



Lesmahagow High School

Promoting Positive Behaviour Policy



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Glossary

Senior Management Team	SMT
Principal Teacher of Pupil Support	PTPS
Getting it Right for Every Child	GIRFEC
System used to register pupils and manage merits, demerits and referrals.	SEEMiS
Additional Support Needs	ASN
Support for Learning	SfL
Promoting Positive Relationships and Understanding Distressed Behaviour	PPRUDB

Rationale

Lesmahagow High School's most important function is to provide a welcoming and respectful environment conducive to providing high quality teaching and learning. The ethos of the school is centred around the importance of respect, understanding and positive relationships, which extends to all members of our learning community.

We all have a responsibility to promote positive relationships and manage distressed behaviours in a positive way. Effective schools do this in a clear and consistent manner.

SLC Attachment Strategy

The Attachment Strategy aims to promote the key understanding of attachment theory and how that theory can inform the ways in which we support our young people.

As a school we promote attachment-informed practice which supports the understanding of early childhood trauma and the impact of loss, it also provides the theoretical underpinning needed to fully comprehend the Adverse Childhood Experiences that some young people we work with will have.

Attachment-informed practice supports key policies such as GIRFEC, and more locally Promoting Positive Relationships and Understanding Distressed Behaviour (PPRUDB), and it will help us as a school to make even more progress towards achieving the goal of closing the poverty related attainment gap and meeting the needs of all young people.

Promoting Positive Relationships and Understanding Distressed Behaviour

In Lesmahagow High School we believe that:

- Pupils generally want to behave well
- Behaviour is a means of communication, and it is our job to ensure that all pupils are supported to communicate their needs safely and appropriately
- With the right support and intervention, pupils can learn to improve their ability to self- regulate
- Mistakes are part of the learning process
- All of our pupils are at different stages of the developmental process
- Some of our pupils have social difficulties and/or learning difficulties which impact on how they behave and respond
- School staff can use a variety of strategies to support pupils to improve their behaviour.

Positive relationships are at the centre of our work with young people and their families. These relationships are the basis on which staff support young people to reach their full potential and become respectful and effective contributors in society. Positive relationships and an appreciation that behaviour is communicating a need are essential to the promotion of positive behaviour, reduce incidents of bullying and improve the learning and teaching of all.

Information for Pupils

At Lesmahagow High School we aim to create a positive ethos based on mutual respect and trust where staff and young people learn and work together.

We appreciate that 'all behaviour is communication' and our school policy and procedures reflect the need to understand where certain anxieties or behaviours come from in order to best support each individual.

However, in order to ensure young people reach their full potential and leave school fully prepared for their future, we set high standards and expectations for all young people. These standards and expectations are shared with young people on a regular basis, and we ask that they acknowledge the responsibilities placed on them across the school. In addition to school rules, standards and expectations, departments will have their own expectations based on the nature of the subject. Pupils should ensure they are aware of what is expected of them in order to help create a positive ethos, a safe learning environment and fully reach their potential.

All young people have a right to an education. All young people should be aware that with this right comes the responsibility to behave in a manner that ensures that teaching and learning is always a positive experience for everyone.

As members of the school community everyone has a role to play in ensuring Lesmahagow High School is a safe, inclusive place to learn. If you have any concerns about the action of others, please speak to your Pupil Support teacher or any member of the SMT.

The pupils of Lesmahagow High School are expected to meet the following responsibilities.

We should come to school Prepared by:

- Wearing full school uniform.
- Bringing all equipment for classes - jotters, pencils, booklets, PE kit, food trays etc.
- Carrying our school bag to every class.
- Being calm and ready to focus on learning for the WHOLE lesson.
- Coming refreshed and prepared e.g. using toilets and purchasing water at interval and lunch.

Be Engaged with the learning and teaching process:

- Arrive on time and line up at the classroom doors ready to be met by your teacher.
- Remove jackets - place equipment required on your desk and put your bag under your seat or on the back of your chair.
- Mobile phones should be off or on silent and placed in your bag.
- Follow the instructions of the teacher and listen when others are contributing to the lesson.
- Focus on all activities and give 100% effort in every class.
- Wait for the teacher to instruct you to pack up.
- Ensure all equipment and resources are packed away and seats placed under desks.

We should be Respectful when in school and especially in class:

- Demonstrate our school values and be respectful, kind and polite to everyone.
- Refrain from using inappropriate language.
- Enter classrooms in a calm manner and sit at your assigned seat.
- Move around the school in a safe, quiet and orderly manner, respecting the notice boards and others.
- Not bringing chewing gum, vapes or energy drinks into the school.
- Putting our rubbish in bins and clearing tables.
- Respecting the school building - use the Street and outside areas only during interval and lunch.
- Report any damage to a member of staff.
- Being respectful of the local community and those who live here.

Appropriate Actions for a Pupil Displaying Distressed Behaviour

There are a number of supports which a teacher can use if a pupil is displaying distressed behaviour. Teachers should see this as a tiered system, which escalates if an issue persists. These should be applied progressively and not escalate too quickly. Steps can also be repeated based on nature of incident.

- **Refocusing** - Refocusing pupil back on task.
- **Chance to Change** - Verbal warning, with discussion of possible actions if issue persists or escalates.
- **Action** - Reminded of expectations, isolation within class (move of seat), or follow through on action discussed with pupil previously.
- **Time Out** - Temporary removal from class (corridor – maximum of 5 minutes) or temporary removal from a particular class activity (This should be followed by a restorative discussion detailing reasons for this).

If distressed behaviour persists:

- **Relocation** - The Faculty Head will arrange for a young person to work from another location.

Following an incident, further steps may be taken based on the nature of the concern. For example:

- Seeking pupil later in day/week to chat about incident - restorative and relationship building.
- Demerit.
- Reflection Time.
- Incident Reporting Proforma (IRP) sent home - email proforma sent by Faculty Head.
- Referral to Faculty Head.
- Departmental Monitoring Card (for persistent concerns).
- Referral to SMT/PTPS (based on nature of concern/persistent concern).
- Discussion with Faculty Head, PTPS and/or SMT.

Classroom Teacher/ Learning and Teaching Actions	Faculty level/Department wide actions	SMT/Pupil Support level Actions
Seeking pupil later in day/week to chat about incident - restorative and relationship building. Demerit. Parental Message via Google Form. Reflection Time. Referral to/Discussion with Faculty Head.	Incident Reporting Proforma (IRP) sent home - email proforma sent by Faculty Head. Departmental Monitoring Card (for persistent concerns). Referral to SMT/PTPS (based on nature of concern/persistent concern).	Referral to SMT/PTPS (based on nature of concern/persistent concern). Discussion with Faculty Head, PTPS and/or SMT.

Recognising Positive Behaviour and Promoting Positive Relationships

Staff are encouraged to award merits in line with our procedures e.g. one per period, to help encourage positive relationships and engagement. Staff should also inform pupils of their intention to award a merit to share this success with them.

Merits contribute toward our Merit Reward Programme which consists of event throughout the year in which pupils who have acquired enough merits can intend events including fun workshops, trips and, where applicable, events such as inflatables day.

Building positive relationships with children is at the centre of our work. These positive relationships enhanced the shared understanding of behaviours and can help to promote better choices. Ultimately, this will help to foster a positive and respectful ethos where young people feel safe and secure, and staff can support them to reach their full potential.

De-escalation and Intervention Approaches and Supports

A key element of our policy is to support staff to prevent situations from escalating or commencing at all. There are a number of supports and techniques which are used as preventative and supportive means to manage distressed behaviour, helping to maintain a positive and supportive ethos. Staff have a responsibility to be proactive in planning for distressed behaviour, in order to select the most appropriate support or technique to address behaviour which falls below the standards and expectations of the school.

When addressing such behaviour, consideration should be given to:

- Clear and realistic expectations
- Classroom Management

- Recognising effort
- Fair and predictable responses to both distressed and positive behaviour
- Specific pupil information (SEEMiS Pastoral Notes/Medical/ASN/Risk Management)
- Timing of any intervention to minimise impact to 'pace and flow' of lesson
- Use of voice and language
- Location for discussion with pupil
- Desired outcome of intervention (a fair, considered and proportionate response to allow for escalation to Principal Teacher/Faculty Head, if necessary).

Responses to Distressed Behaviour

The following are promoted as appropriate responses in the face of distressed behaviour. They are intended to be broadly incremental. However, individual situations will dictate whether there is justification to move up the list of responses. E.g. acts of physical and/or verbal aggression should always be referred to SMT.

- De-escalation
 - non-verbal/verbal cues delivered without interruption to the lesson
 - a quiet word / remediation of task
 - a change of seat
 - using a calm tone of voice and clear, direct language
 - choosing to address the issue after a cooling off period
 - Separation from peers out of class (briefly)
 - opportunity for pupil to work in a colleague's class
- Seeking pupil later in day/week to chat about incident - restorative and relationship building.
- Demerit.
- Reflection Time.
- Incident Reporting Proforma (IRP) sent home - email proforma sent by Faculty Head.
- Referral to Faculty Head.
- Departmental Monitoring Card (for persistent concerns).
- Discussion via phone, email or in person with parents/carers.
- Referral to SMT/PTPS (based on nature of concern/persistent concern).

School Procedures

It is critical that class teachers work to resolve incidents of distressed behaviour or persistent indiscipline using their professional skills and abilities. Class teachers will be able to:

- apply matters of policy in relation to positive behaviour mechanisms and classroom management
- seek informal advice from departmental colleagues including PT/FH/DHT/HT if necessary
- seek informal advice from other respected colleagues including Pupil Support
- log all action taken for future record

In cases where the matter is not resolved by the class teacher following the agreed process, or distressed behaviour becomes persistent with no sign of improvement, class teachers should follow the Referrals Process.

Referrals Process

There are a number of supports, which a teacher can use if a pupil presents with distressed behaviour. It is important to ensure these supports and de-escalation techniques have been implemented by the teacher prior to progressing the situation in line with our behaviour policy. Teachers should see our behaviour policy as a tiered system, which escalates if an issue persists. Supports should be applied progressively in a calm and empathetic manner to all situations.

When a young person displays distressed behaviour, it is important for staff to recognise that this is a form of communication. Therefore, it is important for staff to consider the feelings and needs behind the behaviour. Seeking an explanation for the signs of tension or distressed behaviour may often be helpful in preventing situations from escalating.

What is the purpose of a referral? When should a referral be made?

The purpose of a referral is to access additional supports for a pupil. These should only be made when a pupil requires additional supports above and beyond what the class teacher is able to offer or when a situation is deemed serious / dangerous and warrants immediate action. In these situations, Faculty Head support should have already been sought to assist with the situation.

A referral implies that an issue is serious and despite implementing de-escalation supports and following the tiered system above, the problem has not been resolved. There is nothing wrong with making use of the referral system as it is there to help, but many situations can be resolved through following the PPRUDB guidance in relation to managing distressed behaviour and de-escalating techniques. This way pupils are made to reflect on their behaviour and take responsibility for their actions, as well, as preserving the teacher-pupil relationship. This allows for supports can be discussed and implemented more quickly.

Referrals should be based on facts and not include personal opinion or emotional rhetoric. This is helpful in ensuring the correct response is made by the individual you are referring to and the appropriate supports offered.

- A referral should be made by a class teacher to their FH when they have exhausted all de-escalation supports to help overcome a pupil's distressed behaviour and have followed the tiered system above.
- When an incident is deemed as dangerous/unsafe and warrants immediate referral.
- When an incident occurs where the wellbeing of a member of staff or pupil is compromised.
- When the PT/FH wants to inform the year head of an incident or ongoing situation which has in being monitored.

What types of SEEMiS referrals are to be used?

1. For Information Only

When a FH has dealt with a situation but would like to inform the young person's Year Head of the situation and the outcome of actions. Not all referrals will require this action and the decision to refer for information will be based on the FH judgement. For example, when there has been a pattern of behaviour which warrants the year head being notified e.g. if a pupil is being monitored in class.

2. For Action

Where a teacher has progressed through the tiered system and exhausted the supports available to them but no significant improvement has been noticed / distressed behaviour persists. Referral should be made to the FH in the first instance for action and to provide additional supports.

Once a FH has implemented the supports, they have available but distressed behaviour persists or escalates further, a referral to year head should be made.

3. For Immediate Action

When a crisis situation has occurred such as a dangerous incident or when an individual's wellbeing has been put at risk, a referral for immediate action should be made. Situations which merit this referral should already have had Year Head or FH intervention or contact due to the seriousness nature of the incident. The person receiving this referral should be aware that the incident has occurred and referral is being made.

Corridor/Playground Behaviour

There is a clear correlation between behaviour in the corridor/playground and behaviour in the classroom. It is, therefore, extremely important that all pupils display high standards of behaviour throughout the whole school.

All staff - teaching and support staff - have a role to play and a responsibility for monitoring and addressing behaviour in all parts of the school. If the situation cannot be resolved with a brief word, alert the Office to allow SMT to be contacted. Complete a SEEMiS referral to relevant DHT.

Mobile Phones in School

We are aware that many pupils carry mobile phones for their security especially if they are attending extra-curricular classes. However, we do not want them to interfere with learning & teaching in the school. If they are neither seen nor heard then there is not a problem.

Advice to Staff – Procedures

As a class teacher you may wish to make use of mobile devices to support learning and the delivery of the curriculum within your own classroom setting. You should use your own professional judgement around when this is appropriate.

In the majority of cases, mobile devices should be silent and placed in a pupil's bags. If a pupil does not have a bag, it should then be placed in their pocket. If a pupil's mobile phone sounds in class, or if it is being used in class without permission, the pupil should be given a **chance to change** and asked to put their phone away. If the phone disrupts learning for a second time or is used without permission, the pupil should be asked to place the phone on the teacher's desk.

If a pupil refuses to follow this instruction, explain that message will be sent to their parents/carers.

Persistent issues with the use of a mobile phone, should be referred to the Faculty Head and departmental behaviour policies should be used to manage issue.

If a phone is used within the corridors between classes during the school day, staff are encouraged to ask the pupil to put the phone away. Any difficulties arising from this should be raised with the appropriate Year Head via a SEEMiS referral.

Managing Crisis Behaviour

De-escalation techniques and supports generally help to prevent situations from further escalation, however, on occasion young people, for whatever reason, may not be able to regulate their emotions in order to return to a calm state of mind. In these incidents, it is imperative to follow the steps below:

- Contact the Office and seek SMT support
- Keep talking to the young person in a calm, reassuring manner.
- Keep use of language to a minimum and refrain from raising your voice.
- Be understanding and non-judgemental.
- Use active listening and be clear in your response.
- Keep calm, professional and objective.
- Provide young person with space and time as they begin to de-escalate.
- Avoid discussing situation immediately and allow time for care and nurture.

Following such incidents, a de-brief will take place in order to ascertain triggers and causes. Expectations and targets will be set with a plan of how to best support the young person progressing forward.

Roles and Responsibilities

Roles and Responsibilities Senior *Management Team*

The supportive role of the Senior Management Team is essential in ensuring the Promoting Positive Behaviour Policy is effective and implemented consistently across the school. SMT should work effectively with staff, pupils, parents/carers and partners to ensure that a positive and respectful ethos is established within Lesmahagow High School.

It is the responsibility of SMT to:

- Create the climate for collective commitment to the ethos of the school.
- Empower staff to get to know the 'whole' child.
- Promote positive relationships and good order within the school community.
- Offer advice, feedback and support to parents/carers, pupils and staff.
- Establish and implement a clear and consistent policy to managing distressed behaviour.
- Put in place practical, manageable structures to allow effective communication to support positive behaviour across the school.
- Have carefully planned transitions including enhanced transitions for vulnerable young people.
- Encourage a consistent approach amongst staff.
- Demonstrate by example, fairness, consistency and a commitment to the principles of restorative discipline.
- Create clear routines and structure for young people to follow.
- Recognise the talents of young people and encourage staff to do so also.
- Involve the parent body in the prevention and resolution problems by early intervention and effective partnership.

- Take appropriate informal or formal disciplinary action where necessary within the framework of the SLC Policy.
- Keep colleagues informed of actions taken.
- Regularly monitor and review policy.

Roles and Responsibilities Classroom Teachers

Have a responsibility to;

- Develop relationships with all pupils in their care taking consideration of the pupil information shared.
- Have a sound knowledge of SLC Attachment theory and practices, as well as SLC's PPRUBB documentation.
- Create a climate within their classrooms which is conducive to a positive learning environment.
- Establish, in collaboration with pupils, clear ground rules for a positive learning environment.
- Welcome pupils in the corridor to their classroom – Meet and Greet.
- Ensure lessons begin promptly, with relevant starter tasks, and start and finish under their clear control and direction.
- Develop positive relationships with pupils by displaying personal interest in learners.
- Create an enjoyable, purposeful learning environment in which pupils are engaged and active in their learning.
- Use praise appropriately to individuals, groups and classes.
- Respond appropriately to the learning needs of individual learners and groups of learners.
- Ensure all learners have clear and manageable targets and are motivated to learn through support, prompting, resources and celebration of their successes.
- Apply supports and de-escalation techniques which are consistent with agreed school policy Apply classroom discipline sanctions fairly and consistently.
- Listen to the opinions of pupils.
- Seek advice from fellow colleagues including PT/FH, Pupil Support or SMT as appropriate.
- Contribute to the good order of the school outside the classroom.

Roles and Responsibilities Principal Teachers/Faculty Heads

All Heads of Department and Faculty Heads should support policy by;

- Ensuring departmental staff know that they have a responsibility to develop positive working relationships with all their pupils.
- Ensuring all members of the department understand and apply the school policy and the SLC Attachment theory and that it is regularly discussed at Department/Faculty level.
- Providing appropriate advice and support to departmental colleagues.
- Keeping a departmental discipline record.
- Dealing with discipline concerns raised.
- Keeping colleagues informed of actions taken.
- Monitoring and evaluating policy at departmental level.
- Implement departmental policy in line with school guidance.
- Manage relocation schedule.

- Communicating departmental concerns to SMT.
- Contributing the good order of the school outside the classroom.

Roles and Responsibilities Pupil *Support Staff*

Pupil Support Staff have a key role to play by;

- Helping to ensure all pupils feel known and valued.
- Keeping close positive links with parents/carers.
- Involving parents at an early stage in supporting pupils.
- Modelling an inclusive, restorative approach to all pupils.
- Setting pupils clear, attainable targets via monitoring cards etc.
- Involving external agencies where appropriate.
- Supporting pupils and families where alternative provision or external supports have been identified.
- Utilising the Joint Assessment Team where applicable.
- Working closely with Support for Learning, Teachers of Inclusion/Wider Achievement, Psychological Services and other relevant external agencies.
- Promoting all Positive Behaviour across the school.
- Being proactive in the creation of a positive, restorative approach to discipline.
- Contribute to the good order of the school outside the classroom.

Roles and responsibilities *Parents and Carers*

Parents and carers should support policy by;

- Become familiar with Promoting Positive Behaviour Policy.
- Discuss policy with pupil to ensure they are aware of the standards and expectations of young people.
- Encourage young people to Be Prepared, Be Engaged and Be Respectful.
- Support the school to foster positive and respectful ethos.
- Work in partnership with staff to ensure young person receives the correct support for them to learn and reach their full potential.
- Discuss with young person issues raised by staff from the school and work constructively with staff in order to bring about positive change in behaviour, where required.
- Update Pupil Support staff of concerns or supports your child requires.

Whole School Support for Distressed Behaviour

The school have allocated staff who work with young people displaying distressed behaviour on a weekly basis. The focus of this support is to help pupils regulate their emotions, make better choices and access their curriculum.

At present, Teachers of Inclusion and Wider Achievement are delivering alternative learning options for young people who are unable to cope with their classes. These opportunities complement a young

person's timetable and allow them to both learn and achieve, whilst offering a break from the traditional timetable.

Departmental / Faculty Support

Each faculty has a set schedule for relocating pupils who have demonstrated that they are unable to manage in a certain class. Pupils will be relocated, after all supports have been exhausted by the class teacher, within the department where they will continue with their learning without any distractions.

The Faculty Head will discuss concerns with the class teacher and plan to re-introduce the young person back into their class will be agreed upon.

If a Faculty Head feels that a young person is unable to de-escalate and follow the instructions of the department, Rota will be called which will involve SMT attending the department and seeking to resolve the situation.

Senior Management – including Persistent Distressed Behaviour

SMT cover Rota throughout the week. They will respond once departmental supports have been exhausted. If a child is unable to return to class, they will relocate them to their office or room where the young person can continue with their work.

On the occasion where a young person has persistently demonstrated that they are unable to engage positively with their learning, a young person may be removed from classes for the remainder of the day in order for them to learn in an environment which has fewer triggers and provide time and space for them to regulate their emotions. Further steps/arrangements may be put in place based on the nature of the situation, but this will be on a pupil-by-pupil basis taking into consideration the young person's wellbeing and level of need. A plan may be put in place to support the young person to return to learning in a productive and positive manner, however, certain sanctions may also be actioned. These potential sanctions can be found in appendix 3. This is not an exhaustive list, but examples of what could be implemented.

SMT will also hold Reflection Time sessions at lunch for young people who have not been able to behave in a manner that reflects the standards and expectations set for young people. This includes young people who are routinely disrupting teaching and learning and acquiring demerits and referrals.

Lesmahagow High School Merit Programme

Lesmahagow High School have three Merit categories:

- Positive action/behaviour
- Achievement
- Whole School Contribution

As mentioned previously, pupils can acquire one merit per period. These will contribute towards their ability to attend Merit Events throughout the year.

Demerits

Pupils will receive a demerit where their behaviour/actions fall below the standards we expect of young people within Lesmahagow High School.

Actions/behaviours that could lead to a demerit are:

- Behaviours that fall below expectations / behaviours within class including poor punctuality / missing learning
- Failure to be organised for learning
- Failure to complete / produce homework or classwork to expected standard

Actions/Behaviours

These merit/demerit categories encompass many actions / behaviours:

- Attendance and punctuality
- Organisation and preparations for learning
- Behaviour and acting responsibly within lessons
- Attitude towards learning and others
- Effort levels within class
- Quality of work / homework

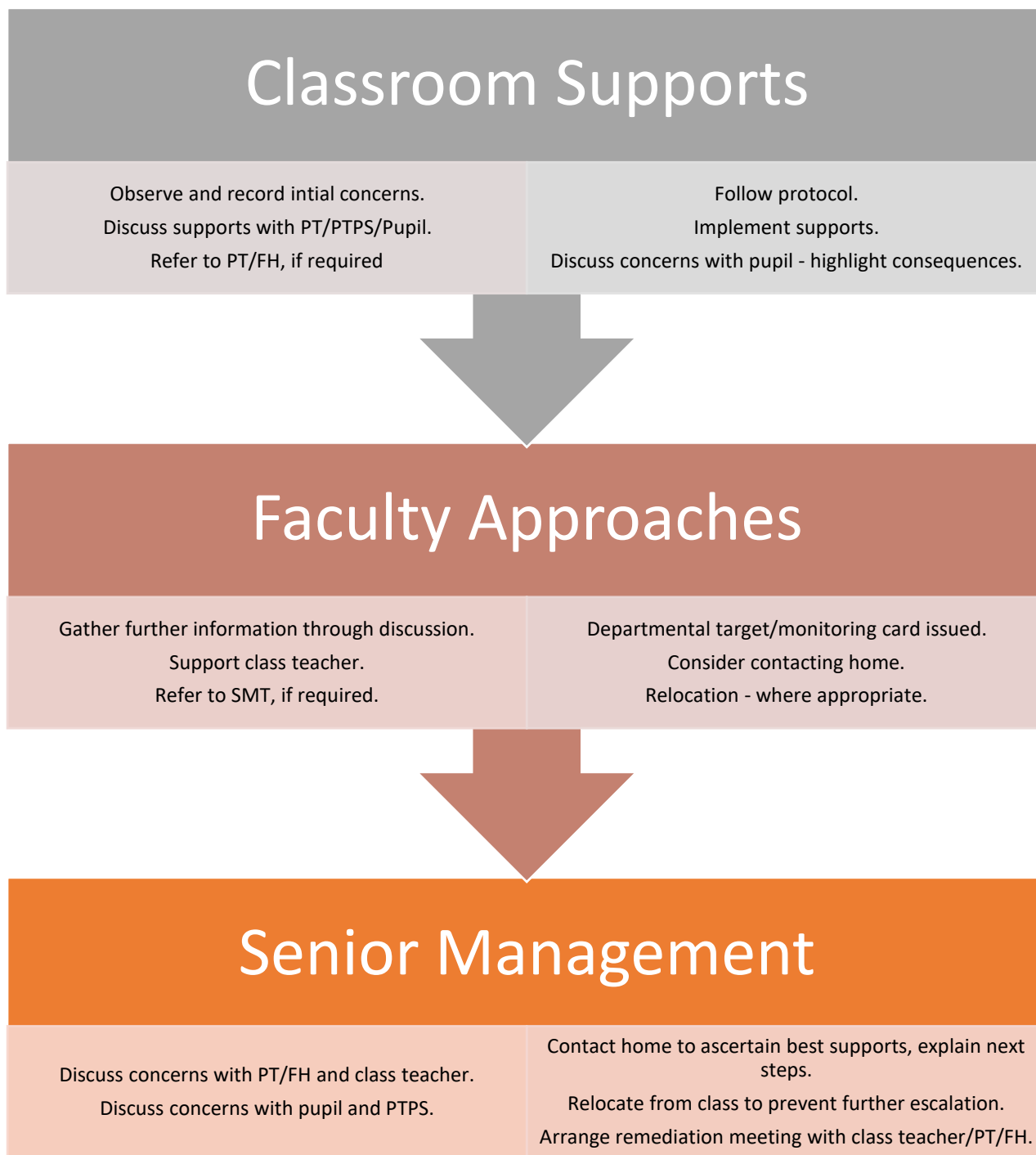
Referrals

Referrals will be monitored by Principal Teachers of Pupil Support and SMT. Where a referral has been made based on actions/behaviours, 2 points will be removed from the young person's merit total.

Commitment to Equity

As per our Inclusion Statement, we appreciate that we have a diverse group of young people who attend Lesmahagow High School with many having to show true resilience and self-belief in order to overcome an array of barriers, many out with their control, in order to access and benefit from their school experiences. As such, we will take into consideration each individual's background and needs in relation to incidents of distressed behaviour and when allocating places for each merit event.

Appendix 1 – Behaviour Policy Flowchart



Appendix 2 – Support for Young People

Below are examples of supports which the school can implement to help a young person display positive behaviour:

Supports	Description
Blue Target / Monitoring Card	Helps to keep a young person's focus and reminds them of expectations. Allows for positive praise.
Departmental Monitoring Card	Allows a department to monitor behaviour/progress of a pupil. In doing so, departments can alter supports to help pupil engage.
Teacher of Inclusion/Wider Achievement	Provide bespoke learning opportunities to help young person reach their potential, learn how to regulate their emotions and provide an alternative to traditional timetables.
The Hive	Inclusive small classroom where young people can receive support for their learning and wellbeing. Pupils can be referred to this provision for a period of time or utilise this when returning from a period of significant absence.
Part-time timetable	A reduced timetable aimed at focusing on positive elements of school for a pupil. We hope this helps pupils to build up a more positive perception of their learning, encourage them to make better choices and support the development of their wellbeing, in the hope of a full return to school.
Time-Out Card	Allows pupil to leave the learning environment, temporarily, to regulate emotions/access supports, before returning to their learning.

Appendix 3 – Sanctions/Consequences for Serious or Persistent Indiscipline

Below is a non-exhaustive list of sanctions/consequences for serious or persistent episodes of indiscipline:

Sanction/Consequence	Description
Reflection Time	Pupil reflects on their actions at interval and/or lunch as directed by a member of staff.
Relocation	Pupil is relocated from their class in order to provide the best chance for them to continue with their learning uninterrupted.
Internal Exclusion	Pupil follows an alternative timetable or works from a different location for a set period of time.
Exclusion	Pupil is excluded from school due to a serious incident or persistent indiscipline over a period of time.
Demerit	Pupil is issued with a demerit which is monitored by PTPS and SMT. This can lead to a removal of opportunities.
Removal of Opportunities	As a result of a serious incident or persistent indiscipline, a pupil may not be allowed to participate in certain opportunities such as trips, merit events etc.

Parental Message	Parent receives an email message indicating an issue within a class. Parents/carers are asked to discuss this with their child to support a positive change in behaviour.
Incident Reporting Message	Faculty Head of a department emails proforma providing details of an incident or series of incidents culminating in the need for information to be shared home. Targets will be set by the Faculty Head which we ask parents/carers to discuss with their child and make comment on.



RATIONALE:

Increasingly, studies are being produced by researchers that link mobile phone use in schools with worsening academic performance and with causing some social problems. At Lesmahagow High School we CARE and want our young people to Learn, to Achieve and to Succeed. We are determined to remove all barriers that get in the way of this happening.

OUR EXPECTATION

- 1 Is that all pupils, upon entering the class, will be expected to have their phones away in their bags. It should not be in their pockets unless, for whatever reason, the pupil does not have a bag with them.

2 CHANCE TO CHANGE

If a pupil then removes their phone from their bag, they will be given one chance to put it away.

3 THE BOX

If the pupil's phone emerges from the bag a second time, the teacher will instruct the pupil to place it in the box on the teacher's desk.

This is also where phones should go if a pupil is being allowed out to the toilet. Going out to the toilet should not be seen as an opportunity to check your phone.

REFUSAL

- 4 1.If a pupil refuses to put their phone in the box, advise them that an email will be sent home. Do not get into a lengthy argument with the pupil about this - just move on with your lesson.
- 2.A tab will be added to the Message Request form (that staff use to request homework emails etc), to request that an email be sent home by the office advising of the refusal.
- 3.Pupil Support will peruse this data weekly. If a pupil has more than three refusals, the relevant PT Pupil Support will call home to try to gain the parent's support for our policy.
- 4.If the refusal incident causes significant disruption to teaching and learning, please, follow our PPRUDB policy and refer to FH.

5 EXCEPTIONS

If an exception has to be made for a pupil, this will be communicated to staff via an email from SMT/PT PS

*Together we Learn;
Together we Achieve;
Together we Succeed*