



Bannerman High School

Relationships Policy





1. Introduction

Bannerman High School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. It reflects our core values of **respect, responsibility** and **ambition**. Our learners are supported to meet the expectations inherent in these values and to take responsibility for putting things right when the expectations are not met.

2. Aims of this policy

- To create a culture of exceptionally good behaviour
- To support the building, maintaining and repairing of positive learning relationships
- To build a community which lives our values of respect, responsibility and ambition
- To support our approach to learning and teaching, and health and wellbeing
- To meet the needs of our learners as individuals, embracing diversity and equality
- To help all learners to take control of their behaviour and be accountable for it
- Provide simple, practical procedures for staff

The Equality Act (2010) creates a duty on public bodies, including schools, to have due regard to the need to: eliminate discrimination, harassment and victimisation; advance equality of opportunity; to foster good relations between people who share a relevant protected characteristic and those who do not. The nine protected characteristics are; age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Of the nine protected characteristics in school life age and marriage and civil partnership only apply to adults in school and not to pupils.

3. Bannerman Behaviour Blueprint

All staff should know and use the Bannerman Behaviour Blueprint which is a reminder of our daily behaviour practice. More detail about each of the 5 key areas is provided on pages 12-16 of this policy.



Bannerman Behaviour Blueprint



Visible Adult Consistencies

1. Meet and Greet
2. Ready to Learn Routine
3. End and Send

Over and Above Behaviours

1. Verbal Praise and recognition
2. Praise notes
3. Call/ Text home

Our Expectations

- Be respectful
- Be responsible
- Be ambitious

Stepped Sanctions

1. Reminder
2. Warning
3. Last chance
4. Time out
5. Repair

Words we use:

1. Right time, right tone, right place
2. I need you to...
3. I've noticed that...
4. It's the expectation about...
5. ...thank you

Clear Corridor Code

1. No one out of class during lessons
2. Notice
3. Remind



Expectations of the members of our school community

Learners

- Demonstrate our school values of respect, responsibility and ambition
- Show exceptional behaviour at all times
- Treat others with respect and kindness
- Take responsibility for actions and work with adults to repair relationships when they are damaged
- Work hard to fulfil the school expectations

Parents/ carers

- Engage with our school values of respect, responsibility and ambition
- Work in partnership with school staff to support learner needs
- Engage with the values of restorative approaches and support learners to regulate their behaviours and be accountable for them



Teachers and staff

All teachers demonstrate the standards expected for full registration by the GTCS

3.2.2 Develop positive relationships and positive behaviour strategies

- demonstrate a secure knowledge and understanding of the wellbeing indicators
- Show in-depth awareness of educational research and local and national advice, and use in a consistent way, a variety of strategies to build relationships with learners, promote positive behaviour and celebrate success
- Implement consistently the school's behaviour policy including strategies for understanding and preventing bullying and manage behaviour in and around the school in a fair, sensitive and informed manner
- Seek and use advice from colleagues and promoted staff, as appropriate, in managing behavior. Evaluate and justify their approaches in managing behaviour and, when necessary, be open to new approaches to adapt them
- Recognise when a learner's behaviour may signify distress requiring the need for further support, and take appropriate action

Standards for Full Registration, GTCS (2012)

Expectations of all teachers and staff:

- Model our school values of respect, responsibility and ambition
- Consistently use the Bannerman Behaviour Blueprint
- Use calm, consistent adult behaviour
- Use praise and recognition throughout every lesson
- Engage in building a restorative culture in our school
- Build a positive ethos in the classrooms and other areas of the school
- Build positive, respectful relationships with learners and know their needs
- Follow up every time, retain ownership and use restorative enquiry with learners



Middle Leaders

All Middle Leaders demonstrate the standards described by the GTCS Standard for Middle Leadership.

3.3.1 Middle leaders support the improvement of teaching and learning and set consistently high expectations for all in the school community

- *Set clear standards in their practice, in relation to the principles of inclusion, sustainability, equality and social justice*
- *Model and develop, within and beyond their area of responsibility, a culture of mutual respect and accountability*

Standard for Middle Leadership, GTCS (2012)

Sometimes a classroom teacher may need support to build relationships or manage the behaviours of an individual child. Positive relationships and building a restorative culture are central to supporting positive behaviours in our classrooms.

Middle leaders have responsibility for promoting high standards of behaviour and for promoting positive relationships and a restorative culture. Middle leaders will always work in partnership with colleagues to resolve challenges and present a consistent approach to learners.

If a classroom teacher needs support from their Principal Teacher, they can:

1. Speak to their PT about their concerns. This will allow the teacher and PT. to talk through strategies that have been used and to discuss alternative strategies.
2. Write a referral which is sent to the PT. This should be created when all classroom strategies have been exhausted and further intervention is needed in order to effect a positive change. Writing a referral means that both the PT and the teacher will work together to resolve difficulties with an individual child. (Please see page X for guidance on how to write a referral).



Expectations of middle leaders:

- Fulfil the expectations outlined for all teachers and staff
- Be a strong, visible presence in their department
- Model and encourage the use of praise and a restorative culture
- Respond supportively to requests for help with relationships and behaviour from teachers
- Use coaching to help teachers reflect on what is and is not working and offer appropriate advice and guidance about good practice in building positive relationships and managing behaviour
- Model restorative approaches and behaviours with staff and learners
- Always include the teacher in the process of repair.
- Respond in a timely way to referrals generated by staff. We aim to respond to referrals within 24 hours whenever possible.

A middle leader can:

- Give a further warning to learners and counsel them about more appropriate behaviours.
- Remove a child from class to work in another class for a short period of time (in order to arrange a restorative discussion to take place). This is unlikely to last longer than one or two lessons. In such instances learners must always be fully supervised and given appropriate work.
- Give an imposition to a learner e.g. request that work is completed at home or after school; request that a child come back to meet with them at break/ lunch / after school.
- Contact the learner's family to share concerns and plan for better behaviours in the future. This can be by phone, email or letter. If phoning, this should be noted



on the referral. If emailing or sending a letter, the appropriate year head should be copied in.

- Monitor a learner's behaviour for a period of time and recognise improvements
- Support a restorative discussion between learner and teacher. This is best done outwith class time and as close to the time of the original incident as possible (but when everyone's emotions are calm).
- Seek further support from senior leaders about how to best manage a situation or repair a relationship.



Senior Leaders

All Senior Leaders demonstrate the standards described by the GTCS Standard for

4.3.1 Senior leaders build a shared vision to support the improvement of teaching and learning and set consistently high expectations for all in the school community

- *Set clear standards in relation to enacting the principles of inclusion, sustainability, equality and social justice in the teaching and learning processes*
- *Model and develop a culture of mutual trust, respect and accountability*

Standard for Headship, GTCS (2012)

Senior leaders have responsibility for promoting positive relationships and high standards of behaviour across the school. Senior leaders work closely with middle leaders to promote policy, help everyone in our community build positive relationships and provide support when challenging behaviours or situations occur. Senior leaders will always work in partnership with colleagues to resolve challenges and present a consistent approach to learners.

Support should be sought from senior leaders when:

- There are ongoing and repeated unwanted behaviours from a learner and all strategies at department level have been exhausted. Middle leaders should alert SLT to such concerns either directly through face to face discussion or via a referral. If a child is referred in such a circumstance, the middle leader and class teacher will be involved in planning the solution using restorative approaches.
- There is a serious breach of the school expectations for behaviour, for example: serious violence (verbal or physical); drug or substance misuse; weapons. In such cases, do not write a referral in the first instance but contact the relevant year head directly (or another member of SLT if the year head is not available). This means that the matter can be dealt with promptly and effectively. A follow up referral can be written later.



Expectations of senior leaders:

- Fulfil the expectations outlined for all teachers and staff
- Be a strong visible presence in the school and meet and greet learners at the start of the day
- Model and encourage the use of praise and a restorative culture
- Respond supportively to requests for help with relationships and behaviour.
- Use coaching discussions to help middle leaders reflect on what is and is not working and offer appropriate advice and guidance about good practice in building positive relationships, managing behaviour and building staff capacity.
- Engage with learners, staff and parents/ carers to facilitate restorative conversations
- Always include the teacher in the process of repair.
- Respond in a timely way to referrals generated by staff. We aim to respond to referrals within 24 hours whenever possible.
- Share good practice and facilitate professional learning
- Evaluate and monitor impact of policy through data (including referrals, tracking reports, HANDs reports), pupil voice and self-evaluation
- When there has been a serious breach of the school expectations for behaviour, SLT will offer support to those affected and debrief them once action has been taken.

Senior leaders can:

- Give a further warning to learners and counsel them about more appropriate behaviours.



- Remove a child from class or classes to work in another area for a short period of time (in order to arrange for a restorative process to take place). This is may be for individual classes or for a day.
- Give an imposition to a learner e.g. request that work is completed at home or after school; request that a child come back to meet with them at break/ lunch / after school.
- Contact the learner's family to share concerns and plan for better behaviours in the future. This may be by phone, text, email or letter.
- Monitor a learner's behaviour for a period of time and recognise improvements
- Arrange meetings with families and learners to reinforce expectations and plan for better behaviour and learning.
- Support a restorative discussion between learner and staff member. This may also include family members as appropriate.
- Host a formal meeting with agreed targets monitored over a fixed period of time. Such meetings could also include the creation of risk assessment plans, alternative timetables and other strategies which would provide alternatives to exclusion.
- Seek further support from PTs Pupil Support and/or other agencies to support the young person, promote inclusion and maintain engagement in education.

All actions are taken in line with Glasgow City Council's Promoting Positive Behaviour Policy and Management Circular 8.



Appendices

1. The Bannerman Blueprint in detail

Our behavior blueprint is designed to ensure consistency of practice from **all** adults in the school in promoting and creating excellent behavior.

We expect **consistency** in applying the expectations in the blueprint from every single adult in our school. Doing so creates a supportive culture for everyone.

The following pages outline in more detail the practical strategies behind each of our key expectations. If you need further guidance or support, always speak to your middle leader or any member of the senior leadership team.

Visible Adult Consistencies

Meet and Greet

All staff should stand at their classroom door and welcome learners, by name if possible, to the class. We should be at our doors until most young people have arrived in class. Teachers with no class arriving should also be at their doors, or designated areas in the corridors, to greet learners as they move from class to class. Our tone and stance should be respectful and welcoming. Smile.

This for every changeover throughout the day, at the start of school, after interval and after lunch.

It is possible while doing this to notice unwanted behaviours and remind pupils, calmly and warmly of our expectations e.g. *Phones away, thanks* or *Respectful language, thanks*.



Ready to Learn Routine

At the start of every class, learners should be reminded, verbally, of our ready to learn routine:

Jackets off, bags away, phones away and equipment ready.

This is a scripted statement which everyone should use. Consistency from **all** adults is key.

You should give only a very short take up time and move on with learning. Notice and recognize those who are complying.

Anyone not following this routine should be reminded privately and quietly (see stepped sanctions information).

End and Send

The transition at the end of a lesson should be the same in every classroom. We are aiming for consistency in this.

Give learners 2 minutes before the bell to tidy up/ pack their bags.

All learners should stand at their desk / workspace with the chair/ stool tucked in. When the bell rings, the teacher should dismiss the class in an orderly fashion (row by row, group by group, depending on class) from their strategic position at the door (ready to Meet and Greet).

Over and Above Behaviours

We recognise and reward learners who go over and above our standards. This is not a motivational trick to falsely reward those who have for a short time started to improve behavior from a low base, but to notice and acknowledge the majority of learners who consistently fulfil and exceed our expectations day in day out.

Verbal praise and recognition

Sometimes the most effective recognition can be a quite word of **personal** praise. Take time at the start or end of lessons to notice those who are going over and above, talk to



them and be clear about what it is you value about their behaviour. We should aim to do this for at least one learner each week from each class.

Praise notes

All staff have a small supply of praise postcards. These are for over and above behaviors only and therefore should only be used sparingly and for genuine recognition of extra effort. If they are given out for very small improvements or as 'bribes' then their meaning will be lost. It is unlikely that any staff member would issue more than 1 or 2 of these per week.

Call/ Text home

The most powerful recognition of all. A call home on a Friday to let families know how exceptional their child has been in school, will create positive vibes throughout the weekend and beyond for that child and their family.

If time is short and a phone call not possible, then a positive text can be sent.

Again, these only have value if issued for genuine over and above behaviours.

Stepped Sanctions

Stepped sanctions are practical strategies teachers can use in their classrooms to support and manage behaviour. Used consistently and calmly, they create supportive framework for all in our school community, ensuring that responses to negative behaviours are predictable and the same in every class.

Reminder

A reminder of the school expectations (be respectful, be responsible, be ambitious), delivered privately (within the classroom without emotion) to the learner. Use of some of our *Words We Use* gives a structure for these.

- I need you to...
- I've noticed that...
- It's the expectation about...
- ... thank you



The teacher makes the learner aware of their behaviour. The learner has a choice to do the right thing.

Warning

A clear verbal warning delivered privately to the learner making them aware of their behavior and clearly outlining the consequences if they continue. Use the phrase “Think carefully about your next step”.

Last chance

Speak to the student privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. The 30 second scripted intervention is good to use here (see page 23).

At this stage, teachers may also want to use an imposition. This could be, moving seats, asking them to wait for 2 minutes after class, come back later in the day. If this is mentioned, then it must be followed up by the teacher. It is not open to negotiation or substitution.

‘Time Out’

Time out might be a short time outwith the teaching space (in a designated area agreed at department level; at the side or back of the classroom or work area; in a another seat; at the teacher’s desk). It is a few minutes for the learner to calm down, breathe, look at the situation from a different perspective and compose themselves. In general 3 minutes are enough.

This also gives the learner a chance to speak to the teacher away from others. Boundaries are re-set. The learner is asked to reflect on their next step. They are reminded of previous good conduct and learning. They are given an opportunity to re-engage with learning.

Repair

The most important stage, where learners are held accountable by the teacher. Teachers are responsible for meeting with learners to take them through the restorative discussion. Middle leaders will support when requested.



Restorative discussions should take place out with class time but need not be lengthy. Interval, lunchtime or the end of the day are the best times for these.

Staff should use the 5 restorative questions outlined on page 21 and detailed guidance is given on pages 19-21. Copies of these are also available for lanyards.

Clear Corridor Code

In Bannerman we have a clear corridor code. Everyone is expected to reinforce this and the code also gives a structure for intervening and directing learners. As with all interactions, directions are given calmly and without emotion.

No one out of class during lessons

All learners should be in class for the entire lesson. If a teacher needs to meet with a learner, then they will either come to class to collect them or call the class and request them. Toilet visits are strongly discouraged and only allowed for genuine medical need (indicated on Seemis). If a learner asks to go to Pastoral Care/ Pupil Support, call and check the relevant staff member first.

Learners should only be sent out of class to a designated, supervised area agreed within departments and only for a very short period of time. Pupils should not be asked to stand in corridors. Latecomers are welcomed into class, with a follow up conversation with the class teacher at a suitable time.

Notice

No adult should walk by or ignore learners out of class. All staff have a responsibility to notice and address learners if they are in corridors during class time.

Remind

The phrases “Clear corridors, thanks” or “Straight to class, thanks”, should be used to redirect learners back to class. There is no need for staff to be drawn in to lengthy dialogues about why learners are out of class. Middle and senior leaders are out and about during lessons and will support this by escorting learners back to class as required.



2. Writing and managing referrals

Referrals are created on Seemis using the Behaviour menu.

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

Referrals must therefore be:

- Factual, accurate and concise
- Focus on the behaviour concern only and written objectively and factually
- Focus only on the learner. No other young person should be mentioned by name in another child's referral.
- Outline clearly actions taken at class, department and senior level (as appropriate).
- Generated only when all classroom strategies have been exhausted and further intervention is needed in order to effect a positive change or for a serious breach of the school expectations

Referrals should never:

- Use a tone or language which is counter to our school values of respect, responsibility and ambition
- Include personal criticism of any learner or staff member
- Criticise or undermine the actions of colleagues

Writing a referral means that the teacher and middle leader and / or senior leader will work together to resolve complex or entrenched negative behaviours with an individual child.

All staff, at every stage, should indicate clearly on referrals any actions taken. Referrals dealt with by middle leaders should be marked *for information only* if the issue has been dealt with and no further support is needed. This will be the case for most referrals.

All referrals are signed off by the relevant year head who maintains an overview of learners' behaviour.



3. Our Expectations displayed in classrooms

| Bannerman High School – Our Expectations | | |
|-------------------------------------------------|-----------------------|---------------------------------|
| How do we demonstrate... | | |
| Respect | Responsibility | Ambition |
| Manners | Be prepared | Aim high |
| Listening | Be on time | Be open to change |
| Following instructions | Behave appropriately | Take advantage of opportunities |
| Honesty | Work hard in class | Recognise your achievements |
| Be a good role model | Complete all homework | Be the best you can be |



4. Restorative Framework

We are committed to building a restorative culture in our school.

Restorative practice is based around 5 core beliefs:

Core Belief 1 – Unique and equally valued perspectives

Everyone has their own unique perspective on a situation or event and needs an opportunity to express this in order to feel respected, valued and listened to.

Core Belief 2 – Thoughts influence Feelings

What people think at any given moment influences how they feel at that moment, and these feelings inform how they behave. The thoughts and feelings are 'beneath the surface' and yet very important to understand. To engage authentically with other people we need to 'lower the waterline' and share our own thoughts and feelings and also be curious about theirs, whilst also respecting their right to privacy if they choose.

Core Belief 3 - Empathy and consideration for others

Everything we do is likely to have an impact on those around us. If we have respect for those around us we need to take this impact into account before we act. If our actions – words or deeds – have caused harm or upset then, if we are to maintain our relationship with those around us, we need to be willing to listen to how what we have done has affected others and, if appropriate, seek to put things right.

Core Belief 4 – Needs

If our physical and emotional needs are met we are able to function at our best – and if they are not we are under-resourced and less able to cope – especially in challenging situations. Negative behaviours are often inappropriate expressions of unmet needs.

Whether someone has caused harm or been on the receiving end of harm they are likely to have similar needs. Until these needs are met the harm may not be repaired and relationships can remain damaged. Given that negative behaviours are often inappropriate expressions of unmet needs it is important to address these, and think of ways of getting the needs met without causing others harm next time.



Core Belief 5 – Attributing the ownership of problem-solving and decision-making to those most affected; working collaboratively with people

It is the people affected by a situation or event who are best placed to identify what should happen, either in forward planning or if harm has been caused. This 'ownership' of decision-making and problem-solving demonstrates respect and trust, develops pro-social skills and confidence and strengthens connections.

Restorative practice is not simply about a formal restorative meeting. This would only happen as a result of an unresolved conflict. Restorative practice is really an integral part of the process of learning and teaching in our school.

Punitive responses:

- cause resentment rather than reflection,
- are rarely considered fair by all parties
- do not repair relationships between those in conflict and indeed can make them worse
- leave those labeled as wrongdoers feeling bad about themselves leading to further alienation
- can often leave the adults expected to act punitively feeling uncomfortable and frustrated – and wishing there were an alternative.
- Even non-punitive responses can be unhelpful if they are imposed, albeit in a well-meaning way. The key to a successful outcome is if it is arrived at by those people actually involved in the conflict.

Taken from Transforming Conflict website

Restorative thinking

People who have developed an awareness of their own thoughts and feelings in response to a conflict or a behavioural incident are much more successful in responding to this incident. Maintaining an emotional objectivity where possible can make one more successful in dealing with a situation.

However, this self-awareness helps with all inter-personal communication, and can help to make and maintain relationships as well as repair them. Before any interaction with another person, whether written or verbal, ask yourself a set of 'silent questions' before speaking. The questions are based on the five key themes. This strategy soon becomes automatic - which is very important when our own feelings begin to run high.



This mental preparation should precede any interaction, especially with an angry or upset person - who will need your calm and empathic approach to help them struggle with their own negative thoughts and emotions.

Our belief systems affect what we tell ourselves and can interfere with this emotional objectivity. When someone says something with which we disagree, or that sounds critical, or if they behave angrily or aggressively it helps if we try and suspend judgement and instead ask ourselves:

I wonder what's going on for this person?

I wonder what he/she is thinking right now and what they might be feeling?

I wonder whether they have been affected by something that's happened earlier ?

I wonder what he/she needs in order to put things right and move on?

I wonder how I can support him/her ?

Restorative Conversations

Restorative conversation is an opportunity to discuss a situation and enable the pupil to look at their behaviours and be accountable for their part in any conflict.

5 Key Questions:

- What happened?
- What were you thinking?
- How did you feel?
- Who else has been affected?
- What do you need/to do?

The Restorative Approach

Education Services

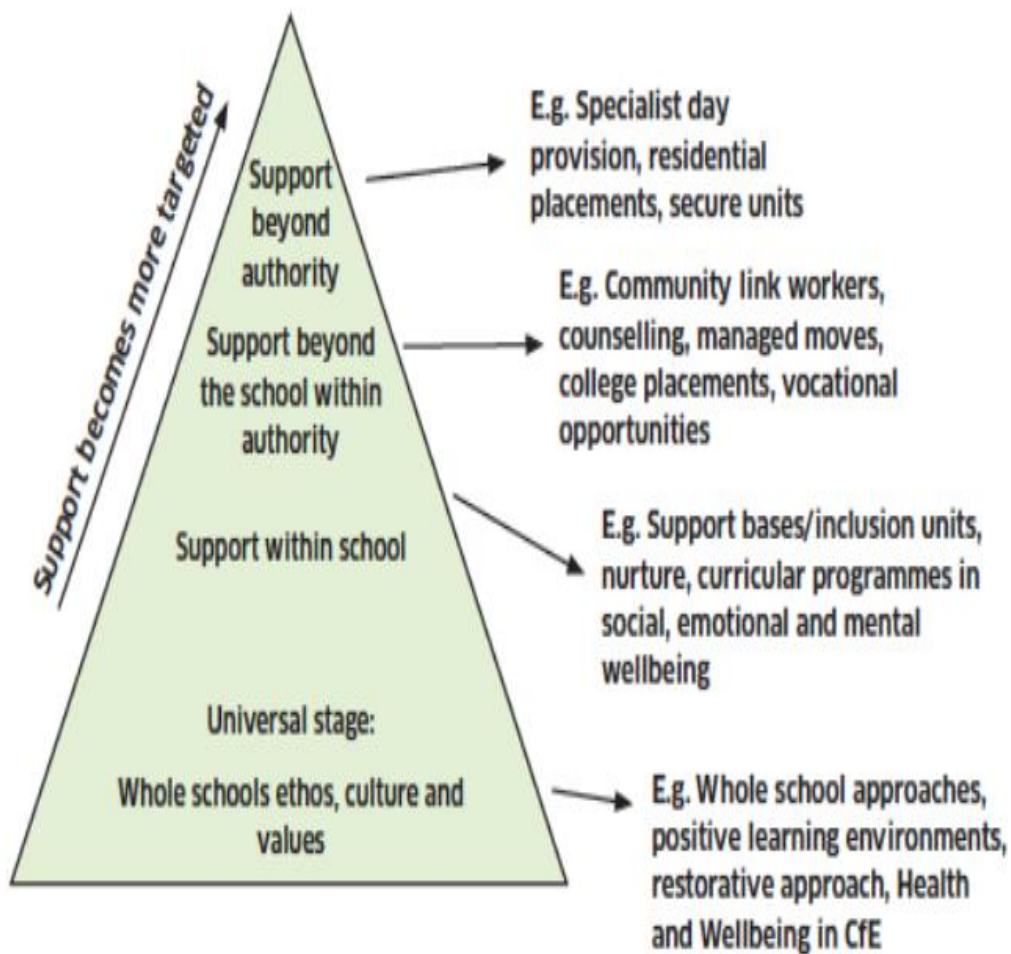
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Staged Intervention Model

Restorative approaches form part of the universal support that we provide to all learners in Bannerman High School.





5. 30 second scripted intervention

Gentle approach, personal, non-threatening, side on, eye level or lower.

- State the behavior that was observed and which expectation it contravenes.
“I noticed that ...”
“it’s the expectation about ... that you broke”
- Tell the learner the consequences of their behaviour.
“I need you to ...”
- Refer to previous good behaviour/ learning as a model of the desired behavior.
“Do you remember last week when you...”
“That is the person I need to see today. Thank you”
- Walk away from the learner. Give them time to decide what to do next. If there are comments as you walk away. Right them down and follow up later. Always follow up later.

Resist endless discussion around behaviour and spend your energy on returning learners to their learning.



6. Further reading:

This policy should be read in conjunction with the following documents:

Promoting Positive Behaviour (Glasgow City Council)

Management Circular 8

Bannerman High School Anti-bullying Policy

Better Relationships, Better Learning, Better Behaviour

<https://www2.gov.scot/Publications/2013/03/7388/1>

United Nations Convention of the Rights of the Child

<https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>

Getting It Right For Every Child

<https://www2.gov.scot/Topics/People/Young-People/gettingitright>

When the adults change, everything changes by Paul Dix

Applying Nurture as a Whole School Approach