

# **Promoting Positive Relationships Policy**

## **November 2025**

## Section 1 - Context

### Rationale

From the wealth of research that exists, we know that positive relationships are at the very core of effective learning and teaching and the development of the wellbeing of the whole child. We understand that strong, reciprocal relationships – those with high expectations and clear and consistent boundaries – matter most in terms of pupils' achievements and self-belief. Johnstone High School is therefore committed to creating an environment where positive relationships are at the heart of productive learning. Recognising that relationships, learning and behaviour are interlinked and that safe, stable, and nurturing relationships are a pre-requisite for learning, improving relationships and embedding nurturing approaches is a key priority for Johnstone High School. This policy sets out our approach to developing, maintaining, and restoring positive relationships.

### National and local policy context

Our policy is underpinned by a wide range of National and Local Policy Drivers. The legislative landscape continues to emphasise the importance of wellbeing and relationships in shaping positive outcomes for children and young people.

National Policies include:

- Getting it Right For Every Child and the Children and Young People (Scotland) Act, 2016
- Respect for All : The National approach to anti-bullying for Scotland's children and young people (2017),
- Included Engaged and Involved Part 1: A Positive Approach to the Promotion and Management of Attendance in Scottish Schools,
- Included Engaged and Involved Part 2: A positive approach to preventing and managing school exclusion,
- Applying Nurture as a Whole School Approach

Renfrewshire's policy framework also illustrates our commitment to supporting excellent outcomes for all and reflects our Nurturing approach.

### Guiding Principles

The following core guiding principles sit within the context of a strategic framework on promoting positive relationships. They have a sound research base and are central to the work we are undertaking in Johnstone High School.

#### Wellbeing of All

- It is essential that the whole school community has a shared understanding of wellbeing and the dignity and worth of every individual. This promotes a culture and ethos of positive relationships.

#### Inclusion

- Senior Leadership are key to creating an inclusive and positive ethos in which positive relationships can thrive, which is endorsed by, and embedded across, the whole community. Inclusion entails children and young people being present, participating, achieving and being supported. This is everyone's responsibility.

**Equity**

- Equity is at the heart of our approach to promoting positive relationships. This ensures that each child and young person is given the right support at the right time in the right place when they need it.

**Recognising and realising Children’s Rights**

- Getting it Right for Every Child and the Children and Young People (Scotland) Act requires every practitioner to familiarize themselves with and take account of the UNCRC in their day-to-day practice.

**Relationships are the key to promoting positive behaviour**

- Everyone within a school community is more likely to demonstrate positive behaviour where relationships are respectful, rights based and where children are supported to develop positive behaviours.

**GTCS Professional Standards**

The GTC Standards for Full Registration include building positive, respecting relationships for learning as a professional skill and ability that teachers must have.

<b>3.2.3 Build positive, respecting relationships for learning</b>	
Professional Actions	<p>As a registered teacher to demonstrate your professional skills and abilities you are required to:</p> <ul style="list-style-type: none"> <li>- promote and develop positive and purposeful relationships with and between learners, colleagues, families and partners</li> <li>- use a variety of research-informed approaches to relationship building in a consistent way to build and sustain all professional relationships</li> <li>- communicate appropriately with every learner, modelling and promoting competence and confidence in literacy, numeracy, and health and wellbeing</li> <li>- recognise where learners with additional support needs require alternative approaches and seek support as necessary</li> <li>- commit to and demonstrate equity and inclusion to advance equality of opportunity between learners who share a relevant protected characteristic and those who do not and foster good relations</li> <li>- encourage learners to respect and care for themselves, others and the natural world.</li> </ul>

**Aims of the policy**

This policy promotes and supports the vision, values and aims of Johnstone High School and specifically aims to:

- Impact positively on all learners and support all staff to meet need.
- Create an environment of consistent high level learning behaviour across the school.
- Provide clarity of expectations and consistency of approach from all members of the school community in supporting young people in their learning.

## Purpose of the policy

The purpose of the policy is to provide simple, practical procedures for staff and learners that:

- Teaches appropriate learning behaviour through positive interventions and recognises and praises high level learning behaviour.
- Empowers all staff to deal with incidents of inappropriate learning behaviour in a positive and restorative manner for learners and staff to build and maintain positive relationships.
- Provides a staged intervention approach to difficulties where an appropriate response is made at the earliest possible stage to allow learning to continue and relationships to be maintained.

## School Values and Aims

The policy promotes our school values of **Determination**, **Kindness** and **Respect**. It illustrates ways in which both pupils and staff show determination, kindness and respect.

## Expectations

Johnstone High School sets out our expectations for pupils within three key concepts: 'Safe', 'Ready' and 'Respectful'. All learners and staff are expected to be 'Safe in our behaviour', 'Ready to learn' and 'Respectful of everyone'. The identification and development of these three concepts within the context of this policy was discussed with learners who have identified what being 'Safe', 'Ready' and 'Respectful' looks like in Johnstone High School. These are detailed in the JHigh lesson Pupil and Staff Charter (**Appendix 1**).

In order to ensure consistent high level learning behaviour across the school, expectations around 'Safe', 'Ready' and 'Respectful' should be explored with all learners, displayed in every classroom and referred to in conversations around conduct. These three concepts will be the focus of assemblies and PSE lessons at the start of each new session and all staff are asked to support this as part of their own induction when meeting new classes.

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**Consistency in practice**

For the policy to work effectively; consistent, and robust application of these guidelines must be applied by all.

The table below illustrates the ways in which we must be consistent.

Consistency in:	By:	This looks like:
Structures and routines to support all learners.	Having structures and routines in class, around the school and during social times.	<ul style="list-style-type: none"> <li>- Staff should refer to the JHS lesson charter.</li> <li>- House teams should be at entrances welcoming pupils into school in the morning.</li> <li>- All staff should 'meet and greet' learners every period at the start of each lesson.</li> <li>- All lessons should end with the same calm structure: learners behind desks with chairs under, or lined up inside the learning space if not a classroom.</li> <li>- All staff should be at their classroom doors and into corridors as learners leave the class ('End and send').</li> <li>- Staff who do not have a class any period should be present in the nearest corridor / stairway during period change over.</li> <li>- Staff focusing on the positives. For example, thanking pupils for taking their jackets off. Catch pupils 'being good' and focus on this.</li> </ul>
Positive reinforcement	<p>Having routine procedures for encouraging, reinforcing, and celebrating appropriate learning behaviour at classroom, department and whole school level.</p> <p><b>See Appendix 2.</b></p>	<ul style="list-style-type: none"> <li>- Staff should give regular praise to learners – <i>for e.g. by praising the behaviour they want to see / giving quiet words of personal praise / positive comments on jotters</i></li> <li>- Staff should distribute Satchel One points regularly for displaying the school values.</li> <li>- Staff should seek opportunities to award Satchel One Badges, for particular efforts.</li> </ul>

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		<ul style="list-style-type: none"> <li>- Staff should nominate learners for 'Learner of the month' / HT Values certificate <b>every month.</b></li> <li>- Staff should seek opportunities to nominate pupils for a Head Teacher's letter of praise.</li> <li>- PTs / DHTs should seek opportunities to send positive texts home / make positive phone calls home.</li> </ul>
<p>Classroom and wider school expectations.</p>	<p>Having clear expectations around: 'Safe', 'Ready' and 'Respectful'.</p>	<ul style="list-style-type: none"> <li>- Expectations around 'Safe' 'Ready' and 'Respectful' should be explored with all learners at the start of each term. <b>Expectations around appropriate full school uniform and mobile phones must be included in this.</b></li> <li>- Classroom expectations around: 'Safe' 'Ready' and 'Respectful' should be <b>displayed in every classroom.</b></li> <li>- Our expectations of Safe, Ready and Respectful should always be referred to in conversations around conduct (<i>Demerits should be given under these headings if require.</i>)</li> <li>- Staff <b>MUST</b> be consistent in challenging non uniform and use of mobile phones however if a learner is struggling after a quiet check in, staff should use planned ignoring to avoid immediate conflict and then follow this up with the House Team of the pupil.</li> </ul>
<p>Responses to dysregulated and distressed learners.</p>	<p>Using the Staged Intervention approach.</p>	<ul style="list-style-type: none"> <li>- Staff should always attempt to de-escalate potentially challenging situations/.</li> <li>- Staff must always use a restorative approach.</li> <li>- Staff should attempt to resolve difficulties at the earliest possible stage, seeking support but not delegating.</li> </ul>

		- Staff must always give learners a fresh start.
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## Section 2 - Classroom Management

Positive relationships between learners and staff based on mutual respect are vital for productive learning and teaching.

### Expectations of staff

In order to provide a learning environment in which learners are supported to achieve their best, staff must:

- Model the Code of Conduct by being ‘Safe’, ‘Ready’ and ‘Respectful’ themselves **(Appendix 1)**
- Meet and greet learners at the start of each lesson at the classroom door. This will ensure a welcoming and orderly entry to the learning environment while helping to build positive relationships with learners. Learners should also leave the classroom in a similar way to ensure an orderly exit from the learning environment.
- Use the Circle framework to thoroughly prepare for and plan lessons that engage, challenge and meet the needs of all learners, taking account of all ASN and ensuring that every learner is able to access the curriculum and achieve their best.
- Use calm, consistent adult behaviour.
- Use praise and recognition regularly. **(Appendix 2)**
- Actively seek to build positive relationships with learners by getting to know learners as individuals.
- Ensure that the attendance of learners is accurately recorded each lesson using SEEMIS. Registers must be taken within the first ten minutes of the lesson.
- Have resources including pens / pencils readily available for learners.
- Follow up every time, retain ownership and use restorative practice with learners.
- Treat each lesson as a fresh start.
- Always be consistent in practice **(see Consistency in Practice Table on Page 4)**

### Expectations of learners

Learners are expected to be: ‘Safe in our behaviour’, ‘Ready to learn’ and ‘Respectful of everyone’ at all times **(Appendix 1)**.

They should:

- Demonstrate the school values of: Determination, Friendship, Honesty, Respect, Responsibility and Trust.
- Show exceptional behaviour at all times.
- Take responsibility for actions and work with adults to repair relationships when they are damaged.

With specific focus on:

**Uniform** – School expectations around appropriate full school uniform should be included in discussions around expectations in your classroom. Learners without appropriate uniform will be

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challenged by House Teams in the morning at main entrances and these learners will be sent to the Uniform store to put on appropriate uniform. Staff must always challenge learners without appropriate uniform unless House Teams have given permission for this via a note or email. If a learner refuses to remove a piece of inappropriate uniform, teachers should do a quiet personal reminder, then pass to the house team.

**Time keeping** – A member of SLT sits in Reception Period 1 and records those learners who arrive late. Learners are given a late slip from the member of SLT. Learners should present their late slip to their Period 1 class teacher on their arrival at class but should not be questioned further on this in front of the rest of the class. If a learner does not present with a late slip, the class teachers should ask them for it. This should be done discreetly throughout the lesson or at the very end of the lesson. If a learner is late to class on any other period throughout the day, this should be recorded on SEEMIS. If late coming is persistent, staff should email the House Team.

**Mobile phones** – The process for mobile phones should be included in discussions around the expectations in your classroom. Pupils should have their mobiles turned off / in the phone box **for the full lesson**. Teachers should mark this as a phone demerit on Satchel One. If a pupil refuses to place their phone in the box, you should follow the intervention process. If after following the intervention process, the pupil still refuses to place their phone in the box, teachers should seek the support of their PT / FH.

### Beyond the classroom

#### Supporting appropriate behaviour beyond the classroom includes:

- House Teams (PT Pastoral and DHT) “Meet and Greet” learners at the main entrances into school in the morning. This will ensure a welcoming and orderly entry to the school, while helping to build positive relationships with learners.
- Teachers should only release a learner from class if they have a pass which permits this (‘Toilet pass’, ‘Time Out’ pass or a ‘Release learner 3 minutes early from class’ pass). Eligible learners will be noted on the Sharing of Safeguarding document that is sent out via email every Tuesday morning.

Teachers should use their professional judgement regarding releasing learners without a medical toilet pass to the toilet. This should be noted as a toilet demerit on SEEMIS which will be used for information only. Learners should not be allowed to leave class for any other reason unless they have a signed letter from a member of staff requesting this.

- Staff volunteers will supervise communal areas at break and lunchtime. Learners should not be in corridors unless they are attending a lunchtime club or an arranged study session with a teacher.
- Staff should never ignore or walk past learners who are not adhering to our ‘Safe’ ‘Ready’ and ‘Respectful’ expectations during social times. The standard you ignore is the standard you accept.

### Section 3 – Managing Inappropriate Learning Behaviour

Despite a teacher’s best efforts to build positive relationships and maintain a positive teaching and learning environment, there may be instances where a learner demonstrates inappropriate learning behaviour, conflict may occur, and it becomes necessary to intervene. In these instances,

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it is important that the focus remains on how the behaviour is negatively impacting on the process of learning for that learner, and other learners within the class. It is also important for the learner to recognise how the behaviour does not support school expectations around 'Safe', 'Ready' and 'Respectful' (**Appendix 1**).

Every effort should be made to de-escalate potentially challenging situations. Examples of de-escalation techniques are provided in **Appendix 3**. Professional learning opportunities in this area will also be available throughout the session.

A restorative approach should always be used for learners and staff to maintain positive working relationships (**Appendix 4**). This approach involves including the learner in finding a solution to the problem. Instead of asking "Who's to blame and how are we going to punish them?" focus is put on reasons, causes, responsibilities and feelings.

## Staged Intervention Approach

The staged intervention approach operates at three levels:

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

The aim of intervention is to resolve difficulties at the earliest possible stage to allow learning to continue and to maintain and restore positive relationships. Interventions must be proportionate and focus on making things better. They must minimise disruption to teaching and learning for the learner demonstrating the inappropriate learning behaviour and for all other learners. The level of intervention will be determined by the seriousness of the behaviour.

## Approaches and resources to inappropriate learning behaviour

The following are possible approaches and resources, which may be applied in a given situation.

### Classroom level

Strategies and resources at **classroom** level include:

- Reinforce desired behaviours around school expectations of 'Safe', 'Ready' and 'Respectful' and praise the behaviour you want to see (for example, praising a learner for having their jacket off and being ready to begin the lesson).
- A reminder of when you've see this learner display appropriate or positive behaviours (for example, I noticed last week that you managed x really well. Can we get back to that thanks.)
- A clear verbal reminder delivered discreetly to the learner making them aware that their behaviour is not appropriate as per the Safe ,Ready, Respectful code in **Appendix 5**.
- Provide a temporary 'cool down' from class (learners must not be out of class for more than 5 minutes) as per the Safe, Ready, Respectful in **Appendix 5**.
- Have a restorative conversation to reframe and co-regulate the learner.
- Remove Satchel One point from the learner and verbally notify the learner of this as per the Safe, Ready, Respectful in Appendix 5.
- Change of learning task for the learner.
- Reflection of classroom practice - learning and teaching methodologies used.
- Use the CIRCLE Inclusive Classroom Scale for rating the classroom environment.

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- Use the CIRCLE Participation Scale for identifying and measuring areas affecting a learner's participation.
- Access collegiate support – advice / peer observation / feedback).
- Liaise with Pupil Support (Pastoral, Support for Learning, Nurture).
- Try to make time to discuss with the learner possible reasons for behaviour.
- **If inappropriate learning behaviour continues, complete a SEEMIS referral to PT Subject for action (see referral protocol)**

**Department level**

Middle leaders are not expected to deal with referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

In addition to the strategies and resources noted above, additional strategies and resources at **department** level include:

- Extended time out – but with the learner still learning. This should last for an agreed period of time and the learner should be made aware of this timeframe. Achievable but challenging work should be set. The learner should report to the subject PT (not the class teacher) at the beginning of the lesson, who will issue work and register the learner.
- Facilitate a restorative conversation with the learner and class teacher (**Appendix 4**).
- Communicate with parent / carer **having consulted with PT Pastoral first**.
- Place on a department monitoring card (**Appendix 7**).
- Refer learner to the Reflection Room in consultation with SLT

**If inappropriate learning behaviour continues following a range of PT Subject interventions then complete a SEEMIS referral to appropriate DHT for action (Appendix 6).**

**Wider school level**

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

In addition to the strategies and resources noted above, additional strategies and resources at **whole school** level include:

- Parent / Carer meeting
- Whole School Monitoring card
- Referral to the Reflection Room.
- Create a Child's Plan
- Facilitate a 'team around the child' / multi – agency meeting for the learner
- Amended curriculum / timetable
- Access wider school / Authority resources

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## **DHT Call out**

Only in the most serious of circumstances when it is impossible for learning and teaching to continue or there is a significant breach of safety should a DHT be called for. The PT / FH should radio to the office and ask for SLT support. The office will then radio for SLT (see radio protocol appendix)

SLT to be called if:

- There is a serious incident (fight, significant bullying incident, sectarianism).
- The lesson cannot continue due to the level of disruption and the PT is unavailable.
- The PT requests support because the lesson cannot continue due to the level of disruption.

## **Exclusion (Internal / External)**

National Guidelines in Scotland emphasise that exclusion of a learner from school should only be used as a **last resort** when there is no alternative. Where exclusion is used it should be a short-term measure to allow the school time for planning with the aim of improving outcomes for the learner. **As part of 'The Promise', Exclusion of Care Experienced pupils is not allowed under any circumstances.**

Following national guidance, Renfrewshire's Standard Circular 8 sets out expectations and processes in relation to exclusion from school. It recognises that sending a learner home can be necessary in extreme circumstances only when all other attempts to resolve matters have been unsuccessful. It must not be used as a punishment but instead to provide an opportunity to plan support for a learner which will address the behaviour which led to their exclusion.

Johnstone High School's approach is to maintain learners within the school wherever possible in order for the learner to continue to have access to learning and to support. When it is no longer possible to sustain a learner in classes and / or at break / lunch periods the school will provide an alternative timetable within the school for the learner. This will usually be in the Reflection Room. In circumstances where the learner is unable to cooperate with the alternative provision, or in a situation where the Head Teacher decides that exclusion is required because of extreme or dangerous behaviour, the learner will be excluded following the procedures set out in the standard circular.

## Appendix 1: Summarising the views of Johnstone High School learners on what 'Safe', 'Ready' and 'Respectful' means to them.

### The JHigh Lesson Pupil Charter

<b>Safe</b>	<b>Ready</b>	<b>Respectful</b>
<b>To help everyone to be safe I will:</b>	<b>To help me to be ready to learn I will:</b>	<b>To help me be respectful when I am learning I will:</b>
Wear the correct uniform.	Say hello to my teacher each lesson.	Complete all tasks in lessons as these support me to achieve the success criteria every lesson.
Listen to instructions.	Make sure I know where supports are in each classroom.	I will ask how, where and when I can get help with my learning.
Talk, not shout.	Ask for help if I don't understand an instruction.	I will use the feedback I get from my teachers to make the best progress in all of my lessons.
Follow the mobile phone rules.	Follow the learning routines in each classroom.	I will reflect on my progress and make improvements to my work, effort or attitude when needed.
Sit where I am told in each classroom.		

### The JHigh Lesson Teacher Charter

<b>Safe</b>	<b>Ready</b>	<b>Respectful</b>
<b>To help pupils to be safe in lessons teachers will:</b>	<b>To help pupils to be ready to learn teachers will:</b>	<b>To help pupils be respectful when learning teachers will:</b>
Check I am wearing correct uniform.	Meet and greet me each lesson.	Provide me with work that supports me to achieve the success criteria each lesson.
Check I am listening to instructions.	Provide me with a supportive space to learn.	Will clearly explain how, where and when I can get help with my learning.
Remind me to talk, not shout.	Give me clear instructions.	Will give me regular feedback on my progress.
Remind me of the mobile phone rules.	Have clear routines in place.	Give me time to reflect on my progress and make improvements.
Decide where I sit in their classroom.		

## Appendix 2: Celebrating appropriate behaviour

The use of praise in developing a positive atmosphere in the classroom and across the school cannot be underestimated. It is key to developing positive relationships with all learners.

### Approaches and resources to celebrate appropriate behaviour

#### Classroom level

Strategies and resources at classroom level include:

- A quiet word of personal praise to the learner. Take time at the start or end of lessons to notice those who are going over and above. Talk them and be clear about what it is you value about their behaviour. You should aim to do this for at least one learner each week from each class.

- A positive comment on a learner's jotter / work.

- **Satchel One points should be awarded to pupils regularly. (Appendix 8).**

- Satchel One badges can be awarded to learners who go above and beyond appropriate learning behaviour.

- A Praise Postcard distributed to the learner for genuine recognition of extra effort.

- Nomination for 'Learner of the Month' / HT Determination certificate every month.

#### Department level

In addition to the methods of praise above, additional strategies and resources at **department** level include:

- Promotion of Learner of the Month – At the end of every month, class teachers should email their PT the name of one pupil per class. Learner of the Month will be celebrated at department level in a format relevant to the department. This could include, but is not limited to, issuing certificates, displaying winners names/photos on notice boards, sharing information digitally or offering a reward item. PT will also award Learner of the Month points on Satchel.

- A praise text sent to the learner's parent / carer or a positive phone call home. This is the most powerful recognition of all. A call home on a Friday to let families know how exceptional their child has been, will create positive vibes throughout the weekend and beyond for that child and their family.

- Nomination for individual recognition at Year Group / House Assemblies / Annual Award ceremonies.

#### Wider school level

In addition to the methods of praise above, additional strategies and resources at **wider school** level include:

- HT Determination certificate – In addition to the 'Learner of the month', class teachers can nominate one learner per month for a HT Determination certificate. These should be awarded to learners who consistently display determination to succeed and who achieve excellence in effort, behaviour and homework. These certificates will be given out to pupils at a monthly 'Hot chocolate with the Headie' break.

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- HT Letter of Praise – These should be distributed as a result of actions over a sustained period of time or for an outstanding contribution to the life of the school, department or extracurricular activity. The name of any learner you would like to receive a letter of praise should be passed to office staff who will generate letters of praise and keep a record of learners who receive one. These letters are signed by the HT and posted home.

### Appendix 3: De-escalation techniques

Occasionally, a learner may present distressed behaviour that presents a challenging situation for everyone involved. In these situations, it is important to maintain rapport with the learner, stay in control and communicate calmly and effectively.

The following techniques are examples of good practice in challenging situations. Professional learning opportunities in this area will also be available throughout the session.

#### Examples of good practice

##### Do

- Lower your voice and let the learner know specifically what behaviour is unacceptable. Try to retain a warm and empathetic tone.
- Sit / stand to the side of the learner and adopt a relaxed, non-threatening stance. Respect their personal space and keep your distance (approximately 1 metre).
- Use the learner's name. Give the learner a chance to speak by telling the learner that you want to hear what they have to say for e.g. "Help me to understand what you're saying to me".
- Ask for clarification for e.g. "Can I just check? I think what you are saying to me is that you are unhappy about ... Have I got that right?"
- Use problem solving skills with the learner for e.g. "What would help right now?" This might only be possible once the learner has started to calm down.

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Deal only with the immediate issue and don't bring up the past

- Apologise if appropriate.
- Offer praise where you can for e.g. "You're doing really well to control yourself".
- Give a clear, concise explanation of the necessary next steps. Where possible, present choices to the learner.

##### Don't

- Don't touch the learner or their belongings.
- Don't crowd around a learner. There should never be more than two adults speaking to a learner at the same time.
- Don't block an exit or stand directly in front of a learner.
- Don't compare the learner to other learners.
- Don't belittle the learner or use sarcasm.
- Don't appear to lose control by shouting, using threatening language or gestures for e.g. by pointing or shaking your finger.
- Don't put yourself in harm's way by attempting to intervene if a learner is dysregulated. Always seek support via the radio protocol
- Try not to take it personally. Even when comments or insults are directed at you, they are not really about you. Try not to respond to them and concentrate on calming the situation down.

## Appendix 4: Restorative approach

Restorative approaches are built on values which separate the person from the behaviour. They promote accountability and seek to repair any harm caused in a situation. Research shows that schools that work restoratively find that relationships are stronger, and learning is more effective.

Last session, almost all staff were trained in Restorative Practice. Further training will be available this session for new staff / staff who have not yet been trained in Restorative Practice.

### Restorative conversations

Where conflict occurs the people best placed to resolve it are generally those involved. In the first instance, class teachers should undertake the restorative conversation themselves. However, if support is needed, PTs should endeavour to seek a time to release teachers from class to enable them to have a restorative conversation with the learner. This is an opportunity for to discuss a situation and enable the pupil to look at their behaviours and be accountable for their part in any conflict.

The mind-set and emotional state of all involved should be considered before direct intervention takes place in order to maximise the likelihood of a positive outcome. Intervention and communication should take place when the learner is ready and able to engage – this may require time and space.

Discussion of incidents should always focus on the behaviour and not the learner and if possible should continue to be based around the Code of Conduct: 'Safe' 'Ready' and 'Respectful'. Learners should have the opportunity to have their views heard and the opportunity to reflect on what has happened. A way forward should then be identified and agreed.

### 5 restorative questions

- What happened?
- What were you thinking at the time?
- How did you feel?
- Who has been affected?
- What do you need to do now?

When possible, learners should not be placed back in a situation of conflict until restorative communication has taken place. When interventions do not result in a positive resolution consideration will be given to reassessing actions and strategies or moving to the next stage of intervention.

## Appendix 6 – Referral for action

### Please see the Referral Protocol attached at the end of the document

Occasionally a learner may present behaviour of a more serious nature that would require a response more than a Satchel One deduction. The issuing of a referral is a significant step up from a Satchel One deduction and should only be used in more serious circumstances.

Writing a referral means that the teacher and Middle and / or Senior leader will work together to resolve complex or entrenched negative behaviours with a learner.

Referrals are assigned individually to each learner and are kept on the learner's file. A learner or parent / carer is entitled to view any referral written about them.

Referrals must therefore be:

- Factual, accurate and concise
- Focus on the behaviour concern only and written objectively and factually.
- Focus only on the learner. No other young person should be mentioned by name in another child's referral. If other learners are involved and need to be mentioned in a referral, they should be noted by their initials only. If other teachers are involved and need to be mentioned in a referral, they should be noted by their job titles.
- Outline clearly actions taken at class, department, and senior level (as appropriate)
- Generated only when all classroom strategies have been exhausted and further intervention is needed in order to effect a positive change
- For a serious breach of the Code of Conduct.

Referrals must never:

- Use a tone or language which is counter to our Code of Conduct: 'Respectful'.
- Include personal criticism of any learner or staff member.
- Criticise or undermine the actions of colleagues.

### Generating a referral

#### The steps to generate a referral include:

- Classroom teachers must refer in-class incidents to PTs on all occasions except in exceptional circumstances such as the long-term absence of a PT. In this instance, referrals should be made to the appropriate DHT.
- Referrals for out of class incidents should be made directly to the appropriate DHT. This is the only other occasion when class teachers should refer directly to a DHT.
- Referrals for please take lessons should go to the PT of the Department the please take class was for.
- Prior to generating the referral, classroom teachers must speak to the PT to explain the context of the referral. If the PT is in agreement that this is a referral incident, the teacher should generate the referral to the PT who will investigate further and take appropriate action.

### Referral procedures for PTs

On receiving a referral, PTs have a range of actions available to them. These are described in Section 4: Managing inappropriate learning behaviour.

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Good practice would see the PT speaking to the learner prior to the learner returning to the class they received the referral and the action taken within 3 working days. When possible, it is also good practice for the learner not to return to the class until a restorative conversation has taken place with the teacher who generated the referral. When this is not possible and **if the teacher is uncomfortable with learner being back in the class before action has been taken, the PT should make arrangements for the pupil to be accommodated elsewhere.**

A strategy and time scale for improvement should be discussed with the learner and the teacher. **PTs must also phone home to discuss the referral with parents / carers.**

The PT will record the action taken, detailing information to the instigator, and then sign off and close the referral. **They should then inform the teacher who generated the referral on the action taken.**

In the most serious incidents or when a range of approaches, resources and interventions have been used at department level, PTs may complete a SEEMIS referral to the appropriate DHT for action.

**Referral procedures for DHTs**

On receiving a referral, DHTs have a range of actions available to them. These are described in Section 4: Managing inappropriate learning behaviour.

As above, good practice would see the action taken within 3 working days and the action taken recorded in the referral, detailing information to the instigator. The DHT will then sign off and close the referral. **The DHT should inform the PT of the Action Taken.**

\* All contact home must be recorded in detail by PT/FH/DHT in Pastoral Notes.

Demerit Protocol

## **Appendix 7 – Department monitoring card**

Occasionally a learner may present persistent inappropriate learning behaviour spanning a number of teaching periods. In such circumstances, a two-week department monitoring card should be used as an approach to the inappropriate learning behaviour (**Appendix 7b**).

The PT should issue the monitoring card to the learner. This should also be accompanied by an explanatory letter home to the learner's parents / carers. The PT must also alert the learner's Pastoral Teacher and House Head through email and pastoral notes. In addition to the letter, the PT should also call home to discuss concerns in detail at the beginning of the two weeks monitoring period and then again at the end of the two weeks to report progress and discuss next steps.

The department monitoring card should be sent home with the learner and be signed by the parent / carer every night. Throughout this two-week period, the PT should also monitor the card and give praise where behaviour is acceptable. If after two weeks, the learner's behaviour has not improved, a referral should be made through SEEMIS to the learner's House Head.

\* If learners are on a department monitoring card in more than 3 departments, they should be placed on a whole school behaviour monitoring card by their House Head. The whole school behaviour monitoring card will then take precedence.

**Appendix 7b: Department monitoring card**

Department Monitoring Card -

Targets (Please circle)		
SAFE	READY	RESPECTFUL
Wear school uniform	Outdoor clothing and hooded tops removed	Be kind
Follow instructions	Phones away	Be patient
Use resources properly	Follow seating plan	Don't shout out/interrupt
Respect personal space	Get resources	Look after your school
Other:		

Lesson	Met target?	Arrival time	Merit (to cancel out Satchel One deduction)	Satchel 1 badge issued	Successes	Areas to work on	Parent / Carer signature
1	1 2 3						
2	1 2 3						
3	1 2 3						
4	1 2 3						
5	1 2 3						
6	1 2 3						

Demerit Protocol

**Appendix 8: Satchel One points**

Teachers should award points regularly via Satchel One. Points can be awarded for a set list of reasons that are worth a predetermined number of points.

**Points can be awarded in and out of class.**

Reward reasons	Points
A positive attitude to my learning.	15
Achieving a target set by staff.	5
Displaying a respectful attitude.	10
Improving my attendance/timekeeping.	5
Looking after school property.	15
Producing an excellent piece of work.	25
Pupil of the Month	50
Trying something new.	10
Showing excellent leadership skills.	25
Showing kindness to others.	15
Staying on task/following instructions.	10

Prizes include:

Small gift items

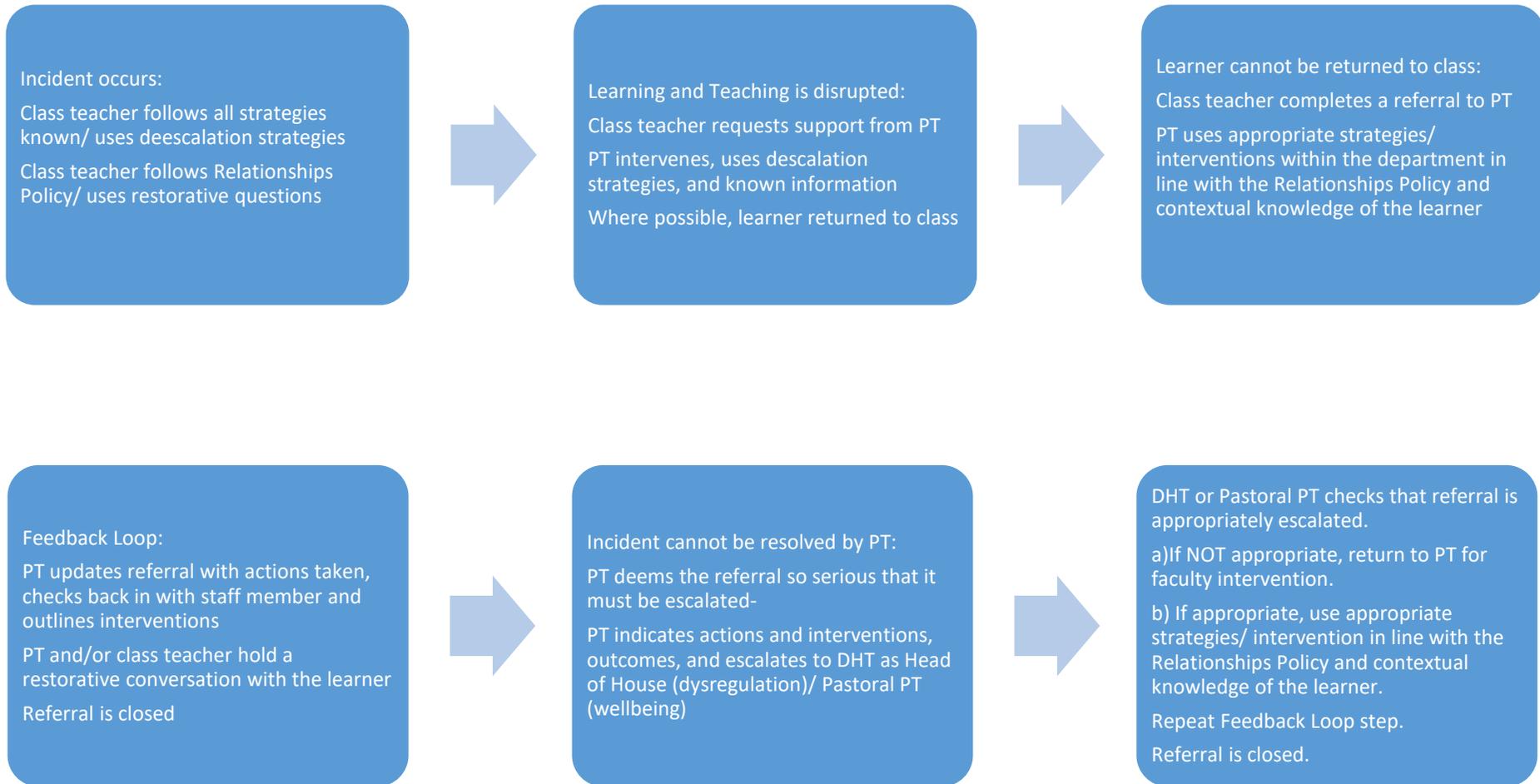
Monthly raffle entry.

Skip the lunch queue.

Trip access

VIP lunch experience

And much, much more ...



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