



BANNOCKBURN
HIGH SCHOOL

POSITIVE RELATIONSHIPS & BEHAVIOUR POLICY

Session 2018/19



General

The Curriculum for Excellence cannot be delivered without good relationships and behaviour.....

Children and young people should feel happy, safe, respected and included in the learning environment and all staff should be proactive in promoting positive behaviour in the classroom, playground, and wider learning community. Underpinning this is the emotional health and wellbeing of staff.' (Building Curriculum for Excellence through positive relationships and behaviour, pp2-3, 2010)

The promotion and facilitation of positive behaviour is the responsibility of all members of staff in Bannockburn High School. The purpose of this document is to provide a coherent support system for teachers. It is important that all teachers read this carefully. All members of staff should be concerned with encouraging and developing in our pupils a positive approach to behaviour in line with our school's commitment to respect every individual and a nurturing approach which recognises that positive relationships are central to both learning & wellbeing. A key aspect of a nurturing approach is an understanding of attachment theory and how a child's early experiences can have a significant impact on their development. It recognises that ALL school staff (and partners) have a role to play in establishing the positive relationships that are required to promote healthy social and emotional development and that these relationships should be reliable, predictable and consistent where possible. A nurturing approach has a key focus on the school environment and incorporates attunement, warmth and connection alongside structure, high expectations and a focus on achievement and attainment. It is based on the understanding of the 6 nurturing principles:

- Children's learning is understood developmentally
- The classroom (environment) offers a safe base
- The importance of nurture for the development of wellbeing
- Language is a vital means of communication
- All behaviour is communication
- The importance of transition in children's lives

A nurturing approach can be applied at a universal and targeted level and promotes inclusive, respectful relationships across the whole school community, including learners, staff, parents/carers and partners.

Within the classroom each member of staff should put in place appropriate discipline procedures as a first line responsibility to improve effort. Constant discussion with colleagues and Curricular Leaders (CLs) is encouraged and vital to improving strategies within the classroom to combat any indiscipline.

Following this, a more formal referral should be made to CLs for pupils who are not showing signs of improvement. Class teachers and/or CLs should also keep Principal Teachers of Pupil Support (PTPS) informed of any issues to allow PTPSs to keep an overview of strategies being employed for a particular young person across the whole school.

The following structure is in place for these referrals, for Session 2018/19:

Year Group	PTPS	DHT Year Head
S1	Miss L Stewart	Mr G Boyce
S2	Miss P Campbell	Mr B Millar
S3	Miss L McGibbon	Mrs V Sherry
S4	Miss L Craig	Mr B Millar
S5	Mrs E Fergus/Mrs E Del Valle	Mrs V Sherry
S6	Mr G Shepherd	Mrs K Gunning (Acting)

Curricular Area	CL	DHT Link
Art, Music & PE	Mrs V McKinlay	Mrs K Gunning (Acting)
Maths & IT	Mrs S Harris	Mr B Millar
Science, Technical & HE	Mr J Timmons	Mr B Millar
English & Modern Languages	Mrs M Rae (Acting)	Mrs V Sherry
Social Studies & RME	Miss C Carlin	Mrs V Sherry

These procedures, detailed in this document, have been designed to:

- allow a beneficial flow of information among all staff: Teacher, SLA, CL, PTPS & Senior Leadership Team (SLT)
- provide appropriate feedback to all members of staff, pupils and parents
- involve parents at an early stage
- provide clarity and consistency for pupils
- ensure that the involvement of PTPS in disciplinary matters is appropriate to their pastoral role

Included below is a statement of the main points of our School Positive Behaviour and Relationships Policy and the role of Pupil Support Staff in disciplinary matters.

An information table of the Positive Behaviour Procedure is also included for your information, and can be found on page 7 of this policy. The school rules (see appendix 1) have been issued to pupils.

Positive Behaviour Policy and Pupil Support

The BBHS School Rules are designed to be easily understood and underpinned by the ethos and culture of the School. The intention is to promote good behavior and respect for other people. Pupils first become familiar with these as part of the Primary Liaison Programme. Responsibility for initial discipline lies with the class teacher in liaison with the CL.

Where it is judged that these initial interventions are no longer appropriate or are proving ineffective, further referrals should be made to PTPS and SLT. Prompt action will be taken and feedback provided to the members of staff concerned.

Out of class incidents, where serious, should be reported directly to any member of the SLT. Involvement of PTPS over matters of discipline should never be for the application of sanctions. The PTPS, working with colleagues, will try to help pupils cope with difficulties they may be experiencing. Such an approach enables the PTPS to:

- Listen to and advise pupils
- Encourage pupils to think about and devise strategies for avoiding similar situations in future
- Explain the needs of pupils to teaching staff
- Contact parents, discuss problems and offer advice
- Liaise with teaching staff and/or external agencies as appropriate
- Provide advice, support and feedback to staff

The role that PTPS play can greatly assist positive behaviour in the school. Through discussion, providing information, insights, advice and on-going support to pupils, parents and teaching colleagues, indiscipline can be checked before it has taken hold and feelings of alienation can be avoided. For non-disciplinary matters (eg to do with curricular progress or personal difficulties) Pupil Support Staff should be alerted. In such cases the decision to send Faculty 1 and Faculty 2 letters should be discussed extensively with all members of staff involved.

Our policy on positive behaviour is that we expect our pupils to behave in a courteous, civilised manner. Breaches of discipline of a minor nature will be dealt with by oral reprimands or by other appropriate means. Severe indiscipline will be the concern of SLT and will involve immediate consultation with parents. Offences against the law committed on the school campus or on the way to and from school will be reported to the police for appropriate action.

Very serious offences or continual breaches of normal discipline despite all attempts by PTPS and/ or SLT to produce improvement, may lead to a pupil being issued with a Pre-Exclusion Letter and/ or suspended from school and reported to the Head of Education for further action.

Positive Behaviour Communication within BBHS

With the introduction and establishment of GLOW and SEEMiS, it is vital that these forms of communication are used for internal communication within Bannockburn High School. It is also worth noting that no communication is stronger than a face-to-face conversation with a member of staff. However, it is vital that an accurate record of discussion and communication is kept to ensure compliance with the GIRFEC (Getting it Right For Every Child) Principles and Procedures within Bannockburn High School.

Therefore, it is recommended that the following guidance for communication should be adopted across the school:

- Staff should regularly consult colleagues to discuss discipline matters
- Staff should follow up conversations with an email to the appropriate CL and/ or PTPS
- SLT should be copied into significant emails of concern
- CL should establish a suitable logging system to allow reference of incidents within their area of subject responsibility, accessible by themselves and DHT Link
- PTPS/SLT should make use of the 'Latest Pastoral Notes' function within SEEMiS to accurately record and reflect upon incidents within Bannockburn High School
- CL can access 'Latest Pastoral Notes' to record phonecalls home
- All communication with parents should be recorded in SEEMiS

Communication between Home and School

As discussed, it is mandatory that all communication to a Parent/ Carer is recorded in Latest Pastoral Notes, within SEEMiS. This is only accessible by PTPS and SLT and should be used for discussion with CLs and a Team Around the Child (TAC), should it be deemed necessary by the PTPS and DHT with responsibility for Pupil Support. CL noting

Communication via phone to a Parent or Carer should be appropriately formal and respectful. Phone calls should always be efficiently dealt with and at a time that is suitable and agreeable by all parties. Staff should aim to return calls within 48 hours.

Communication via letter to a Parent or Carer should follow the guidance set out in the Positive Behaviour Table on Page 7 of this Policy and should be recorded in SEEMiS via the automatic logging system within each Young Person's Pupil Profile.

Communication via email to a Parent or Carer should always be formal, respectful and efficiently dealt with. For the most part, emails should be sent via the Bannockburn High School email account, managed by Mrs Anne Garvey, in order to maintain a central method of communication for all parents/ carers and to ensure that no communication is missed due to staff absence. However, PTPS and SLT should use their discretion as to the appropriateness of the method of email communication. In some cases, it may be preferable to communicate directly with a parent/ carer. In all cases, the email communication should be recorded in Latest Pastoral Notes.

Communication in person to a Parent or Carer will always be offered and facilitated at Bannockburn High School. Parents are welcome to 'drop-in' to speak with their son/ daughter's PTPS or DHT, and an appointment is not always necessary. An appointment is preferable in most cases to allow the necessary preparation to take place.

Every attempt should be made to communicate effectively with all Parents and Carers of the Young People of Bannockburn High School. This is particularly relevant when a Young Person does not live with a Parent and/ or has become estranged from a parent. The various methods of communication, outlined on this page and on the previous page, should be used to allow all parties to be involved in the education of their son/ daughter.

However, it is also recognised that, at times, individual arrangements should be made to ensure that communication is effective and appropriate. At all times, it is the desire of BBHS staff to keep parents/ carers fully informed of the progress of their son/ daughter. The individual arrangements will be managed with the PTPS, DHT Link and appropriate members of the Office Staff.

Every effort will be made to facilitate these special arrangements and the interests of the young person will forever be at the heart of our communications with parents/ carers.

General Notes

Attendance on school trips will be dependent on good behavior as detailed in Bannockburn High School's Behaviour and Expectations leaflet. All school trip lists should be emailed to PTPS and DHT year group link in advance.

To help monitor behaviour in corridors between periods teachers, CL and SLT should, where possible, show a presence.

Regular spot checks will be carried out at appropriate times by SLT and PTPS.

During interval and lunch pupils should not access the second/third floors unless they have a prior arrangement with a teacher e.g. club, supported study etc.

Low Level Disruption S1 – S3

During the month of January each year, the SLT will be spot-checking all classes in S1-S3 to ensure pupils begin our new term with a positive attitude to work and behave appropriately, allowing learning and teaching to take place without distraction.

Teachers of classes in S1-S3 will refer to the year group Depute Head (any pupil involved in **low-level disruption** to classes – this will include **general misbehaviour, persistent talking or late arrival** to class. In the unlikely event that your child is referred to the SLT a letter will be sent to parents informing you that this has happened. Please discuss this with him/her. Only one letter will be sent on any given day. However where parents receive multiple letters this indicates that referrals have been made on more than one occasion.

Referrals will be monitored carefully by the DHT for each year group and action will be taken where pupils are referred repeatedly. Such pupils will be interviewed and given a warning by the year group Depute Head where necessary which should be followed by an immediate change in behaviour. Where a change in behaviour is not immediately evident parents will be contacted and pupils may have privileges withdrawn (eg. attendance at discos/trips etc). Further concerns may lead to pupils being issued with a **'Low Level Disruption Report'** to be completed in every class. In the most persistent cases exclusion from school could be a possibility.

This is an important term for all of our pupils and spot-checking classes in this way will send a positive message to pupils to ensure all are fully focused and able to maximise their potential.

Monitoring Individual Effort S4 – S6

During the month of November or December pupils who failed to receive a Praise Card (ie failed to get Excellent/VG ratings for Effort in their Tracking Report), has an opportunity to sign up to take part in the **Monitoring Individual Effort (MIE) Card Scheme**. This scheme is fully voluntary, but will give students an opportunity to demonstrate increased effort in particular subject(s) to prepare for the Prelim examinations in January. Teachers of those students who volunteer will be asked, once per week, to give these students a grade for EFFORT.

Pupils involved are told that it is **their** responsibility to:

- uplift and return their MIE CARD from the school office;
- ask their teachers for the EFFORT GRADE at the end of each week;
- have their MIE CARD signed by their parent(s) each week.

Please note that no action will be taken against students whose MIE CARDS are unsigned, lost, forgotten or damaged and no replacements will be issued. The aim is to demand a level of individual responsibility and commitment from our young people for this important SQA year in subjects.

Students who achieve 'Excellent' or 'Very Good' for EFFORT in these subjects each week will be issued with a Student Praise Card at the end of four weeks and will be removed from the scheme.

Our aim is to create a culture of hard work and EFFORT – irrespective of ability - across the whole of the senior school.

BANNOCKBURN HIGH SCHOOL

POSITIVE BEHAVIOUR PROCEDURE

Level	Member of Staff	Action	Communication & Liaison
Classroom	Classroom Teacher	Classroom Initiatives e.g. Change of seat/ activity etc...	CL Internal record of discipline
Classroom	Classroom Teacher	Faculty 1 Letter Persistent low level disruption or failure to be prepared for a lesson	Email record to Office, copying in CL. Office Staff will then report to PTPS. Admin spreadsheet of Fac 1 letters by Faculty. Text will be sent by Office Staff.
Faculty	CL	Internal CL Sanctions e.g. verbal reprimand, time out of class, floor re-rooming, Faculty detention	Classroom teacher Discussion with PTPS if appropriate
Faculty	CL/DHT Faculty Link	Faculty 2 Letter	Email record to office, copying PTPS and DHT Year Head. Office record on SEEMiS
Pupil Support	PTPS	Gather information, via email and discussions to ascertain whether this is a whole school problem	Put in place appropriate support structures to try to bring about an improvement in the young person's behaviour
Pupil Support/ SLT	PTPS/DHT Year Head	Communication home to discuss	Recorded appropriately according to BBHS Policy
SLT	DHT/HT	Parental Interview/Extraction from class/ Pre-Exclusion Letter/ Exclusion	Record appropriately according to BBHS Policy

Standard Letters to Parents/ Carers

These letters will come from the Faculty in which the concern has been identified inform our parents of concerns over the curricular progress of pupils and failure to meet behavior standards.

There are **6** types of standard letters which parents might receive indicating a concern:

ALL YEAR GROUPS

Faculty 1 Letter | issued by the classroom teacher

This will alert parents/ carers to a failure to do/hand in on time, assignments/homework OR to a failure to meet the high standards of attitude and behaviour we expect in subject courses. This will be an 'early warning' for parents prompted by evidence of repeated failures. It will not normally require parents to contact the school but will ask for support in ensuring that future assignments/homework are completed timeously or that the attitude and behaviour improves. This intervention should be viewed as a positive support strategy.

Faculty 2 Letter | issued by the CL

This will alert parents/ carers to the fact that the previous concerns have not been addressed OR to a separate more serious course for concern. This letter may require parents to contact the school.

S4-6 ONLY

SQA 1 Letter | SQA Coursework | issued by the CL

This letter will be used for SQA candidates only and will indicate concern over repeated failure to meet a specific SQA course requirement either by failing to meet coursework deadlines or by persistent poor attitude/workrate in an SQA class.

SQA 2 Letter | Continued Concern over SQA Coursework | issued by the CL This letter will be used for SQA candidates only and will indicate that if final coursework deadlines are not met OR negative attitudes or workrate are not addressed immediately, the candidate will fail the SQA course requirement.

SQA 3 Letter | Change of level from NAT 5 to NAT 4 | issued by the CL

This letter will be used for SQA candidates only and will indicate that a change of level is required from National 5 to National 4.

SQA 4 Letter | Change of level from Higher to NAT 5 | issued by the CL

This letter will be used for SQA candidates only and will indicate that a change of level is required from Higher to National 5.

NB | All SQA Letters should be copied to DHT SQA (Mr B Millar)

BANNOCKBURN HIGH

FACULTY 1 LETTER

I write to inform you that **[NAME]** is currently failing to meet the high expectations and standards of the school as outlined below. Recently he/she has:

(Delete as applicable)

- exhibited a lack of effort
- failing to complete assignments/homework
- exhibited a negative or disruptive influence
- been late to class on more than three occasions
- failed to bring equipment e.g PE Kit, Calculator etc
- lack of effort in studying for diagnostic test

This is an 'early warning' letter, prompted by the above. It is not necessary for you to contact the school at this stage, but I would ask that you speak to **[NAME]** about this to try to bring about an immediate improvement.

Yours sincerely,

Teacher **[COURSE]**

Copy to | CL, PTPS

BANNOCKBURN HIGH

FACULTY 2 LETTER

I write to inform you that, in spite of previous warnings, **[NAME]** continues to fail to meet the high expectations and standards of the school as outlined below. Recently he/she has continued to:

(Delete as applicable)

- exhibit a persistent lack of effort
- fail to complete assignments/homework
- exhibit a persistently negative or disruptive influence
- be persistently late to class
- fail to bring equipment e.g PE Kit, Calculator etc

Details:

(Should be clear, respectful and solution focused)

If the above issues are not addressed quickly, a report will be forwarded to the Depute Head Teacher for the appropriate Year Group and this may result in a request for you to come to the school to discuss matters. I have discussed this with your child's Principal Teacher of Pupil Support. In the meantime I would ask that you speak to **[CL NAME]** about this to try to bring about an immediate improvement.

Yours sincerely,

Curricular Leader **[COURSE]**

Copy to | PTPS

BANNOCKBURN HIGH

SQA 1 LETTER | SQA Coursework

I write to inform you that **[NAME]** was not successful in passing a recent assessment in **[COURSE]** as outlined below.

Details

.....

The successful completion of all internal assessments is a requirement for achieving FULL CERTIFICATION in this course. This could result in **[NAME]** being unable to achieve a final grade in **[COURSE]** this session. There will be an opportunity for **[NAME]** to re-sit this Unit Assessment. In the meantime I would ask that you speak to **[NAME]** to see how we can work together to try to resolve the situation.

Yours sincerely,

Principal Teacher of Curriculum **[COURSE]**

Copy to | PTPS

ALTERNATIVE SQA 1 LETTER | SQA FOLIO

I write to inform you that (NAME) is behind schedule with their folio work in (Course) as outlined below.

Details

The successful completion of all aspects of the folio is a requirement for achieving FULL CERTIFICATION in this course. This could result in (NAME) being unable to achieve a final grade in (Course) this session. Progress with folio work will be reviewed again in the near future. In the meantime I would ask that you speak to (NAME) to see how we can work together to try to resolve the situation.

Yours sincerely

Principal Teacher of Curriculum (Course)

Copy to PTPS

BANNOCKBURN HIGH SCHOOL

SQA 2 LETTER | Continued Concern over SQA Coursework

I write to inform you that **[NAME]** was not successful in passing a recent resit assessment in **[COURSE]** as outlined below.

Details

Failed Resit Unit Assessment.....

The successful completion of all internal assessments is a requirement for achieving FULL CERTIFICATION in this course. This non completion of the assessment could result in **[NAME]** being unable to achieve a final grade in **[COURSE]** this session. You may wish to phone the school office to discuss matters with me, or your son/ daughter's Principal Teacher of Pupil Support. In the meantime I would ask that you speak to **[NAME]** to see how we can work together to try to resolve the situation.

Yours sincerely,

Principal Teacher of Curriculum **[COURSE]**

Copy to | DHT SQA Co-ordinator, PTPS

BANNOCKBURN HIGH SCHOOL

ALTERNATIVE SQA 2 LETTER | Continued Concern SQA FOLIO

I write to inform you that (NAME) is still not meeting the requirements for the folio work in (Course) as outlined below.

Details

The successful completion of all aspects of the folio is a requirement for achieving FULL CERTIFICATION in this course. This non completion of folio work could result in being unable to achieve a final grade in (Course) this session. You may wish to phone the school office to discuss matters with me, or your son/ daughter's Principal Teacher of Pupil Support. In the meantime I would ask that you speak to (NAME) to see how we can work together to try to resolve the situation.

Yours sincerely

Principal Teacher of Curriculum (Course)
Copy to DHT, SQA Co-ordinator, PTPS

SQA 3 LETTER | Change of level from NAT 5 to NAT 4

CHANGE OF LEVEL REQUEST FOR NATIONAL [COURSE] EXAMINATION 2018

I am writing to inform you of **[NAME]**'s progress at this time in his/her National 5 **[COURSE]** coursework.

[NAME] is experiencing continued difficulty achieving the necessary internal assessments, despite the opportunity to re-sit the assessment (add name of assessment).

[NAME] is at risk of not achieving a National 5 Course certification for **[COURSE]** in August 2018. For this reason I would strongly recommend that **[NAME]** changes entry level to National 4, in the hope that I can provide internal assessment evidence of success at this level.

I apologise for the nature of this request, however, the sooner we may agree to action this, the more time available for **[NAME]** to hopefully achieve success at National 4.

Can I please ask that the tear off slip on the following page is completed and returned to myself as soon as possible?

Kind regards

Principal Teacher of Curriculum **[COURSE]**

SQA CERTIFICATION IN NATIONAL [COURSE] 2018

Please tick the appropriate box below and return to **[CL NAME]**, CL **[COURSE]**

I wish my son/daughter to change his/her level to National 4 in **[COURSE]** for certification in 2018

I wish my son/daughter to remain at National 5 level **[COURSE]**.

Parent/ Carer signature: _____ Date: _____

Copy to | DHT SQA Co-ordinator, PTPS

SQA 4 LETTER | Change of level from High to NAT 5

CHANGE OF LEVEL REQUEST FOR NATIONAL [COURSE] EXAMINATION 2018

I am writing to inform you of [NAME]'s progress at this time in his/ her Higher [COURSE] coursework.

[NAME] is experiencing continued difficulty achieving the necessary internal assessments set by the SQA, despite the opportunity to re-sit the failed Unit Assessment (add name of assessment).

Full certification of Higher [COURSE] is dependent on achieving ALL internal assessments plus the external examination in the June 2018 SQA Examinations.

[NAME] is at risk of not achieving a Higher Course certification for [COURSE] in August 2018. For this reason I would strongly recommend that [NAME] changes entry level to National 5, in the hope that I can provide internal assessment evidence of success at this level.

I apologise for the nature of this request, however, the sooner we may agree to action this, the more time available for [NAME] to hopefully achieve success at National 5.

Can I please ask that the tear off slip on the following page is completed and returned to myself as soon as possible?

Kind regards

Principal Teacher of Curriculum [COURSE]

SQA CERTIFICATION IN NATIONAL [COURSE] 2017

Please tick the appropriate box below and return to [CL NAME], CL [COURSE]

I wish my son/daughter to change his/her level to National 5 in [COURSE] for certification in 2018

I wish my son/daughter to remain at Higher level in [COURSE]

Parent/ Carer signature: ___ Date: _____

Copy to | DHT SQA Co-ordinator, PTPS
Appendix 1 School Rules Leaflet
Appendix 2 Classroom Strategies
Appendix 3 Faculty Strategies
Appendix 4 Floor Re-rooming Timetables
Bibliography