of enrolment at a later date.

### **Reinforcement programme**

Pupils from all year groups will be reminded of the required standards 3 times per year as follows:

- Aug - start of term 1
- Jan - start of term 2
- Apr - start of term 3

On each occasion, there will be a two-week programme:

Week 1	<ul style="list-style-type: none"><li>• Pupils will be reminded of <u>all</u> of the expected standards at the weekly assembly</li></ul>
Week 2	<ul style="list-style-type: none"><li>• Tutors will reinforce the standards of school dress and time-keeping on a designated morning</li></ul>

In addition:

- A copy of the classroom code (Appendix 1) will be in every classroom throughout the school.
- Copies of the corridor code (Appendix 2) will be displayed in the corridors and stairwell areas.
- A copy of the classroom code, the corridor code and the school dress code will be included in the school diaries issued to pupils at the start of each academic year.

### 3. Data Collection System

Absence and time-keeping information will be gathered (lesson by lesson) as per current registration procedures.

All other data will be gathered electronically using SEEMIS / SEEMIS Tracking & Monitoring package.

**Merits** may be entered in SEEMIS at any time. In addition, teachers will be prompted to consider pupils deserving of a merit at the start and end of both of the designated B.A.R.T. periods (Aug-Dec and Jan-May - see Section 6). Merit reports will be issued along with reports.

**Effort, behaviour and homework grades** across all subjects from progress reports will be aggregated and points will contribute to B.A.R.T. totals.

**Demerits or referrals** should be entered in SEEMIS as soon as possible after the event.

**A demerit** should be used if no further action is required by anyone else.

**A referral** should be used where further action is required.

Incidents triggering a referral may include:

- Teaching and learning issues
- Pastoral issues
- Incidents of disruptive behaviour
- Serious incidents requiring immediate action by the Duty Head

Actions taken to follow up referrals will be noted in the system by the responsible person (e.g. PT, PTC / PTS, PSM, Year Head, Duty Head) and details of action should be copied into an e-mail to the person who generated the referral.

#### **4. Routine Follow-up Procedures**

Teaching and learning issues recorded in SEEMIS will be followed up by M&T teacher as part of ongoing monitoring and tracking.

Pastoral issues (e.g. attendance, late-coming) will be followed up by the Pastoral Support Team (PSM and PSAs).

Late-coming:

- Latecoming will be monitored and discussed weekly at AIMS (Attendance Improvement Management Service) meeting
- Persistent latecomers will be allocated to an AIMS key worker with an aim to improving attendance

Non-adherence to school uniform will be dealt with by YH:

- Tutors send pupils not in uniform to YH
- On first occasion YH will issue pupils not in uniform with a Dress Code letter for parent and a slip to show teachers that day

Thereafter:

- For S1-S4 pupils not in uniform, a phone call will be made to parents where possible asking them to bring school dress in for pupil or to allow us to send them home to change. Where contact cannot be made with parent, the pupil will work in isolation for the day.
- S5/6 pupils not in uniform will be sent home to change

Individual 'discipline' referrals will be followed up under the referral system (as detailed below). SEEMIS will be trawled at regular intervals by the Year Heads in order to identify pupils with patterns of unwanted behaviours across the school (both in-class and out-of-class). Issues arising will be followed up by the appropriate Year Head.

## **5. Consequence System and Referral Procedures**

The correct referral pathways are shown in Appendix 4 for in-class incidents, out-of-class incidents and incidents requiring the attendance of the Duty Head. Referral procedures are summarised in the following sections below:

### **5.1 Incidents arising in the classroom**

- 5.1.1 In-class
- 5.1.2 Departmental
- 5.1.3 Year Head
- 5.1.4 PTS (ISSD)
- 5.1.5 Depute

### **5.2 Out-of-class incidents**

### **5.3 Duty Head incidents**

### **5.4 Target books**

#### **5.1.1 In-Class**

##### **CLASS TEACHER**

##### **Criteria for making a 'Discipline' referral**

Normal department procedures for dealing with challenging behaviour will be followed.

These may include:

- verbal warning
- change of seat
- reflective written assignment
- restorative meeting / problem-solving conference between teacher and pupil

The teacher will use their discretion in deciding whether or not to record the incident in SEEMIS

However, in order to remove a pupil from class [except in the case of a major incident requiring the immediate attention of the Duty Head (see Section 5.3 below)]:

- The pupil will normally first be issued with 2 warnings with regard to unacceptable behaviour.
- On removal from class:
  - The pupil will be sent to the local safety net for the remainder of the period.
  - Details will be recorded in SEEMIS.



### 5.1.2 Department

#### PRINCIPAL TEACHER / PRINCIPAL TEACHER (CURRICULUM)

##### Follow-up of Demerits or 'Discipline' Referrals from Class Teachers

After 3 demerits or 'discipline' referrals are received for a pupil (or earlier at the discretion of the PT/PTC),

the PT/PTC will follow up. Actions may include:

- Interview the pupil, and reinforce the required standards of behaviour
- Communicate with parents detailing causes for concern (Appendix 5)
- Monitor pupil's progress over a period of time – e.g. Start pupil on a departmental target sheet (Appendix 6)
- Arrange for the pupil to be isolated within the department for a period of one week

Normal department procedures for dealing with challenging behaviour may be followed, in addition to the above.

NB The PT/PTC will enter details of the follow-up actions **taken** into SEEMIS. If a referral has been generated the response can be recorded there. Otherwise it should be recorded in SEEMIS under Pastoral Notes.

The class teacher should be notified of these actions by email.

### 5.1.3 Year Head

#### PRINCIPAL TEACHER

If all In-Class and Department Consequences have been followed and there is still a failure to show sufficient improvement, the PT/PTC will refer the pupil onto the responsible Year Head by entering a referral in SEEMIS.

The minimum information required to support an onward referral will be:

- Evidence of the initial demerits / 'discipline' referrals by the class teacher in 'SEEMIS (normally a minimum of 3)
- Copy of standard letter of concern to parents from the PT/PTC (if applicable)
- Copy of department target sheet (if applicable)
- Final referral in 'SEEMIS, summarising outcomes of department use of local safety net and / or subsequent return to class

#### YEAR HEAD

Prior to taking action:

- The Year Head will trawl SEEMIS for all existing demerits / referrals on the pupil.

Follow-up actions by the Year Head may include:

- Time out of the department supervised by YH (full or part-time)
- Use of target book
- Detention
- Meeting with parents / carers
- Formal disciplinary warning
- Exclusion
- Refer pupil to Partner Agency via the Pupil Support Manager, in order that additional support structures can be put in place in relation to any pastoral issues
- Refer the pupil directly to the Depute Support for further follow-up.

### 5.1.5 Depute

Any pupil failing to respond satisfactorily at Stage 5.1.3 Year Head will be referred onto the Depute Support.

Actions taken by the Depute may include:

- Meeting with parents
- Time out of class supervised by DHT
- FDW
- Exclusion
- Referral to Cluster based multi-agency forum / Senior Officers Review Group
- Referral to partner support agencies (e.g. RUTS, alternative provision through West Lothian Behaviour Support Service)
- Enhanced support through MCMC programme
- Consideration of a hosting arrangement with another school

## 5.2 Out-of-Class Incidents

### INITIATING MEMBER OF STAFF

Pupils will be issued with a verbal warning regarding any inappropriate behaviour outside the classroom.

The initiating staff member will use his/her discretion in deciding whether or not to record the incident in SEEMIS. Incidents entered into SEEMIS should be clearly marked as 'out-of-class' and should not be routed to the PT for action.

Details of any inappropriate response by the pupil to a verbal warning following an out-of-class incident should also be entered into SEEMIS.

Major incidents (e.g. dangerous behaviour) requiring the immediate attention of the Duty Head should be followed through as outlined in Section 5.3 below. All other out-of-class incidents will be picked up by the relevant YH as part of their regular trawl of the SEEMIS data to identify patterns of unwanted behaviours across the school (see Section 4 above).

## 5.3 Duty Head Incidents

### INITIATING MEMBER OF STAFF

#### Procedure for handling a major incident requiring the immediate attention of the Duty Head

In the event of a major incident requiring the immediate attention of the Duty Head:

- For incidents within the classroom, the class teacher should, if feasible, first contact their PT or PTC.
- The initiating member of staff / PT / PTC should phone or send a reliable pupil to the office, who will arrange for the immediate attendance of the Duty Head.
- The Duty Head will follow the procedures as outlined in Appendix 4.

## 5.4 Issue of Target Books

Pupils may be supported in their efforts to minimise adverse referrals by use of a target book for:

1. Attendance monitoring (issued by the PSM / PSA / YH)
2. Homework monitoring (issued by M&T teacher )
3. Department behaviour monitoring (issued by the relevant department)
4. Behaviour monitoring (issued by the responsible Year Head)
5. MIE (Monitoring Individual Effort) card (issued by M&T teacher )

Pupils on target books should be seen by the relevant member of staff on a daily basis.

## **6. Reward System**

A Behaviour And Reward Tracking system (B.A.R.T.) will be in operation throughout the school year.

B.A.R.T. points will be earned for:

- Perfect attendance and time-keeping (gathered from the lesson-by-lesson registration files)
- Any merit referrals recorded in SEEMIS
- The absence of demerits / adverse referrals in SEEMIS
- The effort, behaviour and homework grades on school reports

B.A.R.T. points will be lost for:

- Late-coming
- Any demerits or adverse referrals recorded in SEEMIS

B.A.R.T. totals will be calculated for 2 periods per year as follows:

1. Aug - Dec (interim review)
2. Jan - May

After both periods, details of the results (particularly in relation to pupils who are losing points) will be passed for verifying to:

- PSM / PSAs - pastoral issues
- Year Heads - issues relating to indiscipline

### **For S1 to S3:**

B.A.R.T. certificates will be awarded at the end of both periods as follows:

- Bronze Pupils ranked from 41 to 100
- Silver Pupils ranked from 21 to 40
- Gold Top 20 pupils

In January, certificates will be distributed at tutor time or at a year group assembly by Year Heads, based on the results from the 1<sup>st</sup> B.A.R.T. period.

At the end of the 2<sup>nd</sup> B.A.R.T. period, annual award ceremonies will be held, normally during Health Week, during which the B.A.R.T. certificates will be presented.

### **For S4 to S6:**

Certificates will be awarded at the end of the 1<sup>st</sup> B.A.R.T. period.