

Positive Relationships & Restorative Practice



Teacher Support Pack

Table of Contents

1.0 The National Context	3
2.0 Local & School Context	4
2.1 Positive Feedback & Celebrating Success	5
2.1 Rights Respecting School	5
2.3 Meeting Learning Needs Through Staged Intervention	6
3.0 Lates	9
3.1 Dealing with Lates at Departmental Level	9
3.2 Dealing with Lates at Whole School Level	9
3.2.1 Whole School Lates Flowchart	9
4.0 Merits	10
5.0 Demerits	11
5.1 Attitude, Effort & Homework/Deadlines	12
5.1.1 Departmental Homework/Deadline Flowchart	12
5.1.2 Whole School Homework/Deadline Flowchart	13
5.2 Warnings & 'Time-Out'	14
5.2.1 Departmental Time-Out Flowchart	15
5.3 Departmental Restorative Activity	16
5.4 Behaviour Transfers	17
5.4.1 Behaviour Transfer Flowchart	18
5.5 Whole School Time-Out & Behaviour Transfers Flowchart	19
5.6 SLT Involvement	20
6.0 Referral Procedures/Flowchart	21
7.0 Restorative Practice Guidance	22
7.1 1 st Formal Warning	23
7.2 2 nd Formal Warning	24
7.3 3 rd Formal Warning & Time-Out	25
7.4 Restorative Conversation/Pupil Returns to Class	26
7.5 Troubleshooting/Possible Scenarios	27

1.0 The National Context¹

Behaviour in Scottish Schools 2012 research found that the 'promotion of positive behaviour through whole school ethos and values' e.g. a curricular focus on social and emotional wellbeing, restorative approaches, nurturing approaches, peer mentoring, solution oriented approaches, is the most helpful approach to improving behaviour.

There are two key policy drivers supporting the development and promotion of positive relationships in establishments - Curriculum for Excellence (CfE) and Getting it Right for Every Child (GIRFEC).

Within CfE all staff are expected to be proactive in promoting positive relationships and behaviour in the classroom, playground and the wider school community. There are specific experiences and outcomes in Health and Wellbeing which are the **responsibility of all** practitioners:

- establishing open, positive, supporting relationships across the community, where children and young people will feel that they're listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives;
- promoting a climate in which children and young people feel safe and secure;
- modelling behaviour which promotes health and wellbeing and encouraging it in others;
- using learning and teaching methodologies which promote effective learning;
- being sensitive and responsive to the wellbeing of each child and young person.

All staff share a responsibility for identifying the care and wellbeing needs of children and young people, and the GIRFEC approach provides a structured framework to help staff work together to assess these needs.

The five questions practitioners need to ask are:

- what is getting in the way of this child or young person's wellbeing?
- do I have all the information I need to help this child or young person?
- what can I do now to help this child or young person?
- what can my agency do to help this child or young person?
- what additional help, if any, may be needed from others?

Developing good relationships and positive behaviour in the classroom, playground and wider community is essential for creating the right environment for effective learning and teaching. Where children and young people feel included, respected, safe and secure and when their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves.

¹ Scottish Government: 'Better Relationships, Better Learning, Better Behaviour' (2013)

2.0 Local & School Context

In developing the school's new Positive Relationships & Restorative Practice system (and Teacher Support Pack) the Positive Behaviour Collegiate Group have tried to streamline the behaviour management process/tackle bureaucracy and ensure a more consistent approach throughout the school. The group have also taken account of the views of pupils and staff.

The starting point for learning is a positive ethos where relationships are built upon a culture of mutual respect and trust, centred upon shared values – 'Respect', 'Responsible', 'Healthy', 'Ambitious', 'Dedicated' and 'Achieving'. Relationships and behaviour at Speyside High School are on the whole 'good', but we would be doing our young people a disservice if we didn't set our sights higher. The wellbeing of learners is a responsibility of all and as such, we all need to ensure that learners feel physically and emotionally safe. The whole school community including the pupils themselves should have high aspirations in terms of both their learning and behaviour.

Our expectations, in terms of relationships are set out in our 'Respect Code'. This applies to all pupils, staff, parents and everyone who visits the school.

Respect Code

What Do We Expect At Speyside High School?

Respect for People

Everyone in the school - pupils, staff, parents and visitors must show respect for everyone else.

Whatever a person's age, sex, appearance, colour or beliefs, they must be treated with respect.

Everyone is expected to speak to other people politely and show good manners.

Respect For Property

Everyone must show respect for other people's property, irrespective of its value. No one is allowed to interfere with anything which is not their own, be it a pencil, school bag, jotter, desk or classroom equipment.

Any property found should be handed into the class teacher or the janitor.

We expect everyone to play their part in keeping our school litter free and in the best possible condition.

Respect for Pupils' Right To Learn

Every pupil in the school has a right to learn without being distracted or having time wasted - this applies to every lesson at all times.

Teachers are in charge and pupils must always follow instructions in a lesson - if there is a problem sort it out afterwards.

What Is Not Acceptable

Any behaviour that makes someone feel insecure, frightened, anxious or unhappy e.g. bullying, name calling, spreading rumours.

Stealing or interfering with someone else's property.

Damaging furniture, decoration, plants, displays, ceilings.

Litter and graffiti.

Any behaviour which interferes with learning and teaching e.g. calling out, talking, refusing to work, distracting others.

2.0 Local & School Context (cont)

Teaching takes place in the context of relationships, most importantly those between staff and pupils, but also staff to staff and pupil to pupil. Behaviour is used within the context of these relationships to communicate all manner of things such as: happiness, pain, boredom, discomfort, trepidation, joy and fear.

Our ability to understand this communication is part of the relationships we build with the individual and is paramount to our success as teachers - removing barriers to learning and excellent learning & teaching are pre-cursors to any positive relationship system.

2.1 Positive Feedback & Celebrating Success

Praise and positive feedback are vital in building positive relationships. We should all be identifying pupils who are working well and celebrating their hard work.

As well as using the 'merit' system via SEEMiS, colleagues can make use of praise postcards where pupils have shown particular hard work, motivation or support for values - these should also be recorded as a 'merit' on SEEMiS. Departments may also wish to provide pupils with the opportunity to become a learner/learners of the term/month/week by set challenges for young people relevant to their subject area. These challenges could be related to DYW skills or 4 CfE capacities etc. These should also be recorded as a 'merit' on SEEMiS.

Parents will be informed via the SEEMiS messaging service when their child receives 5, 10 and 15 merits each term. Pupils who receive 15 merits in a term will also receive a Praise Card from the relevant PTG. A list of pupils who have received a 'merit' text message that week will be included in the Weekly Staff Bulletin. Accumulative merit totals will also be recorded and pupils with 20+ merits in a term will receive a Bronze, Silver or Gold certificate at the Achievement House Assemblies at the end of term.

2.2 Rights Respecting School

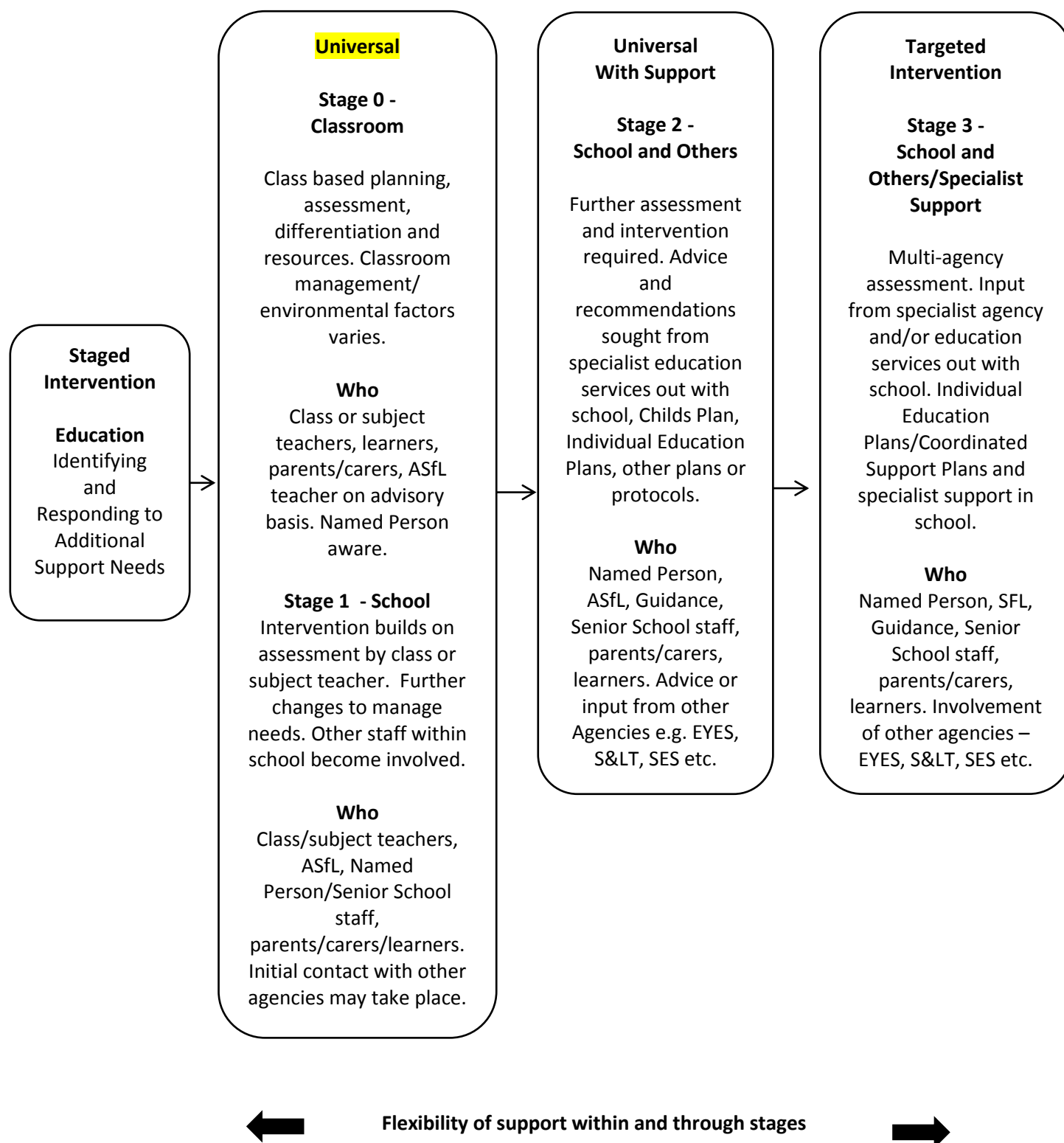
All establishments are expected to have robust policies and procedures in place to ensure a consistent approach to improving relationships and behaviour across the whole community and which consider children's rights in accordance with the United Nations Convention on the Rights of the Child (UNCRC).²

As a Rights Respecting School, we should be using this type of language to discuss behaviour that affects learning and teaching. Any behaviour at Speyside High School which impacts negatively upon others right to their education should be challenged. As such discussions around the UNCRC and the school values should be had. Further guidance regarding restorative conversations/practice is provided in this document.

² Scottish Government: 'Better Relationships, Better Learning, Better Behaviour' (2013)
Version 6 (23/10/2018)

2.3 Meeting Learning Needs Through Staged Intervention³

We all have a responsibility to work with our pupils to develop and improve their learning. This is illustrated in the Staged Intervention Model:



³ Moray Education Staged Intervention Framework 2017
Version 6 (23/10/2018)

2.3. Meeting Learning Needs Through Staged Intervention (cont)

In the **Universal level**, effective teaching and learning strategies include:

UNIVERSAL Stage 0: Classroom	
Identification of Support	Who
<p>Planning and assessment mechanisms, which apply to all pupils, are deployed by the class or subject teacher and help to identify pupils who require differentiation.</p> <p>Strategies are based on good assessment and the resources and skills that are available in the classroom.</p> <p>Environmental factors are considered and varied.</p> <p>Initial discussion with ASfL staff may take place.</p>	<p>Class or subject teachers, pupils, parents/carers, ASfL teacher on advisory basis. Named Person aware.</p>
<p>Checklist</p> <ul style="list-style-type: none"> • Nurturing environment and positive relationships • Appropriate differentiation in planning, teaching and assessment • A range of pedagogical approaches to suit a range of needs • Multisensory approaches to learning and teaching • Cooperative learning and active learning • Continual summative assessments of learner skills to ensure teaching learning is appropriate • School tracking and monitoring processes support early intervention – use by class teachers to ensure learning is appropriate • Dyslexia friendly environment • English as an Additional Language (EAL) advise and consultation • Autism friendly environment • Whole school approach to positive relationships (including restorative practice and Right's Respecting Schools) • Effective pupil profiles of learning strengths and strategies to support • ASfL advise and consultation • Use of Moray Support Manual 	

2.3. Meeting Learning Needs Through Staged Intervention (cont)

UNIVERSAL Stage 1: School	
Identification of Support	Who
<p>Intervention builds on assessment by class and subject teachers who make a referral to ASfL and/or school senior staff to identify pupils who require some additional support.</p> <p>Strategies for support are based on collaborative assessment and use of GIRFEC principles.</p> <p>Resources/skills are available in the classroom and school. The strategies are, primarily, targeted within the classroom setting and may require deployment of some additional adult support (e.g. teacher, PSA).</p> <p>Some support or work out with the classroom may take place.</p> <p>At this stage all pupils will have a Supporting Learner Profile (SLP) and many pupils will have an Additional Support Plan (ASP).</p>	<p>Class or subject teachers, pupils, ASfL teachers, Named Person/school senior staff, PSA, parents/carers. Initial discussion with an agency or education staff based out with the school may take place.</p>
<p>Checklist</p> <p>In addition to supports available at stage 0</p> <ul style="list-style-type: none"> • Implementation of a Supporting Learner Profile/Plan • Use of visual supports and adaptations to materials • Flexible approaches and timetabling arrangements/individual registration arrangements • Pupils may access targeted group planning • Intervention by ASfL teacher • Shared support (general access to PSA) within some classes • Targeted support from Pupil Support Assistant (PSA) • Alternative strategies to de-escalate emotion or behaviour • Partnership working and collaborative interventions within school context • Advice from Central Services – SES, ADT, EAL, SEBN • Informal consultation with Educational Psychology Service • Supervised extra time/separate accommodation for assessment • Alternative assessment arrangements 	

3.0 Lates

Pupils who arrive late for class are not only impacting on their own education but also the education of others. Continued lates may also be an indication of other wellbeing concerns.

All lates should be recorded and monitored as follows:

3.1 Dealing with Lates at Departmental Level

Teacher

- Teacher records lates on SEEMiS during class registration.
- Teacher has a conversation with the pupil about being lateness to class.
- If the problem persists, the teacher should make arrangements for the pupil to make up the missed time e.g. before registration, during break or lunch. They should also inform their PT

PT

- If the problem persists (despite the action above) or the pupil does not make up the time as arranged then the PT should speak with the pupil and make arrangements for the pupil to make up the missed time e.g. before registration, during break or lunch.
- Pupils who are continually late will also be picked up at a whole school level – please refer to section 3.2 below.

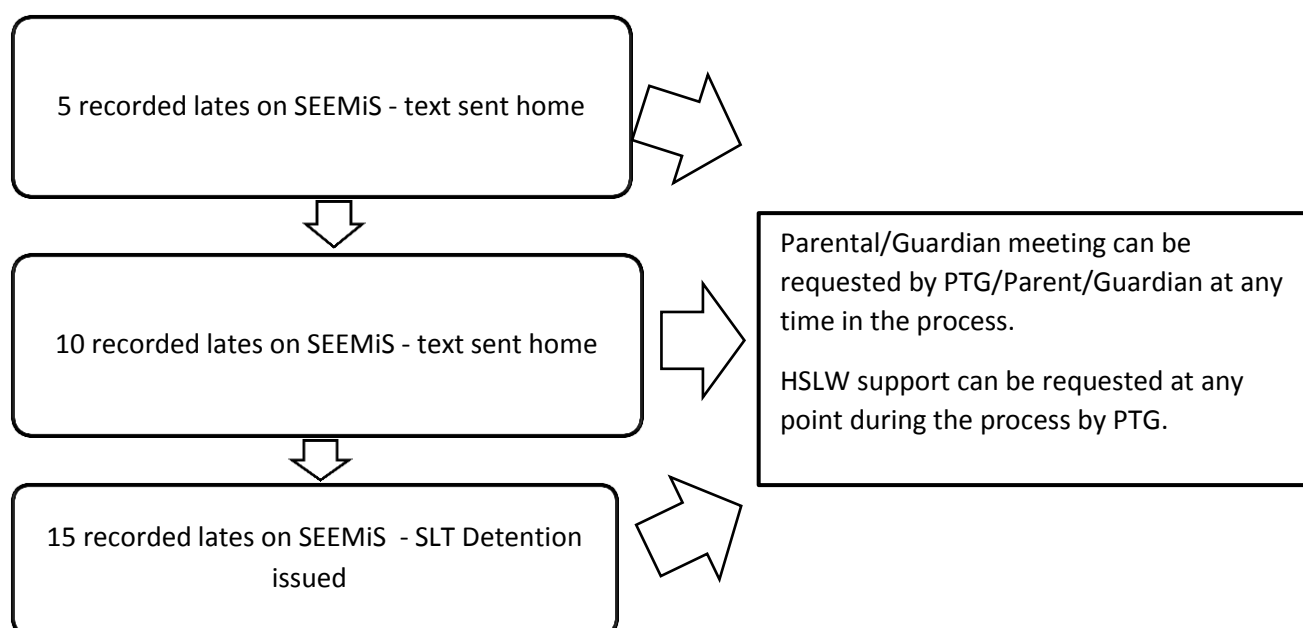
3.2 Dealing with Lates at Whole School Level

Office/PTsG:

- Weekly printout with late totals from SEEMiS to PTG – this will allow monitoring and early intervention.

3.2.1 Whole School Lates Flowchart

Office/PTsG/SLT:



- Totals should be zeroed at the start of each term.

4.0 Merits

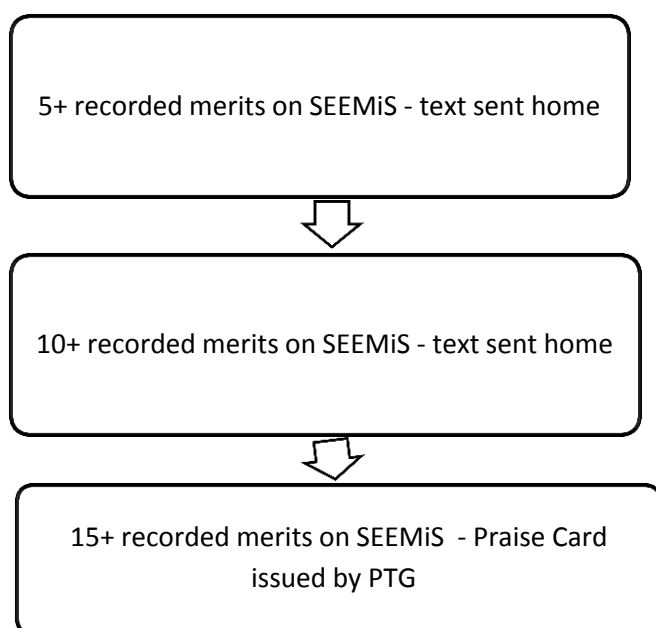
Teacher

- Merit(s) recorded by the teacher on SEEMiS.

Stage in Relationships Management System	Merits
Achievement	<ul style="list-style-type: none"> • Good piece of homework/class work/test result/meeting agreed target
Effort	<ul style="list-style-type: none"> • Pupil applying themselves to the best of their ability • Pupil showing initiative
Attitude	<ul style="list-style-type: none"> • Pupil displaying a positive attitude toward work/classroom expectations/ethos

Office/PTsG

- Weekly merit printout to be issued to PTsG. PTsG to liaise with office regarding text message home as follows:



- A list of pupils who have received a 'merit' text message that week will be included in the Weekly Staff Bulletin.
- Merit totals zeroed at the end of each week.
- Accumulative merit total to be recorded - pupils with 20 or more merits during the term will receive a certificate at the Achievement House Assemblies at the end of each term.
- Certificates will be issued as follows:
 - Gold certificate – top 1/3
 - Silver certificate - middle 1/3
 - Bronze certificate - bottom 1/3

5.0 Demerits

5.1 Attitude, Effort & Homework/Deadlines/PE Kit

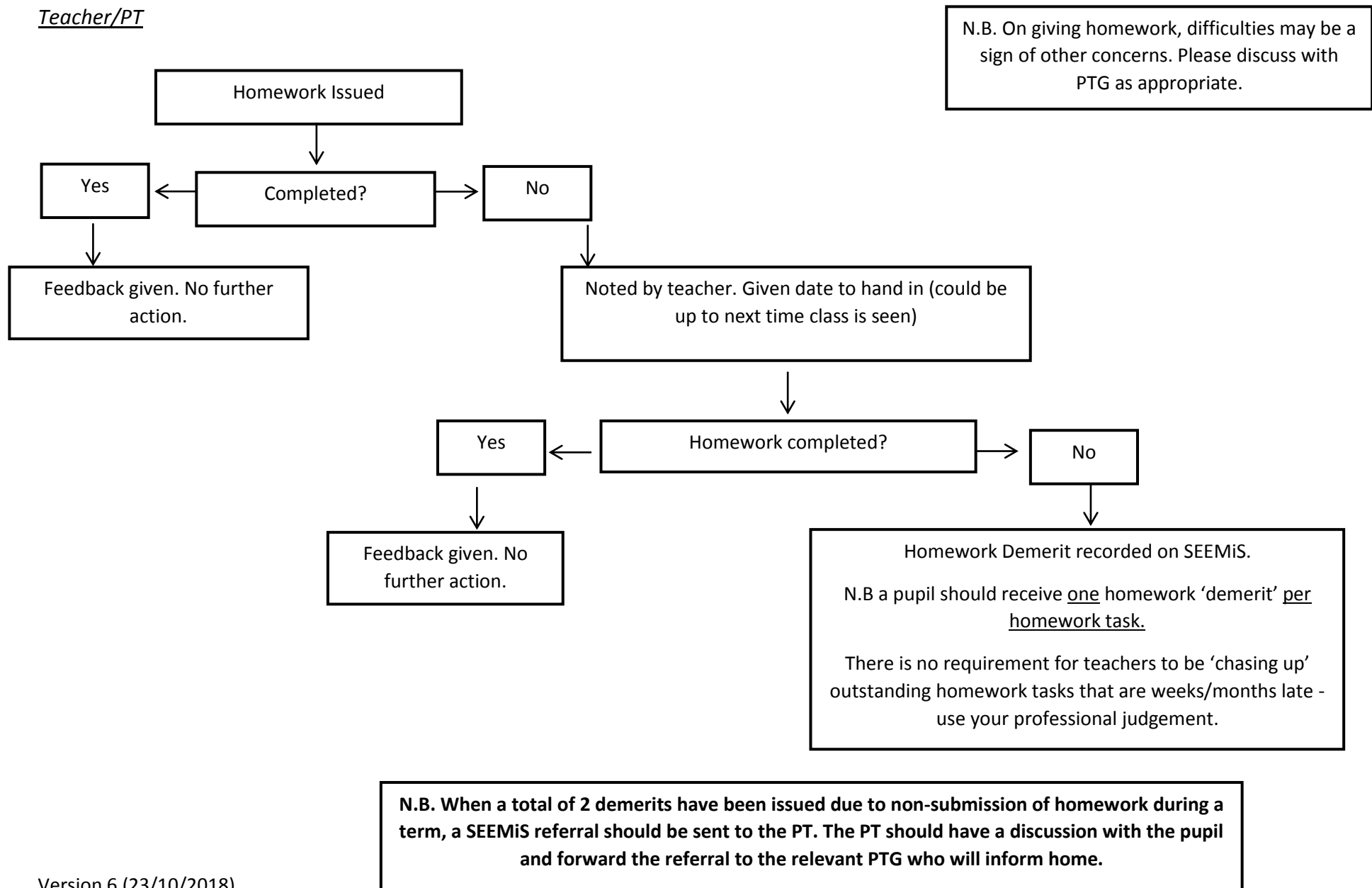
Teacher/PT/ PTsG

- Demerit(s) recorded by the teacher on SEEMiS.

Stage in Relationship Management System	Demerit
Attitude	<ul style="list-style-type: none"> • Pupil displaying negative approach to learning. • Lack of equipment on 3 occasions in your class.
Effort	<ul style="list-style-type: none"> • Pupil failing to engage with learning and producing minimal work. • Poor quality of classwork/homework relative to ability.
Homework/Deadlines	<ul style="list-style-type: none"> • Failure to submit homework/coursework to a given deadline. <ul style="list-style-type: none"> ○ After 2 occasion's referral sent by teacher through SEEMiS to PT. ○ The PT should discuss this with the pupil and forward the referral to the relevant PTG ○ PTG to contact home and feedback through SEEMiS. • Please refer to 'Departmental Homework/Deadline Flowchart' (page 12) & 'Whole School Homework/Deadline Flowchart' (page 13).
PE Kit	<ul style="list-style-type: none"> • Failure to bring the required clothing for PE. <ul style="list-style-type: none"> ○ After 3 occasion's referral sent by teacher through SEEMiS to PT. ○ The PT should discuss this with the pupil and forward the referral to the relevant PTG ○ PTG to contact home and feedback through SEEMiS.

5.1.1 Departmental Homework/Deadline Flowchart

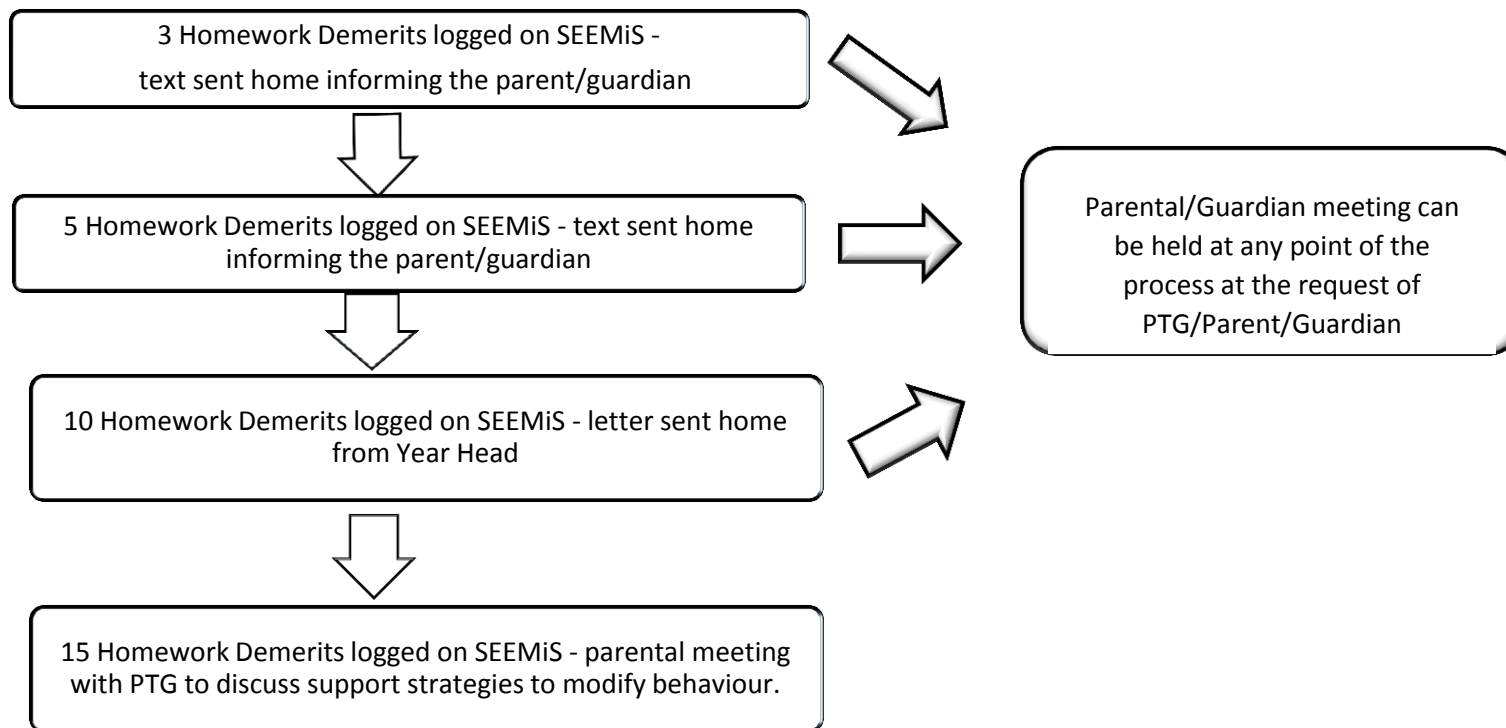
Teacher/PT



5.1.2 Whole School Homework/Deadline Flowchart

Office/PTsG/SLT:

- A weekly printout will be issued to PTsG by the school office with homework demerit totals (across all curricular areas). This will allow the PTG to have an overview of patterns or trends to allow intervention
- Accumulative total reset to zero at the start of each term.



5.2 Warnings & Time-Out

Office/Teacher/PTsG

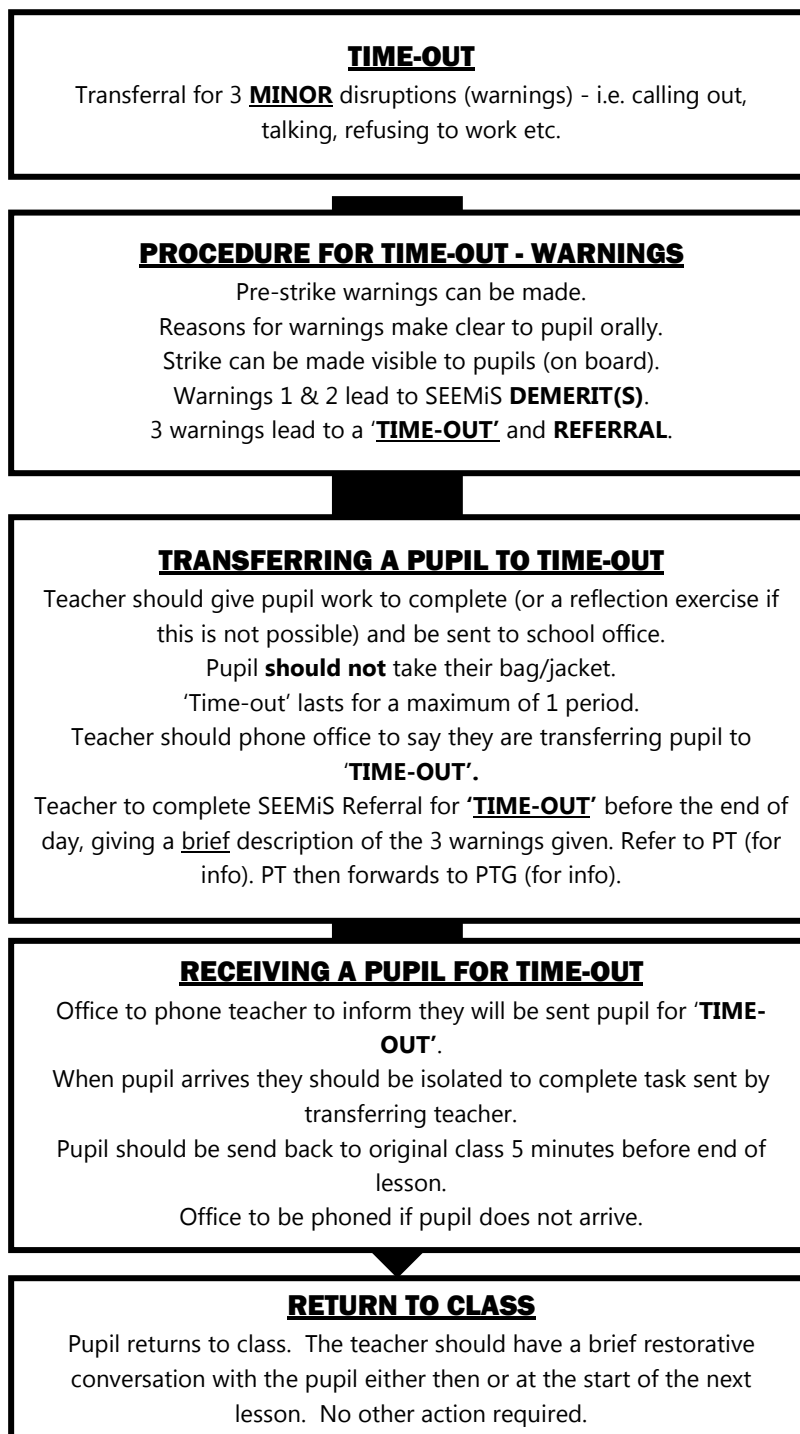
- Demerit(s) recorded by the teacher on SEEMiS.

Stage in Relationship Management System	Demerit
Warning 1 (W1)	<ul style="list-style-type: none"> • Any low level disruption which interferes with learning and teaching. • Pupil must be clearly informed that they have received a warning and should be visually recorded in the classroom. • Please refer to '1st Formal Warning' (page 23) & 'Troubleshooting' (page 27) for further guidance
Warning 2 (W2)	<ul style="list-style-type: none"> • Continuation of low level disruption which interferes with learning and teaching. • Pupil must be clearly informed that they have received a warning and should be visually recorded in the classroom. • Please refer to '2nd Formal Warning' (page 24) & 'Troubleshooting' (page 27) for further guidance
Time-Out	<ul style="list-style-type: none"> • Following 2 warnings and the continuation of low level disruption which interferes with learning and teaching the pupil should be informed of the need for 'Time-Out'. <ul style="list-style-type: none"> ○ Pupil instructed to leave the classroom quietly and report to the office. ○ Pupil should take classwork with them or be issued with a reflection exercise. • Teacher completes a SEEMiS referral to PT (for information). PT should then forward the referral to the relevant PTG (for information). Please refer to the 'Using the Positive Relationships Management System in Class' sheet for further details on how to complete a 'Time-Out' Referral. • Please refer to '3rd Formal Warning & Time-Out' (page 25) & 'Troubleshooting' (page 27) for further guidance • Please refer to 'Departmental Time-Out Transfer Flowchart' (page 15) & 'Whole School Time-Out and Behaviour Transfer Flowchart' (page 19) • Please refer to 'Referral Procedures/Flowchart' (page 21) for further guidance. <p><u>PT</u></p> <ul style="list-style-type: none"> • If a pupil gets 2 'Time-Outs' in the same department in relatively quick succession (use your professional judgement) then the PT should arrange for an appropriate restorative activity to take place – see page 16 for further guidance. • The PT should also encourage the teacher to reflect on their learning and teaching strategies and classroom management e.g. is the pace and challenge appropriate; would the pupil benefit from additional support/differentiation; is the seating plan appropriate? Please refer to the 'Stage 0: Classroom - Checklist' (page 7) for further guidance.

5.2.1 Departmental Time-Out Flowchart

Office/Teacher

- Time-Out system should be used for **minor disruptions** only
- If a pupil's transfer lands 5 mins before the end of the lesson, the relevant SEEMiS entry should be made but the pupil should remain in class. If this is in the middle of a double period, then the pupil will be on 'Time-Out' for the rest of the double
- Please refer to pages 23 -27 for further guidance



PT

- If a pupil gets 2 'Time-Outs' in your department in relatively quick succession (use your professional judgement) then the PT should arrange for an appropriate restorative activity to take place – please see page 17 for further guidance

5.3 Departmental Restorative Activity

Teacher/PT

Stage in Relationship Management System	Demerit
Departmental Restorative Activity	<p><u>Teacher</u></p> <ul style="list-style-type: none"> An isolated pupil behaviour that does not warrant a 'Behaviour Transfer' but which requires more than a 'warning' e.g. graffiti on a desk, misusing equipment, cheating on a test, possible bullying or discriminatory behaviour etc. <ul style="list-style-type: none"> Pupil should engage in an activity that makes amends for what they have done, e.g. graffiti on desk – clean the desk; misuse of equipment – sort/clean equipment; cheat on test – redo test; possible bullying behaviour – reflection exercise This activity should be supported by a restorative conversation with the teacher This activity to be arranged between the teacher and pupil at a mutually agreeable time e.g. break, lunch or after school. The time set aside for this activity is flexible and will depend on the nature of the initial behaviour and relevant restorative activity Teacher completes a SEEMiS referral to PT (for information). PT should then forward the referral to the relevant PTG (for information). Please refer to the 'Using the Positive Relationships Management System in Class' sheet for further details on how to complete a 'Restorative Activity' Referral. Please refer to 'Referral Procedures/Flowchart' (page 21) for further guidance. Please note – an Equalities Monitoring Incident form should also be completed by the teacher for any incidents relating to gender, age, disability, religion/belief, sexual orientation or race etc. This form can be found on the T drive: T:\Equalities Incidents\Equalities Incident Monitoring Form 18.09.15.xls. Please email the completed form to Miss Boyd as soon as possible. If the pupil does not turn up for the restorative activity, the teacher should give the pupil 1 more opportunity to do so before referring to their PT <p><u>PT</u></p> <ul style="list-style-type: none"> If a pupil is referred by the teacher for failing to turn up on two previous occasions for a restorative activity, the PT should speak to the pupil and make arrangements for the restorative activity to take place with them – the length of time allocated to this activity should be increased accordingly to take account of the fact that they have failed to turn up on two previous occasions If the pupil fails to turn up, please make a referral to the relevant Year Head

5.4 Behaviour Transfers

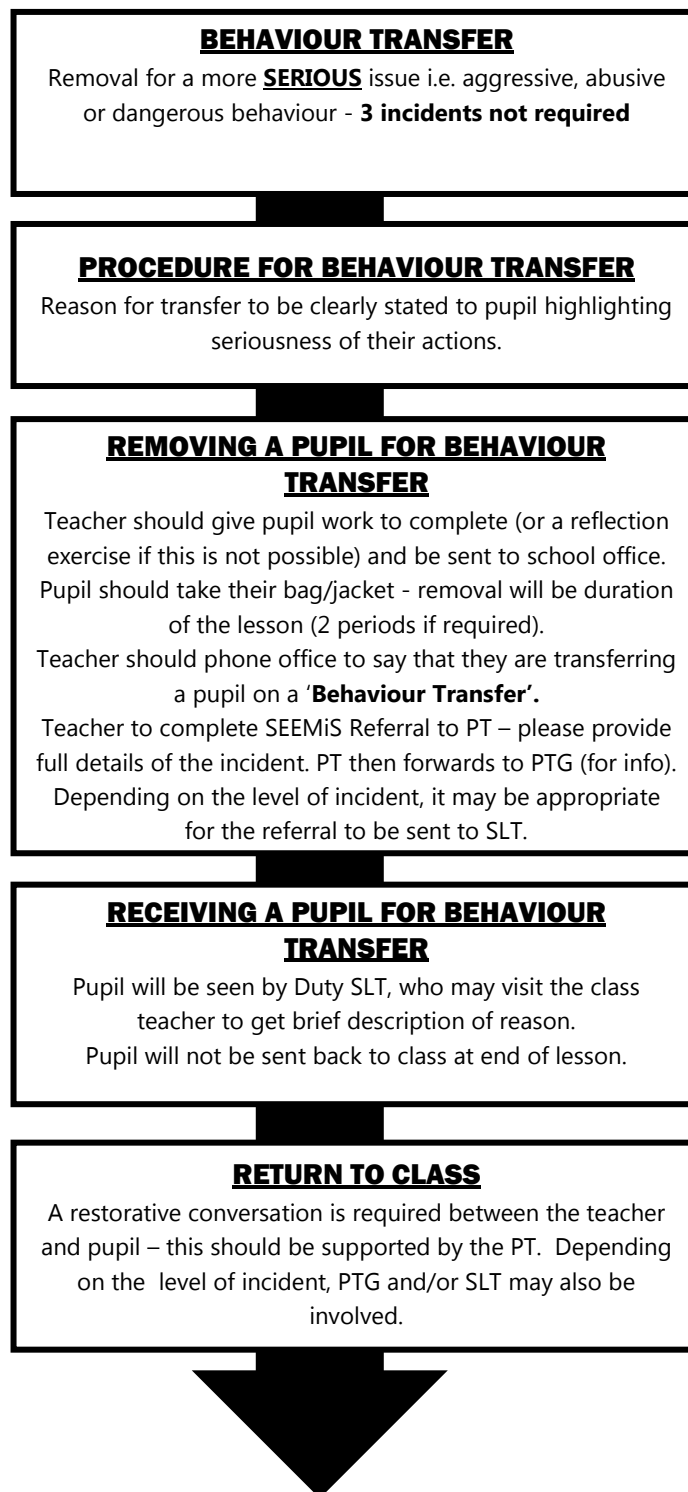
Office/Teacher/PT/PTsG/SLT

Stage in Relationship Management System	Demerit
Behaviour Transfer	<p><u>Office/Teacher</u></p> <ul style="list-style-type: none"> Pupils displaying aggressive/abusive/dangerous behaviours do not require previous warnings and should be immediately be asked to leave the classroom. <ul style="list-style-type: none"> Pupil instructed to leave the classroom quietly and report to the office. Pupil should take classwork with them/be issued with Reflection Exercise. Office to contact Duty SLT. Teacher completes a SEEMIS referral to PT (for action). PT should then forward the referral to the relevant PTG (for information) - depending on the level of incident, the referral may be send to SLT. Please refer to the ‘Using the Positive Relationships Management System in Class’ sheet for further details on how to complete a ‘Behaviour Transfer’ Referral. Please refer to ‘Referral Procedures/Flowchart’ (page 21) for further guidance. Teacher completes a ‘Violence & Aggression Incident’ form (available from the school office), if appropriate. This should be returned to the appropriate member of SLT. <p><u>Teacher/PT/PTsG/SLT</u></p> <ul style="list-style-type: none"> Before the pupil returns to the department, a restorative conversation is required between the teacher and pupil – this should be supported by the PT. Depending on the level of incident, PTG and/or SLT may also be involved. Depending on the level/nature of the incident, further action may also be required. This may include: a Departmental Restorative Activity (see page 17 for further guidance), PTG/SLT parental phone call or meeting, SLT Detention, Internal Exclusion, Exclusion. Please refer to ‘Restorative Conversation/Pupil Returns to Class’ (page 26) & ‘Trouble Shooting’ (page 27) for further guidance Please refer to ‘Behaviour Transfer Flowchart ’ (page 18) & ‘Whole School Time-Out and Behaviour Transfer Flowchart’ (page 19).

5.4.1 Behaviour Transfer Flowchart

Office/Teacher/PT/PTsG/SLT

- Behaviour Transfers should be used for **serious issues** only.

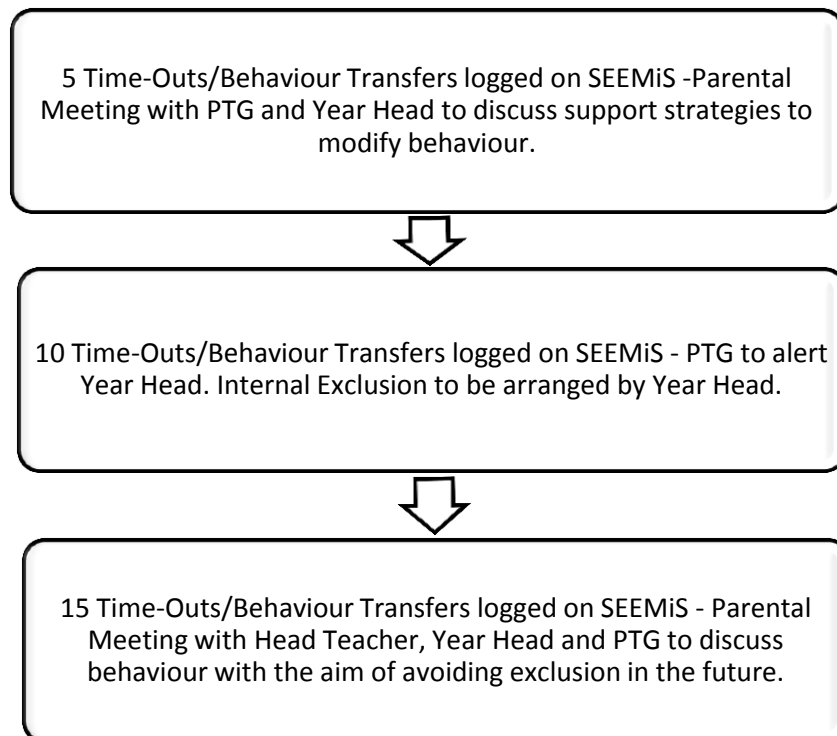


5.5 Whole School Time-Out & Behaviour Transfers Flowchart

Office

- Time-Out/Behaviour Transfer recorded by the school office onto SEEMiS.
- Text message sent by office alerting parent(s) that their son/daughter has been transferred.
- Weekly printout of Time-Out/Behaviour Transfers totals from SEEMiS to PTsG – this will allow monitoring and early intervention.
- Total accumulated over the academic year.

PTsG & SLT



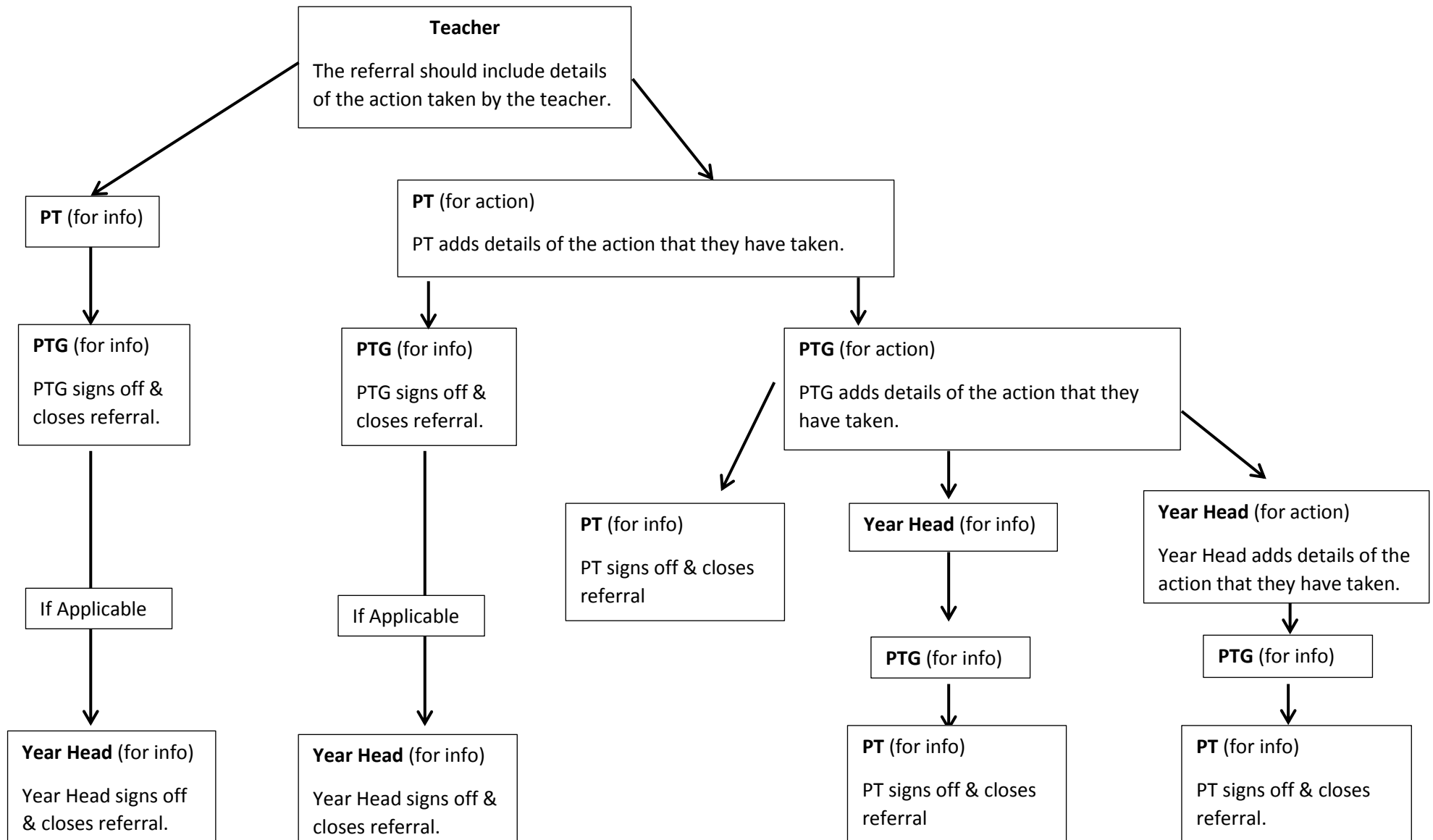
5.6 SLT Involvement

SLT

Stage in Relationship Management System	Demerit
SLT/SLT Detention	<p><u>Duty SLT</u></p> <ul style="list-style-type: none"> • Behaviour Transfers (for challenging/aggressive/abusive/dangerous behaviour) will be dealt with by Duty SLT • Inappropriate behaviour during breaks and lunchtimes will be dealt with by Duty SLT • SLT involvement may result in the issuing of break, lunch or afterschool SLT detention, parental phone call and/or meeting, Internal Exclusion or Exclusion • SLT involvement should be marked as a 'SLT/SLT Detention' Demerit by SLT on SEEMiS • Please refer to 'Behaviour Transfer Flowchart ' (page 18) & 'Whole School Time-Out and Behaviour Transfer Flowchart' (page 19). <p><u>Year Head</u></p> <ul style="list-style-type: none"> • The appropriate Year Head will work with PTsG to modify the behaviour of pupils who: <ul style="list-style-type: none"> ○ are late 15 times or more during a term (SLT Detention) (see page 9) ○ have 15 Homework/Deadline demerits during a term (SLT Letter) (see page 13) ○ fail to turn up for a Departmental Restorative Activity on 3 occasions i.e. twice with teacher + once with the PT (see page 16) ○ have 5 or more Time-Outs/Behaviour Transfers over an academic year (parental meeting) (see page 19) ○ have 10 or more Time-Outs/Behaviour Transfers over an academic year (Internal Exclusion). N.B the parent(s)/guardian(s) of pupils with 15 or more Time-Outs/Behaviour Transfers will be asked to attend a meeting with the Head Teacher (see page 19)

6.0 Referral Procedures/Flowchart

A referral should be created for wellbeing concerns or following any Restorative Activity, Time-Out or Behaviour Transfer. A referral should also be created after **3** Homework or PE Kit demerits.



Restorative Practice Exemplars & Troubleshooting

7.0 Restorative Practice Guidance

7.1 1st Formal Warning⁴

Stage in Relationship Management System	1 st formal warning issued
Teacher mind-set	<ul style="list-style-type: none"> • The warning is being issued to ensure teaching and learning can take place effectively • Most students in the class want to learn, but can be intimidated by some students who repeatedly misbehave • They are looking to us to act to protect their right to learn in peace • Therefore the warning is not about punishing the misbehaving pupil, rather making it clear that they need to re-engage with the class • Stay calm- the most important thing at the moment is that the class is returned to normal as quickly as possible
Steps to take	<ul style="list-style-type: none"> • Issue 1st formal warning clearly • Ensure the student receiving the warning is clearly aware of the reason for the formal warning
Suggested language	<ul style="list-style-type: none"> • Address pupil clearly by name • The reason for the warning should be clearly identified • Language used should link to the rights of those in the class, e.g. <ul style="list-style-type: none"> ○ “You continue to talk over instructions which is affecting my ability to help other.” ○ “You have been asked to stop that because you are affecting the right of others to learn.” ○ “The language you have used is inappropriate, and others have the right not to be exposed to it.” ○ “You have spoken to me in a way that is disrespectful to me, and I am speaking to you in a respectful way- you should do the same for me.” • Encourage pupil to see how their behaviour is affecting others

⁴ Forres Academy ‘Promoting Positive Behaviour Management Teacher Support Pack – May 2016’

7.2 2nd Formal Warning⁵

Stage in Relationship Management System	2nd formal warning issued
Teacher mind-set	<ul style="list-style-type: none"> • Stay firm, even if they question you- you are attempting to help the class work in peace and therefore you are in the right • Stay calm - try to avoid raising your voice or losing your patience as this could lead to escalation • We are still looking to re-engage the pupil if we can, by giving them the opportunity to back down • Therefore we are looking to help them 'save face' if possible - so we are trying to give them a way out that avoids the appearance of shame or humiliation so they can back down • Be prepared to allow them to give their side of the argument and listen to them and placate them - though it won't change your decision to warn them • RRS - remember the rights of the individual do not trump all, if they are affecting the rights of others
Steps to take	<ul style="list-style-type: none"> • Issue 2nd formal warning clearly • Ensure the student receiving the warning is clearly aware of the reason for the formal warning • Offer the pupil ways of avoiding the 3rd warning - e.g. moving seat, standing in the corridor for a few minutes to calm down, clearing up understanding of topic, more one-to-one support with the task etc. • Make it clear to the pupil that this is also the last chance they have to avoid 'Time-Out'
Suggested language	<ul style="list-style-type: none"> • If issued immediately after first warning. <ul style="list-style-type: none"> ○ "We can talk about this at another time but at the moment you need to respect the rights of others in the class to work." ○ "This could escalate further in to a 'Time-Out' and I want to give you the chance to avoid that."

⁵ Forres Academy 'Promoting Positive Behaviour Management Teacher Support Pack – May 2016'

7.3 3rd Formal Warning & Time Out⁶

Stage in Relationship Management System	3 rd formal warning issued and pupil sent for 'Time-Out'
Teacher mind-set	<ul style="list-style-type: none"> You have reached this stage because, despite your best efforts, the pupil has refused to re-engage with the lesson Your main concern is still the other students in the class and their learning environment and so you are justified in removing the pupil so the rest of the class can learn Therefore the transfer out needs to be as quick and as calm as possible so that there little chance of a 'scene' that might further disrupt learning Don't take it personally - there may issues from home or the playground that have led to this pupil acting out and it may be that this pupil was going to transfer out, no matter what Our next step is that there is a bridge back for the pupil in the next lesson
Steps to take	<ul style="list-style-type: none"> Issue 3rd formal warning clearly Remain calm and assertive Make it clear to the pupil that they are being sent away to allow the class to work Give the pupil work to complete and ask them to report to the office Phone the office to inform them that you are transferring a pupil for 'Time-Out' Complete a SEEMiS referral for 'Time-Out', before the end of the day, to PT (for information), giving a brief description of the 3 warning given. Please refer to the 'Using the Positive Relationships Management System in Class' sheet for further details on how to complete a 'Time-Out' Referral. Please refer to 'Referral Procedures/Flowchart' (page 21) for further guidance.
Suggested language	<ul style="list-style-type: none"> Avoid negative or blame based language <ul style="list-style-type: none"> For example "The class is being disrupted and you are not engaged with the lesson. You need to go, and we'll try this again the next time I see you'.

⁶ Forres Academy 'Promoting Positive Behaviour Management Teacher Support Pack – May 2016'

7.4 Restorative Conversation/Pupil Returns to Class⁷

Stage in Positive Management System	<p>Restorative Conversation- ideally to take place prior to the pupil coming back into your class.</p> <p>Please note that their return to class is not conditional on their taking part in this meeting. This is a way to smooth their return to class and help reduce future discipline issues.</p>
Teacher mind-set	<ul style="list-style-type: none"> • This is the chance to clear the air, especially if there was argument with the pupil during the last lesson • It will also give you the chance to set some targets and ground rules for when the pupil re-joins the class • You are ‘closing the loop’ of behaviour management so that both you and the student understand where you go from here
Steps to take	<ul style="list-style-type: none"> • Use neutral language to ask for their version of why the transfer occurred • Listen to the student’s explanation of what happened and empathise • Highlight the impact on yourself and others of the behaviour • Ask the student what they need to help them avoid a recurrence in future- actively involve them in devising strategies to help adjust their behaviour and give them ownership of these • Make sure you are both clear on the terms of re-entry “can we agree on this?”
Suggested language	<ul style="list-style-type: none"> • Keep language positive: <ul style="list-style-type: none"> ○ “I’m not going to shout or lecture, just talk” ○ “Can you tell me what happened that led to your transfer?” ○ “Thanks for being honest. I can appreciate how that would make you feel” etc. • Use rights-based and respect-based language to encourage empathy from the pupil, e.g. <ul style="list-style-type: none"> ○ “Can you see how that would affect the ability of others to work and learn in class?” ○ “Everyone has the right to learn, and that means we have to respect that and allow them to work in peace” ○ “You need to accept that other people have views and that, while you may not agree with it, you need respect their right to have an opinion too” ○ “What can I do to help you avoid a further warnings or transfer? What do you need me to do?” • End on a positive note, e.g. <ul style="list-style-type: none"> ○ “You’re a valued member of the class and you’re progressing well. Come back in and it’s a clean slate.”

⁷ Forres Academy ‘Promoting Positive Behaviour Management Teacher Support Pack – May 2016’

7.5 Troubleshooting/Possible Scenarios⁸

1st Formal Warning

- If the pupil attempts to assert a right to justify their behaviour, remind them that while their rights are important they **cannot** be used in a way that adversely affects others, e.g.

“You have the right to free speech, but not if it is hurtful to others or prevents them learning.”

- Point out to them that as the adult in the room, **you have the right** to make decisions in the best interests of everyone- the UNCRC clearly states this
- If the pupil immediately begins to question the warning, or answer back then point out to them that **this is not a respectful way** to speak to others- you are making it clear why they are getting the warning and they should accept that

If they pupil’s reaction is hostile, or they continue to question the warning, **move on to 2nd formal** warning as would normally be the case

2nd Formal Warning

- If the pupil continues to argue back, **then transfer out as you normally would** - contact duty SLT if they refuse to leave

‘Time-Out’/Behaviour Transfer

- If the pupil refuses to go, contact **duty SLT**, as normal

Restorative Conversation

- What we are offering the pupils here is a chance to rebuild relationships themselves, so that when guidance and parents/carers get involved, the pupil is able to say that they’ve taken steps to resolve the issue, **encouraging and promoting individual responsibility** instead of imposing it on them.
- If the meeting is not going well and the pupil becomes hostile or unresponsive, **end the meeting immediately**. Try and end the meeting with a positive comment.
- If you are part time and cannot see the pupil the next day, try and schedule a meeting with them **whenever is convenient for you**. When the conversation takes place is less important than having the conversation itself, as it shows you are trying to reach out to that pupil.
- If the pupil continues to accumulate warnings and transfers out of class, then the behaviour management system will pick this up. It is worth continuing with the restorative conversations for some time as some issues may take longer than others.

⁸ Forres Academy ‘Promoting Positive Behaviour Management Teacher Support Pack – May 2016’