

Ambition

Respect

Equity



**Better Relationships,
Better Learning
And
Better Behaviour Policy**

“We ARE Perth High School and this is how we do it here”

June 2018

“The route to exceptional behaviour is not paved with a toolkit of strategies, a bag of classroom management tricks or magic dust from senior leaders. It lies in the behaviour of every adult and their ability to create a culture of certainty.

P. Dix (2017)

Contents

Page 4	The Aims
Page 5	Clarity & Consistency
Page 6	Rules
Page 7	Clear Communication
Page 8	Our Blueprint
Page 10	Appendix 1 <i>Positive Recognition</i> <i>Class Teacher steps and strategies</i> <i>Principal Teacher steps and strategies</i> <i>Depute Head Teacher steps and strategies</i> <i>Head Teacher</i> <i>Critical Incidents</i>

The Aims

This policy sets out what we as Perth High School are committed to. The shared expectations of staff, of young people, of parents/carers and of our wider community have been discussed, reviewed and agreed upon.

Perth High School's central focus is to continue to build and strengthen our positive ethos. Grounded in the school's central values of ambition, respect and equity, we will continue to strengthen and build a culture of success. This culture of success is backed by the belief of all staff that every young person can succeed.

Relationships are central to our approach to supporting young people. A restorative philosophy overarches our policy and actions. Our Better Relationships, Better Learning and Better Behaviour Policy has been set out to ensure that within Perth High School we have:

- 1. Clarity**
- 2. Consistency**
- 3. Clear Communication**

Clarity

We will be clear on school procedures and expectations. These will be shared clearly and explicitly at all times

Consistency

We will be consistent in our application and approach to enhancing relationships and improving the learning environment for all. The same rules will be applied fairly in the same way by all staff in all lessons and by all PTs and DHTs across the school.

Clear Communication

We will endeavour to communicate in a clear, detailed and timeous manner at all times. We have set out timelines for communication which will be adhered to (see communications policy). All new staff will be welcomed to the school, receive an induction and be shown where to access key procedures and policy. We will also ensure that a detailed induction package is in place to support them.

Clarity

As a school our aim is to promote behaviour that supports learning at all times.

We expect that:

1. All learners will be well supported to achieve their best;
2. All staff are supported to have the skill and confidence to take ownership of behaviour within the school;
3. All learners are encouraged to take part in lessons successfully;
4. Expectations and rules are set out clearly and applied consistently;
5. Everyone is treated with respect and dealt with fairly at all times.

Consistency

Visible Consistencies

We will shape visible, positive consistency throughout the school. There will be a commonality of approach by all staff across the school. We recognise that this will only occur if positive and consistent routines and actions are carried out and insisted upon by all staff across the school. When young people go over and above, this will be recognised consistently across the school. Similarly, when expectations are not met, staff at all levels will address this in a consistent manner using the steps and strategies outlined in Appendix 1.

We have three simple, concise and easy to implement consistencies we have agreed to implement:

1. We will acknowledge everyone positively
2. Staff will stand at classroom doors, welcoming young people into class
3. Our first attention will always be towards positive behaviour

Rules

We do not have an exhaustive list of rules or dos and don'ts. There are only three rules, based on our values, which run across our school community. This will be the framework, which all staff will consistently make reference to:

- **Ready** to learn
- **Respectful** to others
- **Safe** in what we do

These rules help give a balance of consistent practice while enabling all staff to make reasonable adjustment according to context, teaching style, approach and personality.

In order to ensure everyone is successful, we will **check, remind, address** and **re-engage** any young person who displays behaviour which interrupts learning. We will exhaust all possibilities to check, remind, address and re-engage young people in their learning before we liaise and ask for the assistance of others.

We will check small behaviours with small, reasonable consequences which have a restorative ending. If young people don't follow our reasonable and clearly explained instructions, we have steps which we will then use to remind, address and re-engage (see appendix 1).

Clear Communication

We will communicate in a clear, detailed and timeous manner at all times. We recognise frustration can increase when information is not passed on/available. The following guidelines have been put in place and we aspire to work to these guidelines at all times:

Class Teacher – Pupil Communication

- Positive, inclusive and respectful language will be used at all times by everyone
- Appropriate time will always be given to complete tasks both within and outwith class according to young person's needs
- When a Timeout is necessary, no young person will ever normally be asked to stand outside a classroom for longer than **5 minutes**. This will automatically result in a demerit and group call trigger (See Appendix 1)

Class Teacher – Principal Teacher

- Regular updates will be discussed between CT/PT
- Cause for concerns will be discussed daily and also raised via SEEMIS
- The protocol for issuing a Groupcall is outlined in Appendix 1. Principal Teachers will receive a weekly print out of Group Calls issued by their teams and discuss/address any patterns.
- Cause of Concern letters will be issued within **2 school days** of the event
- When the Principal Teacher becomes actively involved with a young person, **weekly updates** will be provided to class teacher verbally.

Principal Teacher – Depute Head Teacher

- SEEMIS referral to a DHT (for action) will be answered and discussed between PT/DHT and plan fed back to the class teacher by PT within **3 school days**
- When Depute Head (Year Head) becomes actively involved with a young person, a **fortnightly update** will be provided to Principal Teacher, this may be verbally, via email or via SEEMIS. The PT will then communicate the outcome and actions to the class teacher.

Our Blueprint

In order to ensure everyone is successful, we have devised a blueprint for Perth High School. This makes it clear – this is how we do it here.



The PHS Behaviour Blueprint

This is how we do it here



Rules

1. Ready
2. Respectful
3. Safe

Visible Consistencies

1. Welcome at classroom door
2. Positive acknowledgement
3. First attention to positive behaviour

Recognition

Positive Letter Home
Termly Merit

RELENTLESS ROUTINE

Mobile Phones are not visible unless directed by teacher

Attendance to Silence

Uniform

Stepped Boundaries

1. Classroom Teacher
 - Reminder
 - Caution
 - Time out
2. Principal Teacher
3. Year Head

Scripts & Mantra

1. "You did.....That is over and above. Well done."
2. I see/understand/noticed that....I need you to....
3. What do you think you could do to avoid this happening a third time
4. "If you choose to.....then this will happen....If you choose not to then this will happen....I'll leave you to make your decision"
5. "I believe that you can be a success but I need you to...."

Restorative Questions

1. What has happened?
2. What were your choices at the time?
3. Who has been affected?
4. What are your thoughts?
5. How can we make this right?

We **ARE** Perth High School

“The solid base of any school, classroom, home or community is the sure-footedness of the adults. Their certainty quells any anxiety from children and creates a safe atmosphere where relationships and great learning thrive. ”

(Adapted from P. Dix 2017)

Appendix 1

Within this appendix, positive recognition mechanisms are detailed. The steps and the associated strategies for checking, reminding and re-engaging are detailed for each level of intervention (Class Teacher, Principal Teacher, Depute Head Teacher and Head Teacher). Phrases and scripts for delivery are also detailed to ensure clarity.

Positive Recognition

Our first attention will always be towards positive effort, behaviour and attitude across the school. All staff will recognise, communicate and share this verbally with young people on a daily basis. All staff will also be able to recognise positively young people by:

- Cause for Celebration Letter Home
- Termly Merit

CAUSE FOR CELEBRATION LETTER TRIGGER PROCEDURE

When a young person has demonstrated effort, behaviour or attitude over and above expectation staff members should recognise this verbally initially. Staff members also have the opportunity to recognise and communicate this home to parents/carer via letter. When a member of staff wishes to do this they should:

- Go into SEEMIS **Merits**
- Click Level 1, 2 or 3 (depending on reason) – Cause for Celebration Letter
- This will then be recorded on the system
- At the end of each day standard letters for those young people who have received these Cause for Celebration Merits will be printed and sent home
- This letter is in recognition of over and above effort, behaviour and attitude. It is not a letter that should be issued daily.

CLASS TEACHER STRATEGIES (FIRST LEVEL)

The following interventions could and should be tried by all class teachers prior to referral to the Principal Teacher:

***Drive by check * Caution * Move seat * Time out outside class for one to one conversation * One to One conversation had at end of period * Ask young person to return at interval/lunch for a conversation * Note in planner * Issue Group Call * In class target sheet with goals agreed * Cause of concern letter home* Class observation request (where appropriate) ***

Reminder

Always refer to/remind young people of 3 simple rules: **Ready, Respectful, Safe.** Delivered privately where possible – staff take initiative to try to prevent things escalating any further.

Strategies: Drive by check

*" I see/noticed you..... **I want to remind you** of..... Now I need you to....."*

*" I have heard what you said, now **I need to remind you** that you need to....."*

Caution

Clear verbal caution delivered privately, making the young person aware of their behaviour and clearly outlining the consequences should they continue.

Strategies: Move seat, move to back of class, ask to speak to them privately at your desk/bench/side of pitch when class are on task

*" This is your **second reminder** what I need you to do is....are you able to do this?"*

*" I am disappointed that this is **the second time** I have had to speak to you.....I'd like you to join back in with the lesson now but I need you to....*

" What do you think you could do to avoid this happening a third time?"

"Think carefully about your next step"

Time Out

Speak to the young person privately outside of the learning environment and give a final opportunity to engage in the work. Refer to previous examples of good work/behaviour that young person displayed.

Strategies: Stand outside the classroom, good neighbour, stay behind after class for 1 minute or come back and see me for 2 minutes at interval/lunchtime

*" I don't like your behaviour today.....**this is the 3rd time** I have had to speak to you..... I believe that you can be a success but I need you to..... **there will be a groupcall issued** informing your parents/carers that it has progressed to this stage today."*

Follow Up; Groupcall issued that day or cause for concern letter sent if an ongoing issue. Referral completed 'for information only' to Principal Teacher.

GROUP CALL TRIGGER PROCEDURE

When a young person has to be asked to stand outside or is good neighboured after both a warning and a caution the class teacher should do the following:

- Go into SEEMIS Demerits
- Click Level 3 – Timeout
- This will then be recorded on the system
- At the end of each day a list of those young people who have received level 3s will be printed and a groupcall sent home
- The office staff will note any young person who has received **3 or more demerits** in the one day and will **NOT** issue a groupcall but will instead flag this up to the Guidance Teacher who will then make contact with home
- A weekly summary of Level 3s will be emailed to all staff

Principal Teacher (Second Level)

Principal Teacher will engage young person in more medium term intervention in discussion with class teacher and in direct communication with parent/carer.

The following interventions could and should be tried by all Principal Teachers prior to referral to the Depute Head Teacher:

***One to one conversation * Daily/Weekly Check In * Department Monitoring Sheet * Temporarily good neighbour * Observation of pupil in class * Team Teaching * Liaise with Guidance Team to make phone call home * Email home * Request parental meeting (Guidance in attendance) * Initiate weekly email update with parent/carer * Cause for Concern letter * Organise & Facilitate Restorative Meetings when needed ***

Scripts/Mantra

"You need to realise that every choice has a consequence and recently your choices have resulted with you being here.....your choices going forward are....."

"If you choose to.....then this will happen....if you choose not to then this will happen....I'll leave you to make your decision"

Follow Up; Referral completed 'for information only' to DHT (Year Head) indicating that intervention is taking place. If no positive progress made referral should be completed to the DHT requesting action. This must be followed up with the PT discussing the referral with the DHT and together agreeing the best step forward. Decisions regarding who is feeding information/communicating action back to class teacher should be decided during these discussions.

***** ONLY MOVES TO NEXT LEVEL IF THE STRATEGIES ABOVE HAVE BEEN EXHAUSTED WITH LITTLE OR NO POSITIVE PROGRESS MADE *****

Depute Head Teacher (Third Level)

Depute Head Teacher will become involved if a long term intervention is necessary or if external agency intervention would be appropriate. If a young person presents themselves at a Depute's office without PT intervention or communication then the Depute will return the pupil to the department and/or Guidance.

The following interventions are available to all Depute Head Teachers and will be deployed based on the situation and the young person's needs:

***Phone call home * Daily Check In * Monitoring Sheet * Lunchtime Detention * Parental Meeting * Internal Day of Reflection * Referral to School Support Team/Interagency Team ***

Scripts/Mantra

"Mr/Miss/Ms/Mrs have shared with me that things have not been going great recently in....is there something that is getting in the way/causing you distress/causing you to act in this way...."

"You need to realise that every choice has a consequence and recently your choices have resulted with you being here.....the next steps are...."

"We have reached a point where everything that has been tried so far has not had the desired impact.....I will now contact home and discuss this with your parent/carer....it is likely we will invite them in for a meeting"

"If you choose to.....then this will happen....if you choose not to then this will happen....I'll leave you to make your decision"

Follow Up; DHT will respond to initial SEEMIS referral via discussion with PT, outlining actions. Thereafter, if ongoing action is required, regular updates to Principal Teacher(s) will be provided via email/discussion.

Head Teacher

The Head Teacher will be kept informed in order to liaise, advise and support in situations where it appears the Depute Head Teacher intervention is having little or no impact. For critical incidents, the Head Teacher will consult with the DHT and other appropriate staff. Ultimately, the Head Teacher will make the final decision as to whether a young person should be excluded and for how long.

Critical Incidents

If the behaviour of a young person escalates to the extent where the health and wellbeing of others is at risk, an immediate call should be placed to the office for emergency support – specifically the Duty PT or a member of SLT will then attend.

Duty PT

- If the class teacher feels a crisis needs to be averted then a 'call for support' to their own PT should initially be attempted. If this is not possible then the class teacher should call or send another pupil to the school office requesting assistance
- The office will contact the duty PT by radio. The Duty PT and the teacher/PT will decide if the pupil should be removed from the classroom or if the situation can be restored within the department
- If the young person is removed they will be taken to the duty PT's classroom/base and will complete a reflective piece of work
- Following a duty PT call the class teacher should complete a PT referral (requesting action), detailing the incident on SEEMIS.
- The referral will be discussed with the pupil, class teacher and the PT/Year Head as well as parent/carer as appropriate
- An action plan will be agreed during the discussions and a way forward agreed. The young person will not return to the class until this has been agreed and the necessary restorative actions implemented (this may mean they are accommodated via good neighbor or are supervised by the subject PT until a suitable agreed action plan has been agreed).

“While some schools devise vast lists of ridiculous rules and codes of conduct for children to abide by, others concentrate on what really matters: consistent adult behaviour. The elephant in the room is adult behaviour.”

P. Dix (2017)