Promoting Positive Behaviour Policy

Our Promoting Positive Behaviour Policy reflects the GIRFEC principles as outlined in East Dunbartonshire Council 'Including Every Learner' documentation. It explains how we will deliver on our mission as a Catholic school to promote an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God. This policy reflects our school vision, values and aims and is based on the core principle that all learners should be included and engaged in their learning community. All staff, teaching staff and support staff, are responsible for its implementation in ways that maintain a school ethos that encourages positive behaviour.

All staff have a responsibility to ensure the policy informs their day-to-day actions and that they apply the policy fairly and consistently. All staff have a role to play in keeping the policy alive throughout the school, including through providing mutual support to colleagues, and modelling the social, emotional and behaviour skills and high standards of behaviour expected from students.

Students have a responsibility to support the school in creating a culture and ethos which is based on positive relationships, respect for all and inclusion. Students have a key role in shaping and promoting the school's behaviour policy, working collaboratively to identify areas of concern and devise solutions. They contribute to the detail of the policy through their involvement in defining expectations and developing rewards, motivational / support strategies and sanctions. Students have a responsibility to report incidents of bullying or intimidation, and have a role in offering support to their peers through student leadership activities (e.g. peer mentoring, anti-bullying ambassadors, prefects).

Parents and carers have a responsibility for their child's behaviour inside and outside school, which they discharge by the standards they set and the way they encourage students' progress at home. They also have a role to play in advising on the continuing development and improvement of the policy. Where required, parents should work collaboratively with school staff to establish individual strategies and approaches to support their child.

Turnbull High School Standards & Expectations

In Turnbull High School we aspire to be engaged, respectful and safe at all times. Our standards and expectations are set out within the context of our core values – faith, love, community and service – and our commitment to provide an inclusive environment where everyone is respected.

RESPECT:

for EVERYONE
- be well-mannered
- accept and respect differences
- speak appropriately to everyone

- be thoughtful
- be helpful

for STAFF
- follow instructions
- co-operate with requests
- complete tasks/homework as requested
- be attentive in class

for FELLOW PUPILS
- allow others to learn: do not be disruptive
- do not bully others: consider other people's feelings
- make new pupils feel welcome

for our COMMUNITY
- no litter in streets or gardens
- walk to and from school in an orderly manner
- show consideration for people
- behave safely and responsibly

for our SCHOOL ENVIRONMENT & PROPERTY
- no litter or graffiti
- take care of books and materials
- leave classrooms, the canteen and all areas of the school clean and tidy

for YOURSELF
- be the best person you can be
- fulfil your potential

TO EARN RESPECT:
- wear full and appropriate school uniform
- take responsibility for your behaviour and your belongings
- be organised, plan your homework and bring everything you need for class
- be on time for all classes
- always give your best effort and focus on tasks

PRACTICAL RULES:

- remove outdoor jackets in the building
- mobile phones should be switched off and in schoolbags unless instructed otherwise
- keep bags with you at all times
- follow the one-way system and behave in corridors
- wait outside classrooms for permission to enter
- no eating or drinking in class or corridors (except water)
- no chewing gum

Clear and Consistent Expectations:

Our assembly programme based on "The Power of Routines" and "Themes for the Week" reinforces aspects of these standards and expectations of positive behaviour. The theme is promoted weekly via the newsletter being read out period 1 on the first day of the week and is discussed in more detail at assemblies. All staff are expected to contribute to a whole-school concerted effort to promote positive behaviour by highlighting the themes, as appropriate, within their own classes and through their daily working practice.

Promoting Positive Behaviour:

Teaching staff are expected within their own classrooms to create a positive learning environment by showing pupils that their contributions and efforts are valued. This is done through positive comments and displaying of pupil work. More fundamentally, all staff are expected to create a positive ethos by building mutually respectful relationships with pupils, treating all pupils with dignity, intervening calmly in difficult situations, and being consistent and fair when making judgements on pupils' effort, behaviour and achievement.

Appropriate curriculum & methodologies:

Promoting positive behaviour enables high standards of teaching and learning to be achieved. A well-designed and relevant curriculum helps develop and maintain positive behaviour. Students learn more effectively when the curriculum is differentiated and teaching styles and approaches accommodate individual learning styles and preferences. Engaging teaching plays a significant role in a students' attitude towards learning.

Principal Teachers should continue to lead colleagues in reviewing courses, materials and methodologies to ensure they are meeting the needs of all pupils.

In addition, well-prepared and stimulating lessons, in which pupils are aware of the lesson purpose, help to secure good standards of behaviour. Effective lessons are those in which pupils enjoy learning, are fully engaged, make progress and improve their attainment through sustained effort and commitment.

In supporting this staff should:

- arrive on time and start the lesson promptly
- ensure that pupils enter and leave the room quietly and sensibly
- set behaviour/interpersonal expectations, when appropriate, as well as other learning intentions for the lesson
- display learning intentions clearly

- refer regularly to the standards and expectations via our 'engaged, respected,safe' and 'respect' posters
- use praise and rewards fairly and consistently
- model and teach positive behaviour, including respect, empathy and social skills
- make sparing, effective and fair use of reprimands
- avoid sarcasm and shouting
- avoid punishing a class for the behaviour of individuals
- keep to time in the lesson and finish on time
- share good practice with colleagues

Appropriate classroom routines:

There are certain key points in each lesson when it is important to have established routines which help to maintain good order. There is a need for experienced staff to share with each other, and in particular with new staff, effective ways for settling a class, distributing materials, ending the lesson and dismissing the class in an orderly manner and in the right frame of mind for the next lesson. Lessons should take the form of 'the good lesson structure':

- Connect the Learning
- Learning Intentions and Success Criteria
- Active Learning
- Demonstrate Understanding
- Review and Recall

Pupils should remain seated at their desks / tables until the period bell rings before being dismissed a row / table at a time.

Recognising Positive Behaviour:

Merits

Positive behaviours should be recognised and recorded as a merit within SEEMIS. Merits can be issued by all members of staff. A policy statement for operating this system can be found in Appendix 1.

Other ways in which positive behaviour can be recognised include:
- Reward sticker

- Praise card

- Groupcall message

- Certificate

- Assembly recognition

- Aiming High / Aiming Higher awards

- Reward Trips / Events

- Award Ceremonies

This list is not exhaustive.

Aiming High / Aiming Higher awards:

The "Aiming High" scheme (S1 -S3) and "Aiming Higher" scheme (S4-S6) serve to reinforce our standards and expectations. It is recommended that class teachers should refer to these schemes to regularly to encourage pupils to meet our standards and expectations. The criteria for achieving an Aiming High / Aiming Higher award is contained within the procedures for extra-curricular activities and reward events as provided in Appendix 2.

Recognising Negative Behaviour:

All staff have a responsibility to recognise and respond to negative behaviour within the school.

The responsibility for behaviour within the classroom lies with the classroom teacher. Their basic methods of promoting positive behaviour should include reminders of expectations and standards, positive behaviour re-enforcement and emotion coaching. Where negative behaviour is demonstrated teachers should use verbal reprimands, warnings, move of seat, isolation, etc. to minimise disruption to learning & teaching and support the student to modify their behaviour.

Where negative behaviour is recognised staff should employ the following strategies to ensure a consistency of approach across our school community:

Demerits

A demerit should be recorded on SEEMIS for an incident of negative behaviour. Demerits can be issued by all members of staff. A policy statement for operating this system is provided in Appendix 2.

Time-Out

Time-out should be flexible depending on the individual(s) and the situation. It may be used at the discretion of the class teacher (as per departmental policy) to prevent escalation of negative behaviour or be used at the discretion of the PT as a response to a discipline referral. Arrangements for time-out should be agreed within/across departments on an annual basis.

Conduct Concern

For incidents of significant misconduct within class or repeated 'low-level indiscipline' over a period of time class teachers should record a parental notification within the demerit system in SEEMIS. This should then be followed up with a standard groupcall message informing the parent of the significant misconduct or repeated 'low-level indiscipline'.

Discipline Referral to PT

A discipline referral should be progressed via SEEMIS for an incident of serious misconduct or continuing repeated low level indiscipline (after intervention by class teacher).

The discipline referral should be made to the relevant PT Curriculum or PT Pupil Support (PSE*) / PT RE**. Principal Teachers have a key role to play in the referral process by supporting pupils to return to class and engage fully in the learning process. They also have a key role to play in supporting colleagues in identifying and applying behaviour management strategies.

Discipline Referral to DHT

The PT Curriculum/PSE/RE may decide that the seriousness of the incident or the repeated nature of the offence merits an escalation of the referral to SMT***.

Members of the SMT are responsible for dealing timeously with referrals, by interviewing pupils and deciding on an appropriate course of action. This may include making contact with parents and imposing further sanctions (e.g. behaviour file reflection, detention, time-out from class, restorative meeting etc.).

Unless there are extenuating circumstances, members of the SMT will provide feedback to staff within 5 working days of receiving the referral. The PT may decide to return the pupil to class (under close monitoring) or place the pupil within another class whilst this referral is being dealt with. Where this is not possible and further support is required until the matter

is resolved, the PT should speak directly with SMT to agree arrangements for learning and teaching.

*PSE	**RE	***SMT
S1/2 – A McBride	Mr Pearce	S1 – C Bray
S3 – A Boardman		S2 – C McLaughlin
S4 – C Britton / M Henry		S3/4 – L Thomson
S5/6 – M Hendrie		S5/6 – D Mitchell

Non-Discipline Referral to PT Pastoral Care

The PT Curriculum may decide that the nature of the negative behaviours being demonstrated by the student require pastoral intervention. In such circumstances a non-disciplinary referral should be made to the relevant PT Pastoral Care.

A summary flowchart outlining these procedures is provided in Appendix 3.

Serious Incidents

Classroom teachers should seek assistance at the earliest possible opportunity when an incident occurs which may be regarded as serious. The assistance of the Principal Teacher should be sought in the first instance. If this is not possible, staff should contact a member of the Senior Management Team:

- Mrs Bray   S1   Ext 2024
- Mrs McLaughlin S2   Ext 2022
- Mrs Thomson   S3/4   Ext 2023
- Mr Mitchell   S5/6   Ext 2021
- Mrs Kennedy   Ext2020

Under no circumstances should a pupil be sent to SMT without a member of SMT being notified. If no member of SMT is contactable the school office should be alerted (ext. 2000).

It is essential that a serious incident of this nature is recorded in written format. Staff should ensure that the appropriate member of the Senior Management Team is provided with details of the incident, as soon as possible after the event, using the SEEMIS referral system. All staff have access to this facility.

Please note that pupils on monitoring booklets are still subject to the normal procedures merited by any failure to comply with the school standards and expectations.

Behaviour Support Strategies

Emotion Coaching

Emotion Coaching is used to support students to understand, regulate and reflect on their behaviour. There are four steps in this coaching process:

- Recognise the student's feelings and empathise with them.
- Label the feelings and validate them
- Set limits on the behaviour (if needed)
- Problem-solve with the student

Behaviour Reflection Materials

All staff have access to Behaviour File Topic 1. Additional hard copies of these materials can be obtained from the school office as required. These materials can be used to support students to reflect on their behaviour and consider how this can be improved.

SMT have access to the full suite of Behaviour File topics which can be used to supported targeted reflection of behaviour by students.

Restorative Practices

Restorative practice works to resolve conflict and repair harm. It encourages those who have caused harm to acknowledge the impact of what they have done and gives them an opportunity to make reparation. Restorative practice is based on four principles – respect, responsibility, repair and re-integration.

Within our school, a restorative approach should be used as part of a planned response to relationship and/or discipline difficulties. This is a more effective response than traditional punishments. Restorative approaches can change the emotional atmosphere in a school and lead to more positive relationships between pupils and between pupils and staff.

A restorative approach will include having a 'restorative conversation'. These conversations happen during the school day and practitioners will use restorative language and questions to allow children and young people to understand the impact of their behaviours.

Examples of questions to be used when adopting a restorative approach include:

- What happened?
- What were your thoughts at the time?

- What have been your thoughts since?
- Who has been affected by what happened?
- How have they been affected?
- What do you need to happen now?

More serious incidents may require practitioners to hold a formal meeting and involve parents or families where appropriate. Formal restorative meetings will take place only when all parties are in agreement. Formal restorative meetings will be facilitated by trained staff.

Monitoring Booklets

Monitoring booklets can be employed at departmental or whole school level to support a young person in recognising their behaviours. Targets should be set within these booklets to promote the development of positive behaviours with the student. Partnership with parents in signing these booklets is to be encouraged.

Behaviour Plan

Targeted planning for students should be proactive and solution focussed. Within a whole school and classroom ethos and culture that includes strategies that support all children, targeted support can be put in place for a minority of children. In such cases, a behaviour plan sets out interventions and strategies that need to be in place following identification of negative behaviours.

A Behaviour Plan (Appendix 4) should be used when:

- There is a pattern of behaviour which has caused concern over an extended period
- A pupil cannot access a specific aspect of their learning as a result of risk-taking behaviour or Additional Support Needs.

Planning of this nature ensures that staff feel confident in addressing challenging behaviour. Staff confidence and clarity in how to handle behaviour that challenges are critical in creating a low arousal and calm environment. Where possible, all adults involved in working with the child or young person should be involved in a collaborative review of planning and risk assessment. The child or young person should be placed at the centre of all discussions and, where appropriate, their views and ideas should be sought.

Alternative to Exclusion

In order to support young people at risk of exclusion, an alternative to exclusion may be used where, to ensure the good order of the school, a young person needs to be removed from a particular class for a period of time or out of all classes for a few days to reflect on and modify their behaviour.

Examples of when this sanction will be applied include:

- Repeated failure to comply with PT instructions (temporary removal from subject)

- Aggressive/threatening behaviour towards another pupil (temporary removal from all classes)
- Repeated failure to follow DHT instructions (temporary removal from subject/all classes as appropriate)

This list is not exhaustive.

The HT or DHT, in consultation with the HT, will consider a young person for alternative to exclusion. Any decision to place a student in alternative to exclusion will be discussed fully with the pupil and their parent and will be part of an agreed behaviour plan (Appendix 4). The student will work in the SMT room on learning materials provided by his/her teachers. The alternative to exclusion will be recorded within pastoral notes and in the behaviour database.

Monitoring

SEEMIS Behaviour Log

Each teacher will maintain a behaviour log using the Merit/Demerit and Referral functions within SEEMIS.

To ensure that high standards of behaviour in Turnbull High School are maintained, there is a system in place for monitoring the SEEMIS behaviour log. This monitoring mechanism takes the form of a regular review of the behaviour log to determine the nature of negative behaviours and whether any particular group of pupils (for example gender, stage, ethnicity or asn) is over-represented in these figures. The data collected covers factors such as the behaviour leading to the sanction, the setting, the subject, the time of day and the adults involved.

This will enable a central log of behaviour to be collated, providing evidence for the need to support an individual student/group of students. It will also inform staff professional learning and school policy and procedure.

The school monitors all incidents of racial abuse or bullying carefully in line with EDC Policy.

Any exclusion will result in a careful examination of the events leading up to the exclusion and the forms of support offered to the student.

Career Long Professional Learning

Better relationships are the key to increasing pupil engagement and inclusion. All adults working with children and young people need regular opportunities for training and reflection on the underlying reasons for different behavioural responses in various contexts and to

develop strategies to improve their own capacity to communicate effectively and develop trusting and affirmative relationships with young people.

This training and reflective practice should be based on:
- A solution focused approach
- Restorative conversations and approaches to conflict and conflict resolution
- Trauma, nurture and attachment informed practice
- Becoming an attuned practitioner
- De-escalation intervention
- Supporting emotional awareness and development, through strategies, such as scaling and emotion coaching.

This list represents a range of training options available to EDC staff through the annual Additional Support Needs (ASN) Career Long Professional Learning (CLPL) calendar which can be accessed via Microsoft Teams. All staff should consider this training as part of their annual PRD / PDR review process.

Where whole school requirements are identified through the review of the behaviour log and/or PRD returns SMT will liaise with our link Educational Psychologist and Inclusion Officer to negotiate training and inform our establishment training plan.

In addition, senior managers will offer required CLPL to ensure staff are equipped to implement local and national policy to enhance our provision and practice.

Additional Information

Exclusion from School

Exclusion from school will only be considered where the circumstances are such that to allow the young person to continue to attend Turnbull High School would be seriously detrimental to the order and discipline of the school or the educational wellbeing of other learners. It is essential that all other avenues have been explored before an exclusion is considered.

In the case of care experienced students any decision to exclude will require authorisation from the Chief Education Officer.

Procedure manual 3/11 clearly outlines the procedures to be followed by the Headteacher when an exclusion is to be imposed. Due cognisance requires to be taken of ASL legislation and the individual circumstances of the young person. In most cases, the length of exclusion should not exceed 1 day.

Restraint / Seclusion

Adults in a school have a 'duty of care' towards the children and young people they look after. There are certain circumstances where it may be necessary to restrain or restrict the movement of a child or young person, as to not take this action would be a failure to act in a manner that upholds the 'duty of care' towards them. This is restricted to situations where a child or young person is either putting themselves or others at *significant* risk if the adult does not take action.

It is anticipated that where positive behaviour policies are in place and rigorously employed, the necessity for restraint / seclusion should be rare. However, where any circumstances of restraint and/or seclusion have occurred then the appropriate recording documents (Appendix 5) should be completed. As far as possible, the Education Officer and the student's parents should be informed of any such incident on the day of occurrence.

In all circumstances, a rigorous process of debriefing for staff and students involved should take place at the earliest opportunity and planning should follow immediately thereafter.

Violence Towards Staff

All staff have a right to a safe working environment. Procedures are in place within EDC to record violence towards staff, health and safety issues and incidents of restraint and seclusion. If an incident of violence towards staff occurs, the staff member should complete the HS1a form. This form should be used by all schools and centres to record and inform shared services when a violence towards staff incident has occurred. This is included in Appendix 6.

Upon receipt of the HS1(a) form the HT will meet with the staff member (and their line manager or PA rep if desired) to discuss the incident and agree next steps.

H&S will provide e-mail confirmation that the incident has been logged centrally.

POLICY REVIEW SCHEDULE:

December 2020 – completed

August 2023 – completed but it should be noted that this is subject to further update in relation to Appendix 1 over the course of the term due to work being undertaken by School Action Groups / SLWGs.

DATE OF NEXT REVIEW: August 2026

BEHAVIOUR DATABASE (**Merits / Demerits)**   **APPENDIX 1**

1   RECORDING POSITIVE AND NEGATIVE BEHAVIOUR

Staff should record the following "positive" behaviours and "negative" behaviours in Click and Go via their Registration Screen

"POSITIVE BEHAVIOURS"
- *Outstanding class work*
- *Outstanding homework*
- *Outstanding teamwork*
- *Outstanding class contributions*
- *Positive progress*
- *Positive citizenship (e.g. extracurricular contribution)*
- *Departmental Award (e.g. Chemist of the Term)*

"NEGATIVE BEHAVIOURS"
- *Demerit (lack of focus)*
- *Demerit (lack of materials)*
- *Demerit (chatting)*
- *Homework Issue*
- *Significant Class Misconduct*
- *Timeout*
- *Pupil Support Monitoring Booklet*
- *SMT Monitoring Booklet*
- *Tracking Booklet*
- *Alternative to Exclusion*

2   COMMUNICATING POSITIVE AND NEGATIVE BEHAVIOUR

Staff should use the appropriate standardised GROUPCALL messages to let parents know of the following positive and negative behaviours.

"POSITIVE BEHAVIOURS"
- *Outstanding work*
- *Outstanding class contributions*
- *Positive progress*
- *Positive citizenship (e.g. extracurricular contribution)*
- *Departmental Award (e.g. Chemist of the Term)*

"NEGATIVE BEHAVIOURS"
- *Homework (will also be recorded on Show My Homework)*
- *Significant Class Misconduct*

Principal Teachers, Pupil Support PTs and SMT will communicate other issues via parental contact as appropriate.

3   TRACKING POSITIVE AND NEGATIVE BEHAVIOUR

Teachers can access reports on positive and negative behaviour in their classes via Click and Go. This will provide evidence and a basis for further intervention and/or escalation (e.g. seeing several demerits for chatting have been recorded would justify a significant class misconduct if repeated again).

Principal Teachers can access reports on positive and negative behaviour in Click and Go on a Departmental and Class level. This will provide a basis for Departmental discussion about progress, intervention and/or escalation.

At a whole School level, Pupil Support PTs and SMT will regularly review positive and negative behaviour for praise, intervention and/or escalation.

4   POSITIVE AND NEGATIVE BEHAVIOUR INTERVENTIONS

In line with the whole school promoting positive behaviour policy, demerits will track behaviour issues and interventions, including low level issues that do not warrant direct communication to parents.

This record of behaviour issues will be holistically monitored and used when discussing overall progress and deciding on appropriate interventions.

The data from the behaviour database will also be taken into account when determining Aiming High/Higher awards and pupil participation in extracurricular activities, reward trips, functions and events. Key criteria for these activities will normally be:

- Attendance >90%
- Late coming <5%
- Incidents of significant negative behaviour <5
- No SMT monitoring or exclusions

Procedures for Organising Extra Curricular Activities   **APPENDIX 2**

Permission

- The Year Head has responsibility for maintaining an overview of all extracurricular activities for their year group (e.g. school teams, reward trips, excursions).
- Any proposed activity should be discussed in the first instance with the Year Head.
- In the case of multi stage involvement the proposal should be discussed with the Head Teacher.
- Having received approval, in principle, from the Year Head / Head Teacher the event organiser should inform PTs of the event to ensure this does not conflict with curriculum requirements.
- Formal approval for all extracurricular activities should then be requested from the Head Teacher through EVOLVE.
- All requests for approval should be accompanied by the appropriate risk assessment(s).
- EV3s must be completed and due cognisance taken of medical conditions / additional support needs.

Pupil Participation

- Turnbull High School policy requires that any pupil participating in extracurricular activities has demonstrated the high standards of attendance, punctuality and behaviour that merit participation in such events.
- Whilst there is always the flexibility to consider requests on an individual basis, pupils participating in extracurricular activities should meet the following criteria:
  - Attendance greater than 90%
  - Late coming less than 5%
  - Aiming High / Aiming Higher award winner *
- The following criteria would exclude a pupil from participating in extracurricular activities (determined on a termly basis):
  - Unresolved discipline issue
  - Behaviour Monitoring Booklet with SMT
  - Record of Alternative to Exclusion
  - Record of Exclusion
- In all cases the event organiser should provide a list of participants for scrutiny by the Year Head / Head Teacher before EV3 forms are issued / money is collected.

Centralised Recording

All approved extracurricular events will be recorded centrally through the EVOLVE system. This will be reviewed termly by SMT.

Aiming High/Higher Criteria
GOLD: 95% attendance; late <5%; significant negative behaviour <5; no 3s or 4s in ratings
SILVER: 90% attendance; late <5%; significant negative behaviour <5; no more than one 3 or 4 in ratings
BRONZE: 90% attendance; late <5%; significant negative behaviour <5 no more than two 3s or 4s in ratings

PPB – BEHAVIOUR MANAGEMENT

Step 1: ENCOURAGE

All pupils welcomed into class and are constantly encouraged to do their best.
Improvements in pupil effort/behaviour will be recognised.

Step 2: REMIND

Refer to the Respect poster.
Outline clearly and precisely the behaviour the pupil is showing that is unacceptable.
Reinforce positive behaviour expected and model expected behaviour.
E.g. You showed earlier in class you were capable of putting your hand up and not shouting out. Or, pupil x and pupil y are putting their hands up when they'd like to speak aloud.

Step 3: CAUTION

Be clear with the options now available to the pupil. Make it clear this is their last warning.
Outline the positive behaviour that is expected and the option pathways available.
*E.g. Your continued shouting out is disrupting the learning of the class. If you do this again I will.......
However, please raise your hand should you wish to contribute.*

Step 4: ACTION/REFLECTION

Follow through with consequence which is most appropriate at this stage:

**Move seats   Class 'cool –off' (3 mins max)   Demerit and groupcall   Reflective exercise
Time out to another classroom in department or corridor**

Again, be clear with expected and positive behaviour

Step 5: REINFORCEMENT

Second strategy from list above

Step 6: REFER

| **Return to Class** | ⬅ | **PT to intervene** | ➡ | **Provide Time Out** |

Teacher Reflection - Could the situation have played out differently?

1. *Is the seating plan appropriate?*
2. *Was this a one off and out of character or a regular occurrence?*
3. *Was the task too easy or too challenging?*
4. *Is there anything you would have done differently?*
5. *Is there anything you could do to try to minimise the chances of this happening again?*

Logging evidence – Repeated Pattern of Behaviour

Name and class	Date	Issue(s)	Strategy attempted	ABC approach to behaviour change (Antecedent, Behaviour, Consequence)

REFERRALS

Refer to Principal Teacher

- One to one discussion with pupil about behaviours and how the dept. can best support him/her
- Interval or lunchtime reflection discussion and/or reflective exercise
- Phone call or groupcall home
- PT to observe class/lesson
- PT and Class teacher to investigate ABC approach to behaviour change and/or Pupil Support options

Pupil Support
(PT PC or PT SFL)

Is there a HWB concern?
Is this an issue across the school or subject specific?
Is this an issue with peer(s)?
Is the work not pitched appropriately?
Is an intervention required?

SMT

Referral consisting of information and overview of strategies that have been attempted by class teacher and PT which have not led to a positive outcome.

- *Pupil interview: reflective exercise and/or SMT detention (max 5 days)*
- *Parental contact: telephone /interview*
- *SMT Monitoring Booklet*
- *Behaviour Plan*
- *Removal from class (up to 5 days)*
- *Internal exclusion (up to 3 days)*
- *Exclusion (I day)*
- *Multi-Agency Planning Meeting*
- *Risk Assessment*

Class Teacher and PT

Teacher resolution discussion (Class teacher, PT and Pupil)
Clean slate – no grudges from either teacher or pupil
Support interventions – e.g. monitoring booklet /Behaviour Plan

Promoting Positive Behaviour – Use of rewards
- Scratch cards
- Merit
- Praise postcard
- Geography throne
- Secret pupil
- Kahoot

Merit criteria
- Effort and improvement from previous lessons
- Outstanding classwork/homework
- Excellent oral answers in class
- Led role in paired or group task
- Going extra mile for peers

In case of emergency
(Phone before sending to SMT)

Alert PT straight away
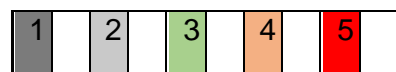
Head of Year
S1 – Mrs Bray   2024
S2 – Ms McLaughlin   2022
S3/S4 – Mrs Thomson   2023
S5/6 - Mr Mitchell   2021

Head Teacher   2020

School Office   2000

Behaviour Plan

	Pupil Name:	Class:	DOB:
Pupil strengths and interests			

What Works?	Situations to Avoid:

Likelihood (L) (1low – 5 high)

1	2	3	4	5

Severity (S) (1low – 5 high)

1	2	3	4	5
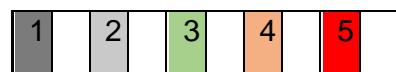
Risk (LxS) Low (1-8) Medium (9-15) High (16-2

IMPACT

		Catastrophic Failure	Significant Impact	Serious	Marginal	Insignificant
		5	4	3	2	1
PROBABILITY	Highly Probable >90%	5	Review Risk in Great Detail. Amend Strategy to Reduce / Avoid			
	Very Likely >70%	4				
	Even Chance 50%	3		Develop Contingency Plans. Monitor Risk Development		
	Could Happen 30%	2				
	Improbable <10%	1			Maintain record of Risk, consider adequacy of control measures.	

Behaviour / Risk	Universal Strategies	Agreed Targeted Intervention/Action	Reflection/Action/ Follow Up

Additional Information:

sustainable thriving achieving
East Dunbartonshire Council
www.eastdunbarton.gov.uk

Report of incident of restraint or seclusion B*

*TIER 1 Resources only

Name of establishment:

Name of child or young person who was the subject of restraint or seclusion	
Date and time of incident	
Location of incident	
Name (s) of adult (s) who carried out the restraint or seclusion:	
If restraint was used please describe what happened in as much detail as possible	
Please specify the duration of the restraint	
If seclusion was used please specify the nature of the seclusion and the duration.	

Describe the early stages that led to the incident and how this progressed to the use of restraint or seclusion.

Describe the outcome of the incident.

Set out the reasons why the use of restraint or seclusion was necessary on this occasion

Detail any injuries to either the child/young person and/or other children/young people and/or any staff

Date and time of debrief undertaken with child or young person?	
Date and time of information being passed to parent or carer	
Date and time of debrief undertaken with staff member(s) involved	

In the light of the debrief discussions have any changes been made to the Pupil Management Plan and Risk Assessment?   Yes   No

If Yes please summarise main changes:

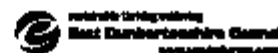What are the main outcomes of the debrief discussion with the child or young person?

Signed By:

Head Teacher or Team Leader …………………………………………………………Date……………………..

A copy of this report should be retained in your establishment and also be sent securely to
Shared.Services@eastdunbart

ACCIDENT/VIOLENT INCIDENT/FIRE ALERT REPORTING FORM -HS1(a)
March 2022

East Dunbartonshire Council processes personal data in accordance with the General Data Protection Regulations (EU 2016/679), the Data Protection Act 2018 and all other relevant national data protection laws.

Your personal data will be processed in accordance with the Council's privacy notice for employees which is available at: https://www.eastdunbarton.gov.uk/council/privacy-notices.

For further information or help completing this form, telephone 0141 777 3210 or email Health.Safety@eastdunbarton.gov.uk

Section A

Directorate *(select from drop down)*

Strategic Group *(select from drop down)*

Section B - Location of incident

Date of incident   Time of incident

Location

Address (Including post code)

Is this location a Council Property?   Yes ☐   No ☐

Section C - Type of incident

Accident ☐ (incident that caused an injury / harm to persons, damage to plant/ equipment or other type of loss)

Violent incident ☐ (incident in which a person is abused, threatened or assaulted in circumstances relating to their work, include verbal abuse or threats as well as physical attacks)

Fire alert ☐ (any issue related to fire safety of the building or persons in the building / location)

Section D - About the injured person

Nature of injury:
(state part and side of body affected)

Full name

Address (Including post code)

Telephone (home)

Work location

Work address (Including post code)
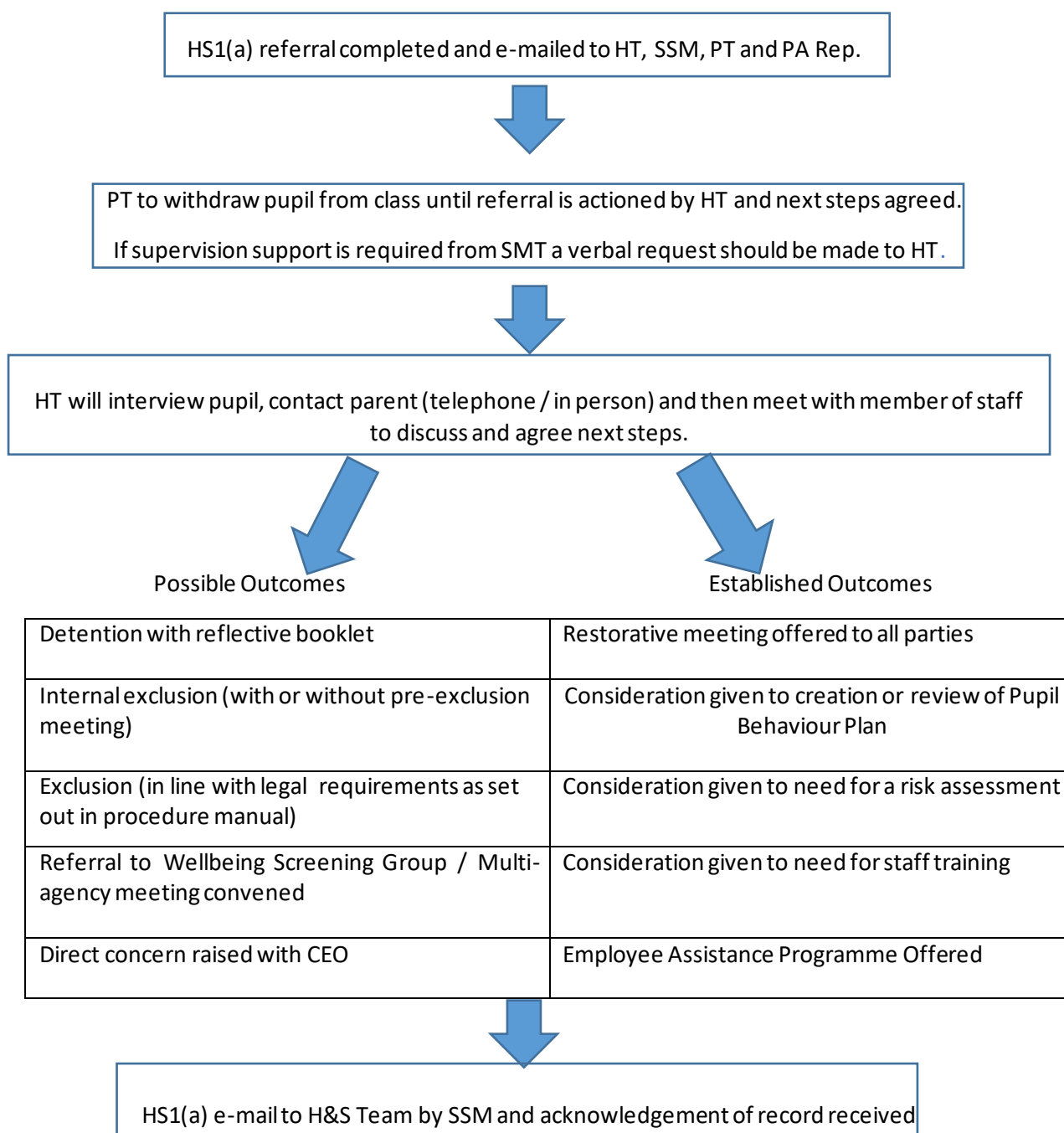
Continued overleaf

To Be Completed Electronically: Staff Folder -> All Staff -> STAFF MANUAL -> Section 5: 4b

HS1(a) / VIOLENCE AGAINST STAFF REFERRAL

An HS1(a) referral should be made in the following circumstances:

- **Accident** (incident that caused an injury / harm to persons, damage to plant/ equipment or other type of loss)
- **Violent incident*** (incident in which a person is abused, threatened or assaulted in circumstances relating to their work, include verbal abuse or threats as well as physical attacks) Work address (Including post code)
- **Fire alert** (any issue related to fire safety of the building or persons in the building / location)

*A 'violent incident' should not be recorded as a SEEMIS referral. This should be referred direct to the HT using the HS1a referral form.

HS1(a) referral completed and e-mailed to HT, SSM, PT and PA Rep.

PT to withdraw pupil from class until referral is actioned by HT and next steps agreed.

If supervision support is required from SMT a verbal request should be made to HT.

HT will interview pupil, contact parent (telephone / in person) and then meet with member of staff to discuss and agree next steps.

Possible Outcomes

Established Outcomes

Possible Outcomes	Established Outcomes
Detention with reflective booklet	Restorative meeting offered to all parties
Internal exclusion (with or without pre-exclusion meeting)	Consideration given to creation or review of Pupil Behaviour Plan
Exclusion (in line with legal requirements as set out in procedure manual)	Consideration given to need for a risk assessment
Referral to Wellbeing Screening Group / Multi-agency meeting convened	Consideration given to need for staff training
Direct concern raised with CEO	Employee Assistance Programme Offered

HS1(a) e-mail to H&S Team by SSM and acknowledgement of record received

NB: Please note that in extreme cases the staff member may wish to report the matter direct to the police and will be supported to do so..