



## **Promoting Positive Behaviour & Attitudes in Hyndland Secondary Our Vision, our Values, our School – Session 2021-2022**

At Hyndland Secondary School our vision is for each and every student to achieve their very best in both attainment and achievement. A key strength of our school which has been identified and highlighted in many self-evaluation activities undertaken by our school community as well as visitors, is the positive relationships between staff and students.

Promoting positive behaviours and relationships are essential prerequisite for good learning. At Hyndland Secondary, we believe that each pupil has a right to the best education which can be provided in partnership between school, parents and the community.

As part of our school's Right Respecting Journey as well as work undertaken on the nurturing principles, we aim for all classrooms in the school to offer a safe base where relationships are built on trust, and our students feel safe, secure and relaxed in their learning.

As a Rights Respecting School, the rights of our young people are enshrined in everything that we do in our school. Below are some of the rights that our young people are entitled to which should be considered in our approach to Promoting Positive Behaviour in our school:

### **Article 12**

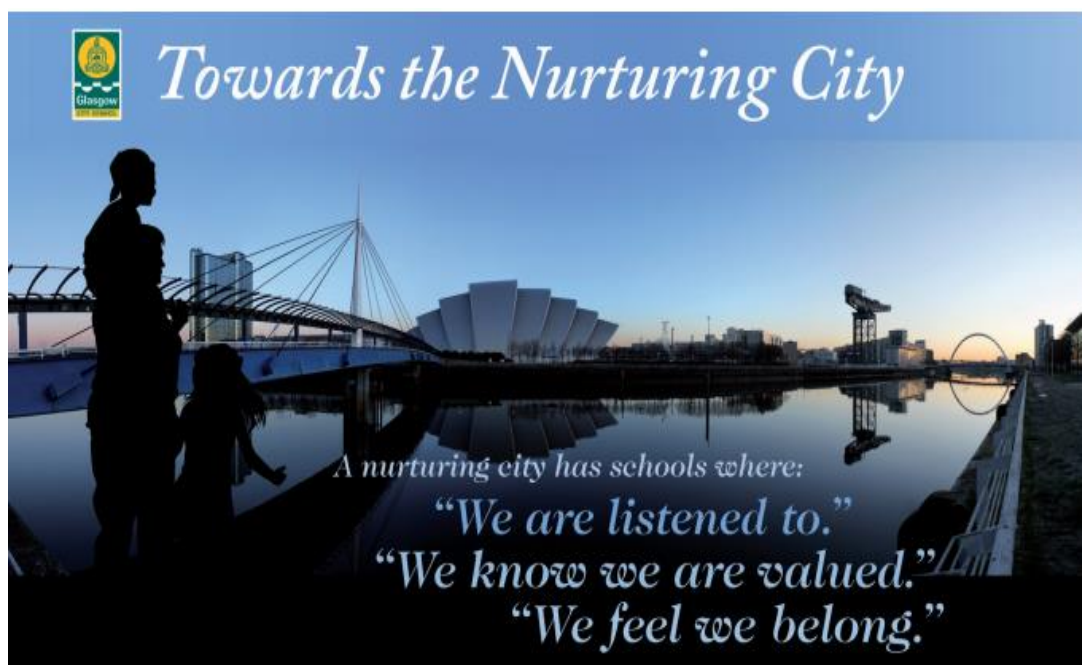
I have the right to be listened to and taken seriously.

### **Article 28**

I have the right to an education.

We realise that as a result of the recent health pandemic and as we continue to support our pupils during this recovery period that it is even more important that young people and staff feel safe whilst in school, and the most effective way this can be achieved is through positive relationships based on respect and trust. Whilst many of our young people will have had sufficient resilience and family resources to cope with the challenges of the lockdown and school closure, for some the experiences over the past six months will have been challenging and traumatic. The safe base that our school provides will be especially important for our young people who have faced adversity and challenge during the school closure.

Due to on-going concerns surround covid-19, we are aware that there may continue to be a degree of anxiety amongst both our students and staff. As a result, we feel it is important to reflect on our Promoting Positive Behaviour Policy in the school and reframe some of our expectations of all students by incorporating the importance of respecting other's space and working together to ensure all members of our school community feel safe and confident in our school.



The life and work of our school is underpinned by our core visions and values. Our expectations of all learners in the classroom are:

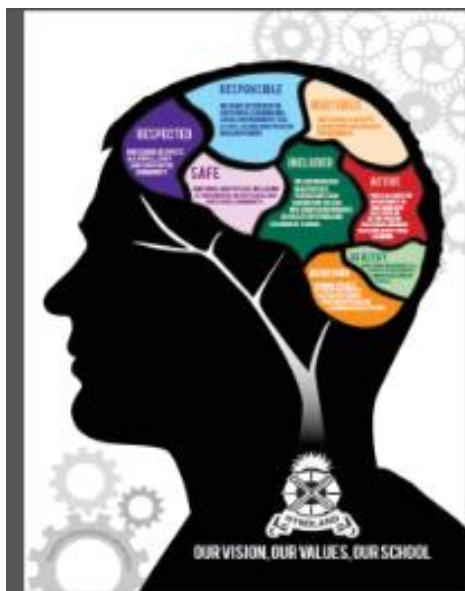
**Safe** – We contribute to a positive climate in learning and in our class by making good choices in our behaviour and attitude. We will follow the one-way system and respect other's space to help keep all members of our school community safe.

**Respected** - We understand in every classroom there are high expectations. We model respect to one another. We understand the importance of the new steps taken to keep us all safe in the school and will respect these changes.

**Active & Healthy** – We listen to each other's voice and opinions, we can think independently when required and work together to solve problems.

**Included** - We encourage participation from everyone in our class. We respect other's view points and opinions.

**Achieving** - We actively listen to staff in order to understand the purpose of the learning. We actively participate in classroom discussions and questioning.



**Responsible** - We use feedback given from teachers to help identify next steps and strengths. We are encouraged to take responsibility for our own learning.

Based on a research paper and recommendations from the Education Endowment Fund published in summer 2019, below are some examples of good practice which help to promote positive behaviour.

### **Know and understand our pupils and their influences**

Knowing our pupils and their influences is of huge importance in both developing positive relationships but also sustaining these within the classroom and wider school. To aid this, it is vital that staff familiarise themselves with the confidential information in the ASN database along with any information provided by Pastoral Care via Pastoral Messages. Tracking data which includes SIMD, CAT scores and reading ages will also be appropriate in understanding individual students within each class. This is not only particularly important at transition points and when timetable changes are made and classes are assigned different teachers. Information on the ASN Database will also be updated throughout the year so continual engagement with the database is crucial.

Our school visions and values as well as our work undertaken on our Rights Respecting School journey underpins the importance of relationships built on respect and trust. Below are some methods which are relatively low cost (i.e. will not take excessive time and can be implemented within the normal classroom setting but are proving to be high impact (i.e. helping to significantly improve behaviour over a period of time).

Establish – intentional practices to culture a positive relationship with each student (build trust, connection and understanding)	Maintain – proactive efforts to prevent relationship quality from diminishing over time (i.e. on-going positive interactions)	Restore – intentionally repairing harm to a relationship after a negative interaction (i.e. reconnecting with student)
Communicate positively	Positive notes home / Praise postcards / phone calls via Pastoral Care to share good news	Let go of the previous incident and start afresh
Inquire about students' interests this helps staff get to know what students enjoy / where there key strengths lie	Greet students at the door – this helps to de-escalate potential problems in the corridor and helps to create a positive climate as students enter the room.	Communicate your care for having the student
Deliver constructive feedback wisely and sensitively	Random, special activities in class – e.g. PST Fun Friday activities etc.	Engaging in mutual problem solving / restorative discussions

*"I think it really helps when teachers stand outside in the corridor at their door – this helps to keep the corridors safe and orderly"*

Junior Pupil Council Focus Group – May 2019

*"A nurturing approach has been promoted as a key approach to support behaviour, well-being, attainment and achievement in Scottish schools in a number of policy documents"*

Applying Nurture as a Whole School Approach – Education Scotland & Glasgow City Council

*"Within CfE, all staff are expected to be proactive in the promotion of relationships and behaviour in the classroom. There are specific experiences and outcomes in Health and Well-being which are the responsibility of all practitioners"*

Better Relationships, Better Learning, Better Behaviour – Scottish Government 2013

Student relationship with the curriculum is a key to effective classroom management. To allow all pupils to access the curriculum it is vital that work undertaken is appropriate to learner needs. Appropriate pace and challenge are essential ingredients to meeting learner needs. Positive teacher-pupil relationships are key to good behaviour and these relationships can significantly affect pupil effort and academic behaviour.

As a school, staff at Hyndland work exceptionally hard to foster a climate of respect and nurture which helps to ensure that all pupils are included, responsible, respected and are achieving within the classroom. There are many ways in which all staff can be proactive in fostering a culture of positive behaviour within the classroom.

Below are some suggestions which have proven to be effective in building and maintaining positive relationships at Hyndland Secondary:

- Staff adopt nurturing principles within the classroom making it a safe base for all.
- Greet pupils on arrival at the door of the classroom – this helps massively with creating a positive climate from the outset of the lesson and prevents any incidents in the corridors.
- Staff outside in the corridor at period change over to help minimise and de-escalate any corridor incidents as students move between classes. This will also help to ensure the new one-way system in the school is being maintained.
- Consider seating arrangements taking on board advice provided on the ASN Database.
- Positive, calm, orderly and purposeful atmosphere based on shared values.
- An appropriate and effectively delivered curriculum for all pupils with appropriate challenge and support.
- Clear objectives, activity and direction within the lesson.
- The promotion of mutual respect, self-discipline and social responsibility.
- Recognise and highlight good behaviour as it occurs and celebrate this through the merit system.
- *“Nothing is so contagious as example”* We are role models, explain, and demonstrate, the behaviour we wish to see.
- Encourage pupils to be responsible for their own good behaviour.
- Continual use of the ASN data base to identify need and strategies
- Engagement of S6 pupils (particularly AH in the subject area) to support junior classes
- Encourage pride in and ownership of classroom environment – this can have a significant impact on pupil behaviour and pride in their learning.
- The development and sharing of strategies for the early identification of pupils who are experiencing and presenting difficulties within the school setting.
- Training for staff in Solution Orientated Approaches.
- Promotion of Pupil Voice and views through Focus Groups.
- Involvement and encouragement of Extra-Curricular Clubs.

Central to the successes of our school are our approaches to Promoting Positive Behaviour. The ethos and culture of Hyndland is based on positive relationships, respect and positive engagement in the wider life of the school. The good order of the school is ensured through an agreed set of rules with a clear procedure for individual cases where rules are not followed. Discipline in the school is closely linked to other aspects of school life and every member of staff has a responsibility to encourage positive engagement of pupils both within and outside the classroom.

Our Expectations of all students at Hyndland Secondary School are:

### **Safe**

I make good choices in my behaviour, attitude and movement around the school building by keeping myself and others safe.

### **Respected**

I show respect to my peers and teachers and follow the high expectations. I will respect other people's space and safety.

### **Responsible**

I use feedback given from teachers to help identify next steps and strengths.

### **Included**

I work with everyone in our class.

### **Achieving**

I listen to staff in order to understand the purpose of the learning, instructions and I get involved in class discussions.

### **Active & Healthy**

I listen to others' voice and opinions.

Our school merit system is central to promoting positive behaviour at Hyndland. All members of staff must be thoroughly familiar with the merit system and implement it consistently to ensure fairness and equity with regards to behaviour.

## **The Merit System**

The Merit System has been designed to encourage, reward and promote exemplary work and good behaviour. It has also been designed to give recognition to pupils who make a positive contribution to the school that may otherwise go unnoticed. It provides a whole-school approach to celebrating success and motivating pupils to achieve their best. Promoting positive behaviour will allow our young people and our staff to work within an ethos of mutual respect.

The Merit System encourages positive behaviour by recognising good behaviour and good work which in turn will help to create an environment at Hyndland where pupils are motivated to learn, achieve and improve. Poor behaviour will be recorded through demerits and monitored closely by Pastoral Care and the Senior Leadership Team with subsequent action taken as required. This will help to ensure that any students who are not meeting expectations are provided with adequate support to improve.

When demerits are given however it is imperative that this is not the first warning a learner is given and also that the learner is made aware at that time that a demerit is being issued.

Departments can play a significant role in the promotion of the school merit system by devising subject based criteria which can be displayed within the classrooms used by the department/faculty. This will in turn help to encourage students to work towards achieving a merit and also to ensure a consistent approach of use across each department.

**Merits and demerits can be awarded for the following categories:**

#### **Merits**

Achieving	Learners have shown work that exceeds the class teacher's expectations in relation to the pupil's ability.
Active	Learners have shown excellent endeavour and contribution to whole school ethos and activities out-with the classroom.
Effort	Learners have shown effort that exceeds the class teacher's expectation in relation to the pupil's ability.
Responsible	Learners have shown that behaviour that exceeds expectation through following Our Vision, Our Values and Our School, showing initiative and/or helping others.

#### **Demerits**

Behaviour	Learners have shown that behaviour has fallen short of expectations and has not improved after 2 warnings.
Homework	Learners have shown that their homework is not acceptable or homework has not been handed in after 2 warnings.
Effort	Learners have shown lack of effort that concerns the class teacher despite 2 warnings.
Referral	Pupil should be issued with a demerit if a discipline referral is made to either PT / FH Curriculum or to House DHT.

#### **Monitoring and tracking of the Merit System**

It is essential that all members of staff use the Merit System consistently across S1-S3 year groups. Demerits will be monitored carefully by both Pastoral Care and the Senior Leadership Team through the weekly house meetings, and should a pattern of poor behaviour emerge intervention by Pastoral Care and SLT will take place and parents/guardians will be alerted as appropriate.



Pastoral Care and SLT will receive a weekly summary of their caseload/year groups' merit and demerit totals. Parents/guardians will be notified by Pastoral Care staff if 3 demerits have occurred over a short period of time.

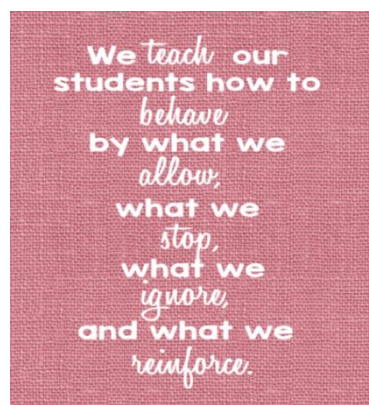
For a student to be regarded as 'On Track' they are not permitted to receive any more than 5 demerits within the term. If a student does receive 5 or more demerits within the term, parents/guardians will be notified by Pastoral Care and a behaviour 'Get on Track' monitoring and targets card will be issued for a two week period. Insufficient progress during this 2 week monitoring period may result in intervention by the senior leadership team. However, recognition will be awarded if pupils show significant improvement while on the 'Get on Track' monitoring and targets card.

Total numbers of merits and demerits will be reset to zero following the reward event at the end of each term. This means that all students, regardless of their performance in the previous term, will begin a fresh start and have equal opportunity of being on track and attend the next reward event. Whilst numbers will be reset, a total number of merits and demerits will be taken at the end of the session and will be shared with parents/guardians. This will provide us with a further opportunity to share and celebrate the success of our young people.

### **Celebrating Success**

When pupils are awarded a merit they should be told directly by the member of staff allowing immediate praise to take place as part of the process. Some departments may wish to award a small merit sticker as additional recognition or make use of praise postcards which can be found in the Pastoral Care Base. The allocation of merits will be monitored by PT/FHs of Curricular Departments as well as the Pastoral Care Team and SLT. This information will be shared with parents/guardians via letters once per term. Pupil success will also be celebrated through PSE, weekly merit updates in the Newsflash which is presented during PST for S1 and S2 students. Regular updates will be provided through our newly introduced 'Pupil Bulletin' whilst House and Year Group Assemblies are unable to take place.

Provided that pupils are on track, they will be able to fully participate in a reward event which will take place at the end of each term i.e. before the October break, before the Christmas break, before the Spring break and again in June before the summer break. These reward activities will be a mixture of both in-house and visits outside of school and will provide a formal opportunity for those students who are on track to be formally recognised and rewarded for their efforts. The students will be given information in advance about the reward activity / trip planned for the term to provide an incentive to work harder and ensure best behaviour.



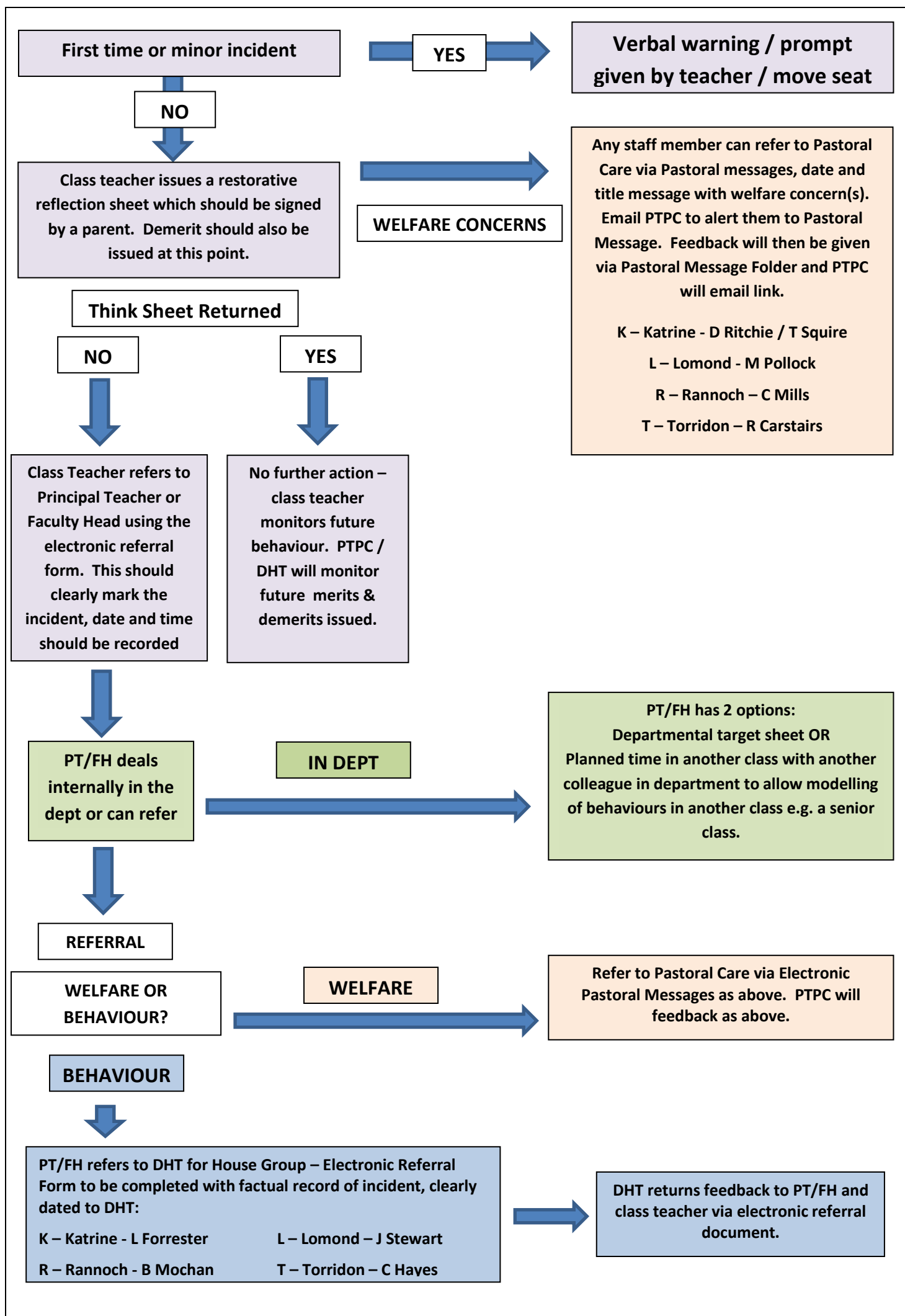


## Supporting Students

Occasionally pupils may forget about our expectations with regards to positive behaviour. When this is the case it is important that staff are consistent and fair in applying strategies which aim to help support the young person to improve their behaviour. Some strategies which may help to encourage students to reflect on their choices with regards to behaviour may include:

- Verbal Warning / Discuss and Prompt referencing to Our Vision, Our Values, Our school
- Move to another seat, group within the classroom
- Think sheet issued to allow for acknowledgement of poor choices and how to address (signed by parent)
- PT Subject Referral (Option of Departmental Target / Monitoring sheet)
- Time Out or removal to a safe space (in another class or staff base) - removing a pupil from the classroom to another classroom /colleague to allow modelling of behaviours e.g. A senior class
- Liaison with PT Pastoral Care where welfare/multiple issues (through Pastoral Messages)
- Referral to DHT (loss of privileges, lunch, interval) & Involvement of Parents / Carers
- Involvement of outside agencies

The flowchart detailed on the following page can be used by staff as a guide to classroom discipline procedures, whilst using professional judgement and taking into account a consideration of the needs of the pupil (see confidential information in the ASN Database).



# Appendix Section

## APPENDIX ONE


### Merit System Using Seemis

#### Awarding a merit or demerit by class

This facility allows staff to add a merit for an individual pupil from their class register.

After logging into Click & Go and opening your class register;

1. Select the tab 'Merits/Demerits'
2. Highlight pupil and click 'Award Merit' or 'Award Demerit'
3. Complete the pop up window by selecting merit category.

Date: 16/08/2017  Display Register

Period: S S2 CFE Social studies (CFE) 2A Number of Boys :13 Number of Girls :17

Register Merits/Demerits Periodwise Absence Weekly Absence

Gender	Stage	House	RegGroup	Known As	Surname	Merits	De-merits	Referral
F	S2	Lomond	2A-MP	Gianna	Ajnone			Generate
M	S2	Lomond	2A-MP	Ali	Akhtar			Generate
M	S2	Lomond	2A-MP	Jack	Bedie			Generate
M	S2	Lomond	2A-MP	Joe	Bradstreet			Generate
F	S2	Lomond	2A-MP	Belle	Breslin			Generate
M	S2	Lomond	2A-MP	Jay	Castle			Generate
F	S2	Lomond	2A-MP	Lily	Compton			Generate
F	S2	Lomond	2A-MP	Poppy	Compton			Generate
F	S2	Lomond	2A-MP	Leah	Cuellar Jackson			Generate
F	S2	Lomond	2A-MP	Isabella	Fall			Generate
F	S2	Lomond	2A-MP	Orla	Fleming			Generate
M	S2	Lomond	2A-MP	Angus	Fraser			Generate
F	S2	Lomond	2A-MP	Ellie Louise	Gemmell			Generate
F	S2	Lomond	2A-MP	Robyn	Giddings			Generate
M	S2	Lomond	2A-MP	Tony	Healy	ABS	ABS	Generate
F	S2	Lomond	2A-MP	Tia	Kidd			Generate
M	S2	Lomond	2A-MP	Jamie	Kyle			Generate
F	S2	Lomond	2A-MP	Alexandra	Mackenzie			Generate
F	S2	Lomond	2A-MP	Katie	MacRae			Generate
F	S2	Lomond	2A-MP	Laurelle	Markson			Generate
F	S2	Lomond	2A-MP	Rosa	Mazzolini			Generate
M	S2	Lomond	2A-MP	Matthew	McColl			Generate
M	S2	Lomond	2A-MP	Ross	McCormick			Generate
M	S2	Lomond	2A-MP	Finn	McHenry			Generate
M	S2	Lomond	2A-MP	Louis	Meehan	OAT	OAT	Generate
M	S2	Lomond	2A-MP	Liam	Power			Generate
F	S2	Lomond	2A-MP	Anna	Rae			Generate
F	S2	Lomond	2A-MP	Rachel	Tennent			Generate
M	S2	Lomond	2A-MP	Nicoly	Williams			Generate
F	S2	Lomond	2A-MP	Carys	Wilson			Generate

Award Merit Mark De-merit

## Merit System Using Seemis

### Awarding a merit or demerit by pupil

This facility allows staff to add a merit or demerit for an individual pupil (e.g. for wider school contribution, sporting activity).

After logging into Click & Go select;

1. Application
2. Behaviour
3. New behaviour
4. Use the filter to display desired pupil and click new list.
5. Select pupil and click Award Merit or Demerit

The screenshot shows the Seemis application interface. On the left, there is a 'Students' list with columns: Known As, Surname, DOB, and Sex. The list is filtered by 'All Current Students'. A table of students is displayed, with 'James Ewings' highlighted. Below the table are buttons for 'Add To List' and 'New List'. On the right, there is a 'MERITS: 0' section with tabs for 'Date', 'Period', 'Teacher', and 'Categories'. A pop-up window titled 'Award MERITS' is open, showing fields for 'Date' (16/8/2017), 'Period' (1), and 'Select Staff Member' (Ms J. Burns). Below these fields are checkboxes for 'Select Merits': 'Achieving', 'Active', 'Effort', and 'Responsible'. At the bottom of the pop-up are 'Done' and 'Cancel' buttons. Arrows from the numbered list point to the 'New List' button, the 'Award MERITS' pop-up, and the 'Award Merit' button at the bottom of the main window.

Known As	Surname	DOB	Sex
James	Clark	12/11/02	M
James	Ewings	14/06/03	M
James	Fletcher	17/11/05	M
James	Gillespie	05/05/00	M
James	Gow	19/09/02	M
James	Hill	20/05/02	M
James	McLaughlin	28/01/02	M
James	Ross	22/03/00	M
James	Scott	01/11/01	M
James	Stuart	14/01/03	M

6. Complete the pop up window
7. Click done.

## **Appendix 2 - Hyndland Secondary School: Think Sheet**

**Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_ **Parent signature** \_\_\_\_\_

- I have been in discussion with a member of Hyndland Secondary Staff because:

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Select the indicator:

SAFE- HEALTHY-NUTURED-INCLUDED-RESPECTED-RESPONSIBLE-ACTIVE-ACHIEVING

that represents the choices you have made and reflect how you would improve your attitude

1.

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2.

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3.

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### Appendix 3 – Electronic Referral Template

#### Hyndland Secondary School – Referral

Name of Student				
Class				
Name of Teacher				
Date of Referral completion				
Please mark Y or N in relevant box	In class incident		Out of class incident	
Details of incident – please state the factual details of the incident				
Action taken to date by member of staff completing referral				
Incident referred to: (please tick option)	Principal Teacher / FH		House DHT	
Action taken to date by Principal Teacher / Faculty Head				
Date -				
Please mark YES in box	Referred to House DHT for action		Referred to House DHT for information only	



Action taken by House DHT

Date -

- 1. Staff member to complete referral template electronically – blank template can be found in Staff – Staff Information – Promoting Positive Behaviour Session 2021-2022.**
- 2. Document should be saved in the departmental area on staff server by pupil name and date of incident.**
- 3. Email to be sent to PT / FH so that they are aware the form has been completed and is awaiting action.**
- 4. PT / FH to detail their feedback on same document and then inform member of staff it is complete.**
- 5. If DHT is to action referral – staff member and/or PT/FH to save the referral in Staff – Staff Information – promoting Positive Behaviour Session 2021-2022 – Electronic Referrals to be actioned by House DHT. Email alert to be sent to highlight referral.**