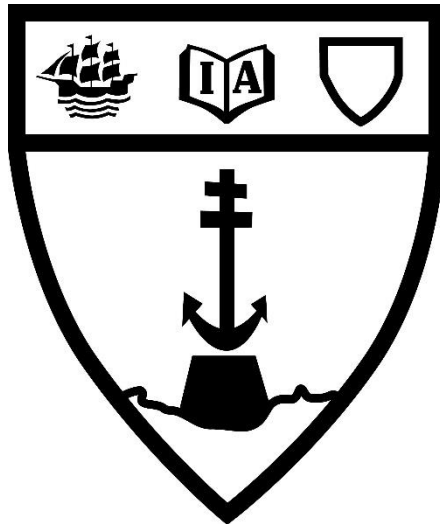


INVERCLYDE ACADEMY

POSITIVE RELATIONSHIPS, POSITIVE BEHAVIOUR POLICY



Vision

Our vision for Inverclyde Academy is to work continuously to develop a community committed to academic and personal excellence and to maximise the potential of all students in the school. We will do this through the provision of dynamic and strong educational opportunities and challenging learning experiences for all. This will be done in a caring, inclusive and safe environment. Pupils will be encouraged to work in a manner which promotes mutual respect for their peers and others within the multi-cultural society in which they live. Inverclyde Academy will also continue to develop close links with parents and other partners to enhance and continually improve the work of the school. Our school values “Work hard, Aim high, Achieve our potential” apply to all in our school community; pupils, staff, parents and partners.

Rationale

This policy has been developed with the Education Scotland Document Included, Engaged and Involved 2017 as a guide. This policy clearly states the desire for there to be fewer exclusions from Scottish schools and explains ***“the need for learning establishments to place a greater importance on inclusion through effective learning and teaching; promoting positive relationships and behaviour; and employment of preventative approaches which reduce the need to consider exclusion.”***

Recent legislation has enshrined in law the duty to get it right for every child. The GIRFEC approach contained within the Children and Young People (Scotland) Act 2014 determines eight areas of wellbeing which are the basic requirements for all children and young people. These are set within the context of the four capacities of Curriculum for Excellence. Every member of staff within Inverclyde Academy must play their part in making sure that our pupils are safe, healthy, achieving, nurtured, active, respected, responsible and included. All who work with children and young people within Inverclyde Academy must demonstrate a professional and personal commitment to meeting the needs of all children and young people.

The policy has also taken account of the Learning Together: Positive Relationships paper which states that: ***“Challenging behaviour is much less common where staff and learners enjoy positive relationships based on mutual respect and consideration. These strengths are supported and reinforced by a shared understanding and acceptance of the school values.”***

Aims

The aim of this policy is to outline the responsibilities of staff, pupils and parents/carers and to ensure that there are clear processes and supports in place to ensure the whole school community are demonstrating positive relationships through the three key areas within our school: **Respect, Responsibility and Wellbeing.**

Positive Relationships among all members of the school community produce an environment that is conducive to all aspects of learning and without which learning can be greatly impeded. We aim to increase the effectiveness of preventative practice and use restorative practices to create a safe learning environment in which every young person will thrive.

Responsibilities

Staff

Within Inverclyde Academy all teaching staff will establish positive working routines within their own class based on Assertive Discipline principles. Teachers will understand the needs of all learners and will plan their lessons efficiently to meet the needs of all learners. Teachers should have consistently high expectations of behaviour and attitude for all our learners and take a consistent, firm but fair approach when restoring a positive working environment/relationship for pupils. Teachers should have realistic but aspirational expectations of achievement for pupils. Praise, should be used, where appropriate, to build upon their positive relationships with their pupils. Staff will follow the procedures within the policy to ensure pupils experience consistency across the school.

Pupils

Within Inverclyde Academy pupils' roles and responsibilities are to demonstrate the school values and the whole school charter. Pupils should respond to the interventions put in place to ensure they display positive behaviour as often as possible. We want every pupil to aim high and be ambitious for themselves, their peers and our school community. We would like all pupils to work with their teachers to get the very best out of their own education. We would like everyone within our school community to continue to contribute to the ethos of the school and to show respect and take responsibility for their own learning.

Parents/Carers

Parents/Carers can support their child with this policy by discussing what appropriate behaviour looks like and by encouraging their child to follow the school values and be the best they can be. Parents/carers should communicate with the school and work alongside us to overcome any incidents that occur that model inappropriate behaviour. We would like parents/carers to support Inverclyde Academy in ensuring that their child attends school every day and comes to school prepared to learn. In order to get the very best for every child, parents and Inverclyde Academy staff need to work together to help to 'Get It Right for Every Child'.

Positive Relationships: Whole School Model

Inverclyde Academy strives to ensure consistency for all learners by implementing the principles of Assertive Discipline and the recommendations of “When the Adults Change, Everything Changes” by Paul Dix. In order for this to take place staff will follow a whole school model to ensure we can maintain and enhance positive relationships among staff and pupils. Staff are nurtured and ACE’s trained and the knowledge of these areas will underpin their ability to foster positive relationships with all pupils. This page demonstrates the consistent approach required by all staff.

There will be clear and consistent classroom routines (including registration) in all areas of the school:

1. Where possible, staff will greet pupils at the door. All pupils will enter in a calm and controlled manner
2. The register will be read aloud to the class within the first 10 minutes
3. Outdoor wear will be removed
4. Learning will be explained through the use of Learning Intentions and Success Criteria
5. Assertive Discipline approaches will be used by the teacher (See handouts)
6. **Departments will agree on three key rules/expectations that are appropriate to their environment and use these consistently with all pupils.**

All teachers will model three Visible Teacher Consistencies:

1. Meet and greet pupils at the door
2. Adopt a first attention to best conduct approach (notice those behaving well first)
3. Offer a clean slate approach in the next lesson

All teachers will use over and above recognition by:

1. Using praise where appropriate
2. Recognising and discussing a pupil retaining their merit each lesson
3. Displaying pupil work
4. Offering Rewards (Stickers, Twitter, Praise Postcards, Nomination for Big Breakfast Friday)
5. Issuing a House Token each period of the day
6. Offering a merit for any pupil that goes above and beyond in lessons

All teachers will follow a stepped intervention process (with the exception of major breaches). These can be interchangeable:

1. Numerous drive by’s (regular check ins and quiet word at the desk) from the teacher
2. Quiet private warning using micro scripts (Appendix 1)
3. Move pupil’s seat
4. Calm discussion in corridor (**pupils will not be out of the class for more than 5 minutes**)
5. Issue demerit
6. Action support from for PT/DHT (Appendix 2)
7. Call for SLT assistance should be minimal after the implementation of hotspots, however if you need assistance your first call is to your PT. If your PT is not available or in a critical point of teaching, then you call the office for a 'CODE 1' Alert - low/middle issue you should have already contacted the PT. The SLT member may release the PT to deal with the issue if they are teaching. CODE 2 - risk of violence - does not need to have PT approval.

**** This is not a staged process that is shared with the pupils, but more a checklist teachers should be working their way through where required. Pupil should be commended when they amend behaviour after any of the interventions above are implemented.**

If a critical incident occurs, then staff should complete a Critical Incident Form through ICON. Racial and bullying incidents should be recorded through SEEMIS.

PRPB Process

Merits

Staff should award merits to pupils each period if they are displaying the school values of respect, responsibility, success or equality. Merits will be added at the end of a period so that pupils can visibly see these in their monthly learner conversation with their Pupil Support Teacher in PSE or DYW lessons. In these meetings, Pupil Support Staff will discuss their merits, demerits, referrals and attendance. Pupil Support staff may set targets with pupils in these meetings or add further interventions if required. GIRFEC Alerts will be put out weekly which will update staff to any new strategies or interventions in place for any young person.

Pupils can achieve a Gold or Silver award if they meet the criteria and will receive a certificate and a Gold Star following the collation of these results. Any pupil who did not meet the criteria will receive a letter home to alert parents that unfortunately they did not meet the criteria at this time.

Each term, the top 10% of our highest merit earners will be invited to the Headteacher's Big Breakfast. This is an opportunity for pupils to have breakfast with the Head Teacher and receive a Gold Star for their House. DHT's will also have a termly Big Breakfast where they can invite pupils who have gone over and above through their Tracking Reports. Staff also have the opportunity to nominate pupils who have displayed our values to attend the breakfast also.

Demerits

Demerits will be issued when pupils have fallen below the expectations set out in class and will be issued one per lesson only (do not tick two categories). They will be issued under the following categories:

Respect
Responsibility
Success
Equality

Demerits will be analysed and discussed with pupils during their PSE periods monthly. PTPS will raise concerns with parents if a pattern of demerits emerges, or if there is an increase of demerits across the school or in any specific dept.

Referrals (more info in Appendix 3)

A referral should be generated by class teachers to their PT where appropriate. If there was an incident which puts a pupil or a member of staff at risk of harm (physical or mental harm to self or others), putting in a referral is not enough. Alert your PT at the first instance who will support you in the matter, they can they alert a member of SLT, if SLT are not free they should alert the school office to the referral who will pass on information to SLT as soon as possible. If your PT is not free, please call down to the appropriate DHT to relay the information.

All referrals should include a brief outline of the situation and the action taken by the teacher. **A maximum of 1 reason** from those available on SEEMIS should be selected when generating a referral. All staff are reminded to avoid the use of emotive language as this is a professional document that can be open to a wider audience. The PT Curriculum should attempt to resolve and conclude the matter and write up any action taken. **Referrals should be closed when appropriate action has been taken by the PT/DHT.**

If staff have a Cause for Concern regarding a pupil they are advised to call PT Pupil Support or a DHT if possible. If this is not urgent, then they can send a referral for 'information only' to alert staff.

There will be a weekly analysis by SLT and this information will be used to contact a parent. SLT make decisions on what action to take by looking at the individual pupil's needs, the number of referrals, and/or if there is a pattern in the referrals (reasons, location or timings).

Detentions (more info in Appendix 4)

Issuing a 10 minute detention will be an option for **PTs and PTPS** (during PSE and DYW classes) when pupils are not responding to the interventions and there is a pattern of behaviour concerns/referrals.

- Detentions will be noted on Microsoft Forms and a member of Office staff will send a text alert to parents at the end of each day.
- PTs should remind a pupil to attend detention at the next available lunchtime. Detentions will take place on Monday, Wednesday and Friday.
- If a pupil does not attend, Principal Teachers will remind pupils once more and then pass onto DHT (this will be coordinated through Microsoft forms and will not generate a referral)
- Class teachers will be responsible for having a short, private restorative conversation with the pupil after the detention is completed. PTs can also carry out a restorative conversation after the detention is completed. Both of these conversations will have an impact on the situation that led to the detention and will help to repair the relationship between teacher and pupil. This should be focussed on what we need to do to improve, not focussed on the past.
- Pupils will complete reflection tasks during detention in preparation for this conversation.

Detentions will be analysed and DHT will raise concerns with parents if a pattern of demerits emerges, or if there is an increase of demerits across the school or in any specific dept.

Rewards (more info in Appendix 5)

In order to promote a positive ethos all staff should make use of the following tools to celebrate success:

House System:

- House Tokens
- House Points
- House assemblies
- House noticeboards
- Winning House pupils are entered into a raffle termly for prizes

School System:

- Merits
- Pupil Achievement Box
- Pupil of the Month – Departments
- Department praise cards or certificates
- Department display boards
- HT Big Breakfast – Top 10% of merits
- DHT Breakfast – Nominations from DHT or staff.
- HT Certificates at the end of a term
- Gold and Silver Awards
- S1/S2/S3 Awards Ceremony
- S4/S5/S6 Achievement Awards
- Big Day Out in June



Interventions

Staff are encouraged to use the following Interventions to support positive behaviour and de-escalate situations:

1. Numerous drive by's from the teacher before moving into stage 2
2. Quiet private warning
3. Calm discussion in corridor
4. Move pupils seat
5. Action support from PT

PTs should use their professional judgement to decide how best to manage the situation within their department. This is not a staged or exhausted list.

1. Restorative conversation
2. Host in separate room or join class
3. Departmental card
4. Issue 10 minute detention.

If all other interventions fail PT would action DHT support. DHT may support by joining pupil in class, supervising class to allow teacher/PT to deal with incident or removing pupil if necessary. Hotspot periods will be identified alongside this to support learning and teaching. If a member of SLT join your class during a Hotspot, do not stop teaching and learning. Carry on and SLT will support you if appropriate.

Responses

Responses to behaviour should be constructive, relevant and as short as possible. All staff and pupils should be clear about behaviours that are unacceptable and make clear to pupils what some of these responses could be if the behaviour is not changed:

1. Departmental/PTPS/DHT Monitoring Card
2. Phone call home
3. TAC/Parental Meeting
4. Removal from class/classes for the remainder of day
5. Detention
6. Privileges removed (school teams etc – by SLT)
7. Exclusion (serious breaches)

Appendix 1 – Micro Scripts/Restorative Questions

When discussing behaviour with pupils it is vital that they receive consistent messages and become used to consistent and calm language. Sometimes pupils will just require a respectful reminder to help them to re-engage with the lesson. This can be done using a microscript (a 30 second intervention) and may prevent confrontation with pupils.

Micro scripts can be used during the “drive bys” by teachers or when you are discussing behaviour with a pupil when out in the corridor. Phrases beginning with the following should be used by all staff:

I’ve noticed that..... (identify the behaviour you are seeing)

Remember that one of our key values is to be..... (respectful ,responsible, look after our wellbeing)

You’ve chosen to.....

Remember the time that..... (mention a positive behaviour/success from the past)

I know you can do better

It’s time to get back to learning and teaching

If behaviour has been corrected at the next opportunity/drive by give some small praise to the pupil.

Restorative Questions

When having a restorative discussion with a pupil after a detention it is important that the conversation is led by the adult using open questions and reflective listening. It begins with a view of what happened, discusses the consequences of a behaviour and ends with suggestions of how the relationship can be repaired and strategies to ensure that the issue doesn’t happen in the future.

The Restorative Five

Five questions are enough. Choose your five from the following suggestions:

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

Appendix 2 –School Leader Support

PTs and DHTs are responsible for supporting department staff with general discipline issues and ensuring staff are following the PRPB policy to encourage positive behaviour and ensure consistency across the school. They can support the learning and teaching in the classroom by using the following strategies:

1. School leaders should support their staff with classroom management and procedures to ensure a positive classroom ethos within the department
2. Support staff in identifying appropriate CPD opportunities to assist with behaviour management where required
3. Have a calm and private conversation with a pupil when they have shown inappropriate behaviour that has escalated past the classroom teacher interventions
4. Remove pupil to work in another room in the department (or another area in the building) at the time of the incident as a cooling off measure (if the behaviour of the pupil is stopping the learning within the class). A short restorative conversation should take place before the pupil enters the department again.
5. Support staff and pupils to have a restorative conversation after an incident has occurred
6. Issue a departmental or school monitoring card for a short period of time with clear targets set for the pupil
7. School Leaders may decide to remove a pupil for a period of time (week/two periods etc) In this case the pupil must be informed of this intervention before they are due to attend the department again
8. Where possible offer in class support for a short period of time
9. Liaise with Pupil Support staff to highlight concerns and seek further support if issues are ongoing after departmental level support has been exhausted
10. Refer the pupil to the Impact Zone for additional support
11. Contact parents with concerns around behaviour where necessary
12. In serious cases, SLT can discuss with the HT about a possible exclusion

Appendix 3 – Referrals

Below are some steps to follow when writing a referral:

1. Give a concise explanation.
2. Do not name other pupils when writing a referral. Only refer by name to the pupil who has generated the referral.
3. Do not use emotive language
4. Do not give opinion on why you think something has occurred, stick to the facts.
5. Only generate a referral when it is a serious breach or when all other interventions have been used with no effect
6. Do not use a referral as a cause for concern relating to SQA/Effort etc.

For PT's and DHT's when dealing with a referral:

1. PTs should action the referral before the pupil returns to class where possible.
2. DHTs and PTs Pupil Support will action and respond within one week.
3. When you have written the action taken send it back to the teacher/PT and ask them to close it
4. Do not keep referrals open when action has been taken. This is the end of the incident and the referral should reflect that by being closed.
5. The action response must be detailed eg. "Noted" would not suffice.

Appendix 4– Detention

When pupils are issued with detention the following will occur:

1. Pupils will have been given opportunity to amend their behaviour before detention is issued as they will have experienced the suggested interventions from the policy.
2. If these do not work and detention is issued pupils should be told to attend at the next available lunchtime (the day of incident period 1-4, the next day period 5-7)
3. PT will enter the details on Microsoft forms which will be accessed through glow. This will be a short task outlining the reason for detention and the pupil details
4. If pupils attend/ do not attend it will be recorded on the form and staff can check the progress of the detention
5. Parents will be informed when a detention is issued
6. Detention will not be recorded through a referral.

When a pupil attends detention:

1. If a pupil attends the detention they will be given the chance to do a reflective task preparing them for returning to your class. They will be expecting a restorative conversation with you on return where a line can be drawn and a clean slate provided to them. This will have a positive effect on the relationship between teacher and pupil.

When a pupil does not attend detention:

2. When a pupil does not attend detention Principal Teachers will be asked to remind the pupil to attend at the next appropriate lunchtime. This will be noted on forms that they have had this reminder.
3. If a pupil does not attend after this then the appropriate DHT will then action the detention attendance.
4. Pupils who are receiving a high volume of detentions will be highlighted and intervention from PTPS/DHT will be put in place.

*An example of the detention system is on the following page

Detention Tracking

Hi, Callum, when you submit this form, the owner will be able to see your name and email address.

* Required

1. Forename *

2. Surname *

3. Reg Class *

4. Reason for detention *

- Option 1
- Option 2
- Other

The screenshot shows an Excel Online spreadsheet with the following data:

Forename	Surname	Reg Class	Issued By	Reason	Completed	PT Checked
John	Smith	12X	Callum Beattie	Dancing in class	✓	
Jane	Smith	12X	Callum Beattie	Doing too well in class		✓

Appendix 5 – Rewards

The following whole school rewards are available to staff to recognise positive behaviour and pupils going above and beyond. Some examples have been given, however this is not exclusive and teacher judgement should absolutely be used.

1. House Token (1 point) – Staff can issue up to three house tokens per lesson

A house token should be issued each lesson. There is no set criteria and teacher judgement should be used. Some examples could be working well with others, contributing well in class, producing a good piece of work, exemplifying the school charter etc.

2. House Gold Star (50 points) – issued by HT and DHT

A house gold star can be issued by HT or DHTs when a pupil demonstrates behaviour that is over and above out with the classroom. This can be extra curricular achievements, whole school initiatives or contributions etc. Every Hot Chocolate Friday pupil will receive a gold star also.

3. House Silver Star (25 points) – issued by PT Subject and PT Pupil Support

A house silver star can be issued by PTs when a pupil demonstrates behaviour that is over and above out with the classroom. This can be extra curricular achievements, whole school initiatives or contributions etc. Every Hot Chocolate Friday pupil will receive a gold star also.

4. Nomination for Big Breakfast Friday with the DHT

Termly there will be a small group of pupils who will be invited to have breakfast with the HT. They will receive a certificate and a gold star for their house. Nominations for this will be requested by DHT Wellbeing via email on a monthly basis.

5. House Captain Certificates – Gold and Silver

Pupils will receive certificates at the end of each term based on the number of merits they have received. These will be linked to star badges and HT Certificates.

Further information can be found in our Celebrating success policy.