



Balerno High School

Positive Behaviour Policy

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Relationships and Ethos

Mission Statement:

A whole-school approach to behaviour which is based on positive relationships, connections, consistency and restorative scripting.

Article 29 You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.



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1. Rationale

Article 28: Every child has the right to an education, where discipline respects children's dignity and their rights.

At Balerno, we recognise the value of setting a positive and consistent ethos for our learners to succeed. Having a shared understanding of pupil expectations and staff response to discipline is key to success. Discipline is not seen by the school simply as a response to those who will not conform but is used to emphasise and reinforce the positive aspects of behaviour and learning.

The Positive Behaviour Policy seeks to minimise any actions which may hinder the education of students. Instead, everyone is encouraged to cultivate an acceptance of and responsibility for their own actions and the consequences of these for themselves and others. Through this positive approach, students are encouraged to be 'Ready to Learn' and aim to meet expectations. Staff, in turn, are responsible for highlighting and praising positive behaviour and seeking opportunities to highlight pupil excellence.

Following the principles of Rights Respecting School Agenda, we are committed to ensuring that our policies reflect and support pupils' rights. By encompassing these rights, we can create a guide for all staff to enhance positive behaviour across the school community which is based on the Key Drivers:

- Balerno's Values
- Engaging in supportive behaviour strategies
- Nurture-based approach for vulnerable groups
- Restorative language

This policy looks to provide staff with a greater understanding of the ethos and values the school promotes; clarity on responsibilities for all; advice on procedures and systems; practical advice on developing and supporting positive behaviour.

The Positive Behaviour Procedures are fair and meaningful. They will also be followed in a consistent manner across the school. However, there is sufficient flexibility in the application of procedures to allow differing circumstances to be considered in individual cases.

Whilst still clarifying the systems and procedures for promoting positive behaviour at all levels across the school, this policy places particular emphasis on the value of recognising and rewarding positive behaviour as the most effective tool in promoting positive relationships.

2. Vision and Aims

Positive relationships are fundamental to enable effective teaching and learning to take place. Balerno's vision is to create a culture that values learning and success through relationships, rights-respecting, resilience building and restorative. We pledge to use this policy in line with our school values.

Respect - A culture built on mutual respect and role-modelling positive behaviours.

Inclusion – Adapting practice to ensure equity of access despite any barriers or adversities.

Excellence – Striving to all be the best we can be, do and achieve.

Resilience – Learning from our mistakes and moving on from past behaviour incidents.

Honesty – Taking ownership of our actions.

Every child should feel secure, nurtured, valued and supported within our learning community. Our aim is that every child is present, participating, achieving and supported. Our commitment to the above values will allow us to strive to achieve:

- An inclusive and safe learning environment which supports young people and develops their resilience to become responsible for their own behaviour and actions.
- An ethos that values respectful, restorative relationships which contribute to our school values.
- A shared understanding that all behaviour is communication, and that understanding what is being communicated and the underlying needs is crucial for assessing and meeting young people's needs and breaking down barriers to ensure inclusion.

3. Responsibility and Implementation

At Balerno High School, positive relationships between staff, pupils and the wider school are central to our policy for enhancing positive behaviour.

Staff are responsible for creating the right learning environment for our young people. This will include differentiation to support the needs of individuals. Our staff will ensure that they are up to date with strategies and information from our Support for Learning Database.

Despite all these measures, some pupils may still present behavioural challenges. Staff will use strategies and approaches designed to de-escalate the immediate situation, reinforce positive behaviour(s), support individual support needs and seek to restore any conflict incidents.

Leadership Responsibility

The Head Teacher has overall responsibility for ensuring the effective implementation of this policy. The Head Teacher ensures that the concerns of pupils are elicited, listened to and appropriately addressed and that the provisions of 'Getting it Right for Every Child' are considered when working in partnership with children, families, and other professionals on issues of communication and behaviour.

Curricular Leaders drive the faculty and link with the Senior Management Team. Their role is a vital one in promoting positive relationships, support the use of systems and enhancing pupil behaviour. Every Curricular Leader should:

- ensure that all faculty practices cohere and comply with the school's PBP
- ensure that all members of staff in the department are aware of, and comply with, the school's PBP
- deal with behaviour referrals from members of staff, using the correct referral protocols and documentation
- take definite and positive steps to support departmental colleagues who are having difficulty with a pupil or group of pupils within a class
- communicate or discuss with parents and carers at the earliest opportunity

The Support Team plays a significant role in the school's Positive Behaviour Policy. They have an overall picture of a pupil's holistic profile throughout the school and at home and can be a source of information and advice for members of staff. The Support Team will:

- Work co-operatively with subject teachers to maintain and develop a positive learning environment
- In conjunction with House Heads, may follow up on behaviour concerns
- Inform members of teaching staff of any barrier that is likely to impinge on a pupil's behaviour or their ability to participate in class work
- Utilise Monitoring and Tracking data to identify and act on behavioural patterns
- In conjunction with Curricular Leaders and Deputies, in an effort to resolve pupils' problems, the Support Team may contact/ liaise with parents and carers to address barriers to positive behaviour and learning
- Liaise with relevant external agencies for further support
- Co-ordinate strategies to support pupils with behavioural challenges

The Senior Leadership Team will

- promote teaching approaches and skills that foster a climate of positive behaviour
- ensure that the school's PBP procedures are clearly explained and applied in a consistent and fair manner
- ensure, through the appropriate school structures, that a close working relationship is fostered and maintained between home and school, and that this relationship works for the benefit of the pupils
- provide opportunities to enhance individual skills and strategies in behaviour management as part of CLPL

Duty Calls

Article 2 You have the right to protection against discrimination. This means that nobody can treat you badly because of your colour, sex or religion, if you speak another language, have a disability, or are rich or poor.

Situations known as **Duty Head Calls** is where a very serious breach of discipline has occurred. Where possible and depending on the reason for a Duty Call, the Duty Head will attempt to support the return of the pupil to class and engaging in their learning. Where this is not possible, pupils will be removed from learning and taken to a location by the Duty Head.

A **Duty Head Call** can be defined as follows:

- swearing directly at staff
- threatening remarks towards staff
- assaulting staff or other pupils
- serious violence or fighting
- serious vandalism
- hostility, open defiance or aggression, refusal to engage in resolution
- knowledge or suspicion of the presence of dangerous weapons, alcohol, illegal substances, solvents or drugs
- A direct threat to health and safety
- Targeted bullying or displaying prejudice towards someone with a protective characteristic (Sexuality, Gender/ Misogyny, Race, Ethnicity, Disability).

A Duty Head Call is not general low-level poor behaviour, failure to follow instructions, not engaging in work, eating in class, etc. There must be a threat to health and safety, threat to staff, pupils and/ or significant disruption to the learning environment.

Parents, Carers and families are regarded by the school as key partners who are asked to work in partnership with the school. Parents are expected to assist in maintaining positive relationships and high standards of behaviour and are invited to raise with the school any issues arising from the operation of the policy.

Learners are expected to take responsibility for their own behaviour on or off the school site and will be made fully aware of the school policy, procedure and expectations. Learners also

have a responsibility to ensure that incidents of disruption, violence, bullying, targeting those with a protective characteristics and any form of harassment are reported.

4. Recognising and Supporting Positive Behaviour Strategy

Balerno High School will commit to focussing on highlighting and celebrating positive behaviour. We will do this through:

- **Hot Chocolate Nominations**
Pupils who go over and above in any aspect of school life can be nominated for a Hot Chocolate. Weekly winners will be invited to have a hot chocolate with SLT on a Friday to celebrate and gain recognition for what they have done. Parents/ carers will be notified.
- **Attainment Awards**
Pupils who try their best and achieve success within attainment can be nominated by staff for an Attainment Award. This will be showcased at the weekly Assembly and parents/ carers will be notified.
- **Wall of Fame**
Successes and achievements within faculties are often displayed in recognition of success.
- **Wider Achievement**
Pupils who achieve success in the wider community or within their extra-curricular activities/ endeavours can be celebrated at assemblies.

In addition to whole-school approaches, staff are encouraged to support enforcing positive behaviour(s), recognising positive changes to behaviours and displaying success from a range of strategies, including (but not limited to):

- Meet and greets at the classroom door,
- Recognition boards/ good work in classrooms,
- Phone calls home for success/ praise/ change
- Offering roles of responsibility

5. Classroom Routines and Stepped Approach to Behaviour

We expect our pupils to commit to the classroom expectations of:

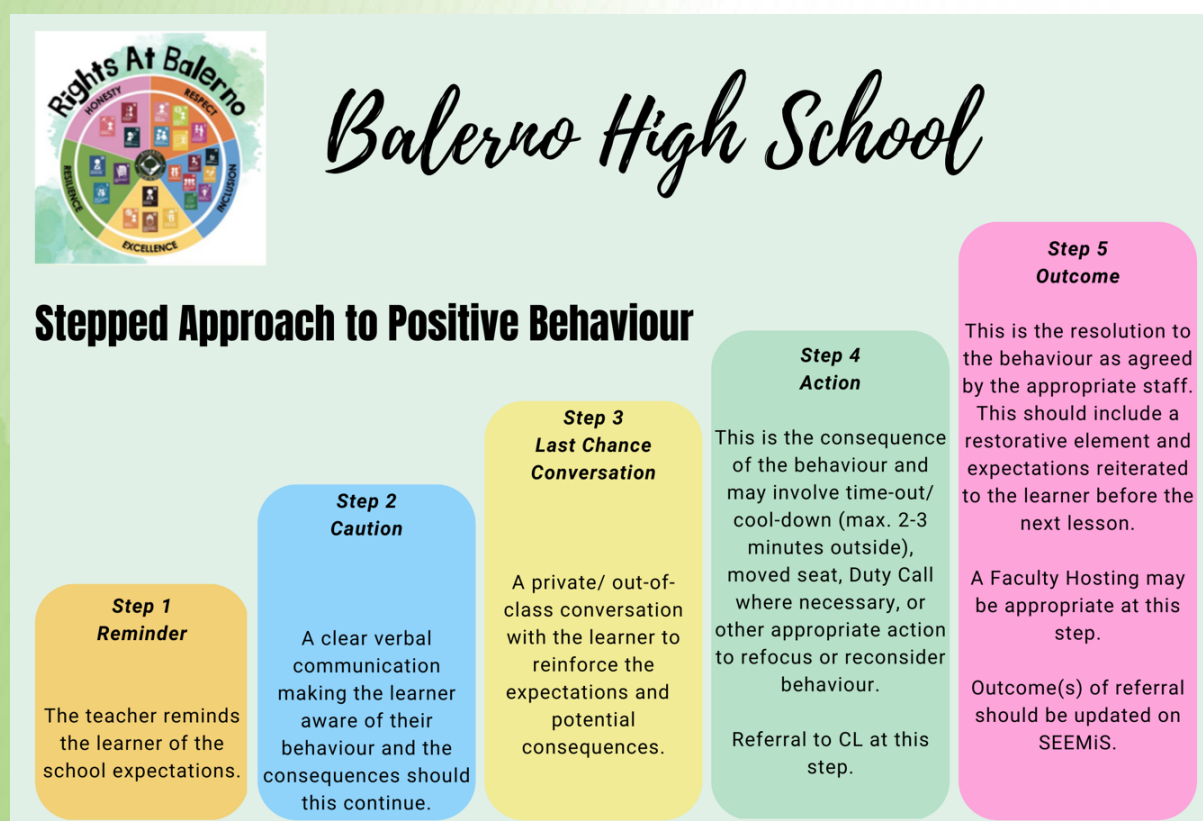
- Ready to learn
- Equipment ready
- Phones away
- Outdoor garments removed.

We also expect pupils to turn up to class on time, in uniform and place their phone in the box should they need to leave the class.

Staff will commit to classroom routines such as:

- Welcoming pupils at the door,
- Giving pupils access to resources they need such as a pen or pencil if they have forgotten something via the equity resources,
- Praising and reinforcing positive behaviours,
- Implementing differentiation and strategies outlined in the Support for Learning Database,
- Using restorative interventions, where appropriate.

Stepped Approach to Positive Behaviour





Balerno High School

Behaviour Referral Process

1	Class Teacher follows the Stepped Actions.	Class Teacher directly refers to CL when there has been a Duty Call or where a pupil regularly gets to Step 4.
2	Curriculum Leader receives a direct referral from Class Teacher on SEEMiS. CL takes Faculty-action (as across). If serious and/ or unresolved, move to House Head or PSL.	Curriculum Leader receives a weekly summary of all logged and referred behaviour incidents for their subject areas. CL takes appropriate action(s): ·Warning conversation, ·Parent/ carer contact, ·Faculty targets/ monitoring card, ·Time back, Restorative intervention.
3	PSL receives escalated referral from CL on SEEMiS where support need(s) supersedes House Head intervention. If complex or unresolved, move to House Head or Support DHT for Pathway 3 learners.	PSL receives a weekly summary of all logged and referred behaviour incidents for their House. PSL takes appropriate action(s): ·Restorative intervention, ·Parent/ carer contact, ·Positive behaviour card/ monitoring card, ·Home-school meeting/ YPPM, Risk Management Plan for learner.
4	House Head receives escalated referral and weekly summary of all logged and referred behaviour incidents for their House.	House Head receives a weekly summary of all logged and referred behaviour incidents for their House. House Head takes appropriate action(s): ·Focus for House/ Faculty-link meetings, ·Warning conversations, ·Parent/ carer contact, ·Restorative intervention, ·Time back, ·Positive behaviour card/ monitoring card, ·Internal Exclusion, Exclusion.

Steps 4/5 – Interventions and Hosting Within Faculty

Conversations with pupils about behaviour should, in the main, be done privately/ out of the classroom. As indicated in Step 4, pupils can be asked to stand outside the room for a maximum 2-3 minutes to allow the class to settle and have these conversations. From a practical subject perspective, this may not be possible if a class teacher leaving the room would pose any health and safety risk(s).

If a pupil has been duty called/ is persistently reaching step 3 or 4 and there is no improvement to behaviour, a teacher will make a referral to their CL for the pupil(s) to be Hosted within the faculty for the next period they are in the subject. This can support/ allow for:

- A period of reflection,
- Opportunity for a restorative intervention,
- Target(s) to be agreed before returning to class the next period,
- The rest of the class to settle.

Pupils will not be Hosted in the moment during the lesson. Should a pupil need to be removed from a class, this will be in line with the Duty Call procedure.

Care Experienced and LAAC Pupils will not be expected to engage in Hosting. However, the expectation is that restorative approaches and target setting will still be implemented where appropriate.

Behaviour Checklist to Support Staff in Implementing Policy

The following checklist is intended to support staff with a bank of strategies to aid consistency in the approach to improving relationships and, ultimately, the behaviour of our young people. Staff can use this within the staged approach before referring up.

Teaching Staff		
	Checking the Database for information and strategies.	
	Checking recent Confidential Memos.	
	Restorative conversations/ follow-up (CL support where req'd).	
	Time back for lateness/ opportunity for conversation.	
	Positive enforcement strategies (see section 4 of policy).	
	Reminding pupils of Balerno Basics.	
	Moving seats.	
	Differentiation.	
	Scripted intervention/ tactical ignoring for, e.g., ASN pupils.	
	Support for Learning referral.	
	Spoken to PSL.	

<i>Where there is no improvement/ persistently getting to step 4, or there has been a duty call, make a referral to CLs. Staff should ensure parents/ carers are made aware through reporting (see Reporting Support Sheet).</i>		
Curriculum Leaders		
	Ensure temporary/ supply staff are aware of processes.	
	Restorative conversations/ follow-up after incident.	
	Discuss strategies at Faculty/ Department Meetings.	
	Contact with parent/ carers.	
	Direct support in the classroom.	
	Supervision within the Faculty.	
	Subject/ Faculty target setting.	
	Support for Learning referral.	
<i>Where there is no improvement/ multiple referrals or duty calls, make a referral to House Head DHT.</i>		
DHTs		
	Support restorative conversations/ follow-ups after incident.	
	Contact with parent/ carers.	
	Discussion at Link/ House meeting to analyse referral data.	
	Meeting/ YPPM arranged.	
	Internal exclusion.	
	Target setting.	
	Exclusion.	

6. Restorative Approach in the Classroom

Article 12: Respect the view of the child: Children should have their opinion heard and taken into account when in matters that directly affect them.

Balerno High School encourages and promotes the use of restorative practices in the classroom and community and aims to ensure that all staff understand the principles behind this practice and feel confident in using the associated strategies.

This policy aims to highlight this strategy as an important tool to enhance positive behaviour and protect pupils' rights.

Why use Restorative Approaches?

“It is recognised that restorative approaches can:

- manage the varied expectations of behaviour standards which exist among all school staff*
- help develop a whole school positive ethos*
- encourage members of the school community to effectively resolve and learn from conflict in a way which maintains relationships, or terminates them in a positive way*
- support any necessary sanctions by processes of learning and reconciliation”*

(Source: www.restorativepractices.org)

Restorative approaches offer a powerful approach to promoting positive relationships in schools and supporting positive behaviour management. We know and value the fact that individuals respond best to those in authority when they do things with them, rather than to or for them and are most likely to change their behaviour when this is the case. Restorative Approaches can be used in dealing with a wide range of discrepancies in and out of the classroom.

Restorative conversations allow pupils, staff (and parents/ carers if appropriate) to be part of this process while understanding the impact of their behaviour on all others in the community. BHS staff are encouraged to engage in restorative conversations in dealing with behaviour concerns and can do this in the classroom as the incident occurs.

What is a Restorative Conversation?

Restorative conversations include effective statements and questions which enable those involved to understand the causes and effects of behaviour on others, facilitating change in the future.

Rather than looking to blame and enforce sanctions, restorative conversations include questions such as:

- What happened?
- What were you thinking when this happened?
- How did you feel at the time? Afterwards? Now?
- Who do you think has been affected by this? How do you think they have been affected?
- How can we put this right and learn from it?

These conversations will happen at different times throughout and after a lesson. They may be reflective or in response to an immediate incident. There are different styles of conversation and can be used at different times depending on the situation.

Scripted Interventions – The 30 Second Rule

Performing a scripted response to behaviour will represent skilful behaviour and emotional management. This role-modelling and quick approach reinforces good behaviour in the middle of poor behaviour and that interventions are quick, efficient and predictable.

A 30-second calm, private, scripted approach can include phrases such as:

I noticed you are... (having trouble getting started/ struggling to get going/ wandering around the classroom).

It was the rule about... that you broke.

Do you remember last time/ week when you... (arrived on time/ did that great work/ helped me by giving the jotters out/ contributed well to your group?

That is what I need to see today.

Thank you for listening.

7. Supporting Positive Behaviour of Young People with Additional Support Needs

Article 23: Children with disabilities: Children who have any kind of disability have the right to special care and support, as well as all the rights in the Convention, so that they can live full and independent lives.

The behaviour of pupils with Additional Support Needs, particularly pupils with Autism Spectrum conditions, AD/HD, Learning Difficulties, and mental health issues, is likely to be affected more than others by:

- their surrounding environment, including sensory stimulations
- the relationship they have with staff and peers
- the school ethos
- work level and pace and any deviation from the predictable plan of the day

Behaviour concerns for such pupils must be dealt with alongside information about their additional support need. Information is provided to all staff through confidential memos, which are available through the support database and are updated regularly by the Support for Learning Leader. The ASL team, with outside agency support, also provides information and advice to staff through staff meetings, case conferences and confidential memos/ emails. Information includes issues to be aware of and strategies for use in the classroom. It is vital that each member of staff takes responsibility for accessing this information and uses it to promote positive behaviour in their classroom.

Class teachers and CLs should seek support and advice from SfLL and PSLs (or Sfl referral) when dealing with concerns relating to the behaviour of a pupil with additional support needs. This allows for the local authority's policy to be adhered to as it lays out our responsibility to "take account of the individual circumstances of each pupil" and stresses the value of "an early intervention and multi-disciplinary approach." Consultation will ensure appropriate steps are agreed on, be that referral, wellbeing concern or other action. Behaviour in class may be indicative of wider issues.

8. Serious Incident Towards Staff

At Balerno High School, everyone matters. When there is a serious incident towards staff such as threatening behaviour or physical assault, the following should occur:

Member of Staff Affected	✓	Leadership	✓
De-escalate the situation- and follow the behaviour policy/ Duty Call system.		Offer immediate support for member of staff to feel safe, cover class, etc.	
Speak with CL or SLT to discuss incident and receive support.		Liaise with Pupil Support Team, contact parents/ carers, etc. Consult HT re next steps.	
When possible, write a referral to relevant DHT detailing the incident.		Ensure staff are supported before leaving site.	
Ask for the incident to be logged on the SHE portal by the Business Manager.		Log incident on SHE portal, if appropriate.	
Engage proactively in reflective practice and seek support from (if necessary) from professional associations or PAM Assist.		Ensure there is a clear set of actions to support the young person involved and complete a Risk Assessment Management Plan where necessary.	
Engage in the restorative process, where appropriate.		Facilitate in the restorative process.	

9. Relevant Literature

This policy has been created in consultation with the following key documents:

1. When the Adults Change, Everything Changes – Paul Dix (2017)
2. Restorative Practice – Mark Finnis (2021)
3. The Deepest Well – Nadine Burke-Harris (2018)
4. Included, Engaged, Involved 2 (2017) <https://www.gov.scot/publications/included-engaged-involved-part-2-positive-approach-preventing-managing-school/>
5. Developing a positive whole school ethos and culture: relationships, learning and behaviour (2018) <https://www.gov.scot/publications/developing-positive-whole-school-ethos-culture-relationships-learning-behaviour/>
6. The Equality Act (2010) <https://www.gov.uk/guidance/equality-act-2010-guidance>
7. Additional Support for Learning Act (2004 – amended 2009) <https://www.gov.scot/policies/schools/additional-support-for-learning/>
8. Edinburgh Learns Framework: Inclusion [7.10 Edinburgh Learns-Inclusion Framework.pdf](#)
9. UNCRC [UN Convention on the Rights of the Child - UNICEF UK](#)

