Promoting Positive Relationships & Attitudes in Hyndland Secondary
Our Vision, our Values, our School – Session 2024-2025

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 relationships are an 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 Relationships 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.

It is of fundamental importance that our 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. The safe base that our school provides is especially important for our young people who have faced adversity and challenges during their earlier life, or continue to face this currently due to family circumstances.

Each and every member of our school community has an important role to play in ensuring that our school is a safe space for everyone.

Below is our school vision and values. We work as a school community to ensure that we all 'strive to be the best version of ourselves'.

'We strive to the be the best version of ourselves through modelling our school values'
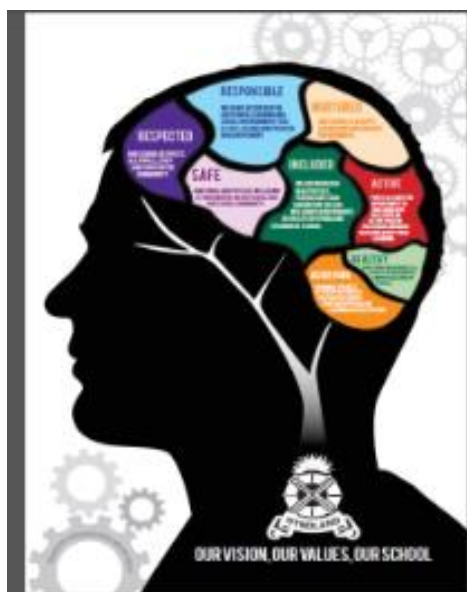
Safe – We feel protected and cared for

Respected – We don't judge people, we celebrate individuality and we are kind

Active – We have a voice and can drive change in our school

Included – We take part in clubs and other opportunities and feel like we belong to the Hyndland Community

Achieving – We strive to the best the best version of ourselves and work hard towards our achievements.

Responsible - We take pride in ourselves, our school and our community and do our bit to always improve

Nurture– We know who to go to when we need support

Healthy – We understand about physical and mental wellbeing and we know where to go if we need support

Based on a research paper and recommendations from the Education Endowment Fund below are some examples of good practice which help to promote positive relationships.

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 are familiar 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 under-pins 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 relationships over a period of time).

Establish –build trust, connection and understanding	Maintain –on-going positive interactions	Restore – reconnecting with a student if relationships have deteriorated
Communicate positively	Positive notes home / Praise postcards / texts home via group-call to share good news	Let go of the previous incident and start afresh
Ask about students' interests this helps staff get to know what students enjoy and shows you are genuinely interested in them	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

"When I see staff in the corridors at their doors when I am moving from class to class, it helps to feel safer – the corridors can be really busy.
S1 Student – February 2023

Student relationships 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 a positive learning environment and these relationships can significantly affect pupil effort and outcomes for all learners.

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 relationships within the classroom.

Below are some expectations 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.
- Staff being present at their classrooms for the warning bell in the morning and after lunch.
- 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.
- 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 Relationships. 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.

Celebrating Success – School Merit System

A review was undertaken in June 2024 of our merit system and the ways in which we reward positive behaviour and relationships. As a result of this work, which included spending time gathering the views of both our young people and staff across the school, moving forward this session, the merit system will be linked to our whole school tracking reports.

The system will be launched with students in late August so that every learner is aware of what they should be working towards in their tracking report. Tracking reports are completed by staff during the year. We aim to use the ratings allocated for the 'behaviours' of the report to allocate points to each student. Rewards will then be issued to young people at the end of term in December and June based upon the points scored. We will use a tiering system of awarding points based on bronze, silver and gold. The system will also aim to reward students who have secured improvement during the year in their 'behaviour ratings'.

Further information will be issued to both staff and young people by the end of August to ensure that the new system is used consistently by all.

Staff are also able to provide instant praise to young people in various forms via their departments. This may take the form of:
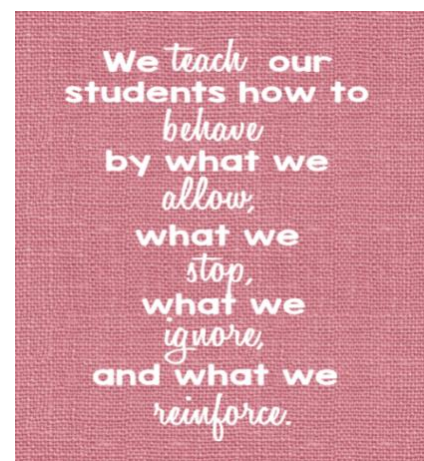
*Weekly or monthly pupil of the month praise texts can be sent home via the school office on groupcall.
*Praise postcards can be issued to young people by departments / individual teachers.
*The House Team can make a call home for to highlight significant praise – this can be communicated via departments to the Pupil Support Team.

Supporting Students

Occasionally pupils may have to be reminded about our expectations with regards to positive relationships. 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:
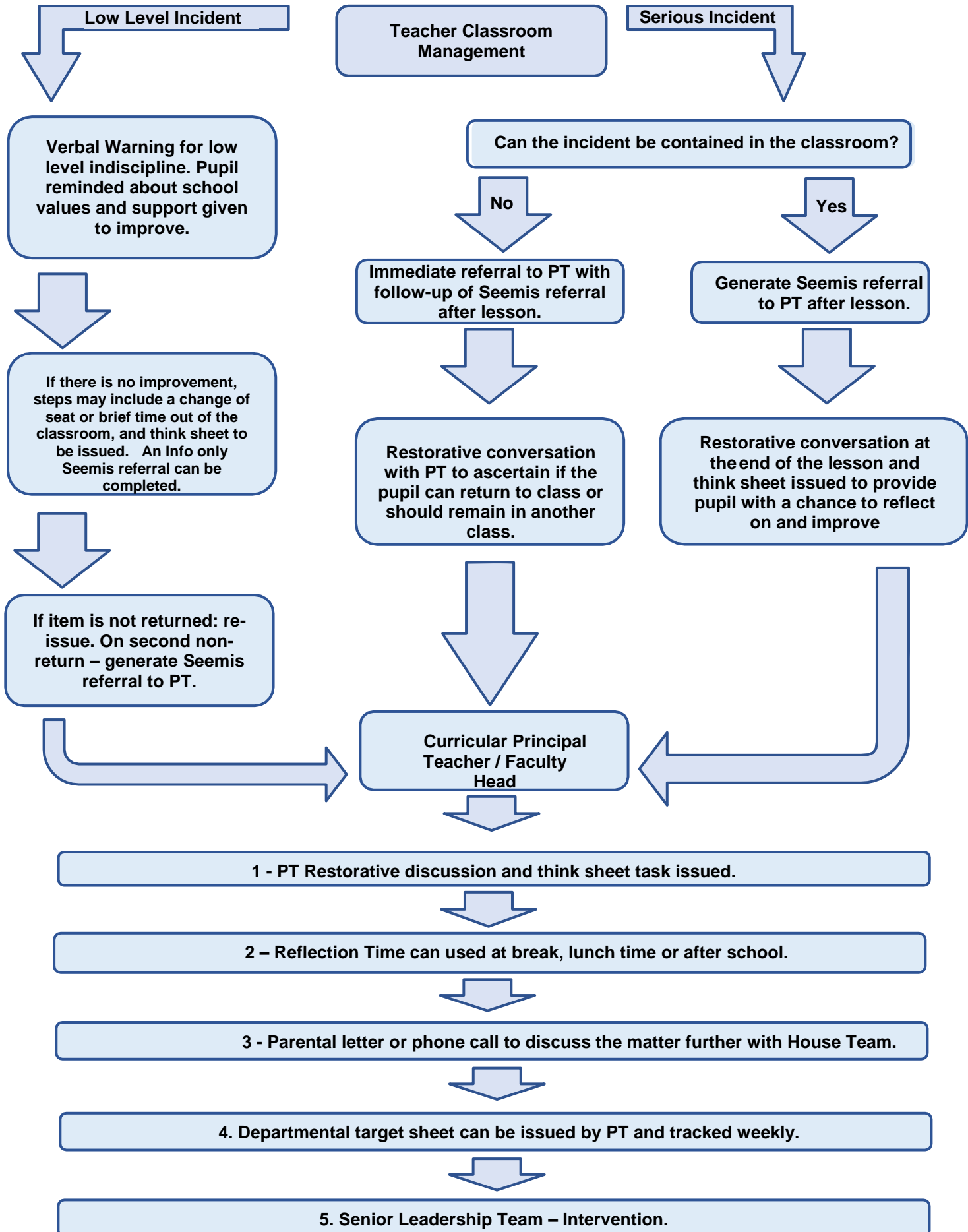
- Verbal Warning / Discuss and Prompt referencing to Our Vision, Our Values, Our school
- Move to another seat or group within the classroom
- Think sheet issued to allow for acknowledgement of poor choices and how to address (signed by parent) – this MUST be used if a referral is being submitted to the PT / FH or House DHT.
- Referral to be made via Seemis to Principal Teacher / Faculty Head. Options such as a departmental monitoring card can then be considered by the PT.
- 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
- Reflection time during either interval or lunchtime with the member of staff or PT to reflect upon choices.
- Liaison with PT Pastoral Care where welfare/multiple issues (through Pastoral Messages)

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).

We teach our students how to behave by what we allow, what we stop, what we ignore, and what we reinforce.

Promoting Positive Relationships at Hyndland Secondary School

In all instances, the classroom teacher should use professional judgement before issuing sanctions or reflection sheet tasks. There may be instances of a serious nature, which would be referred to PT or DHT as appropriate including incidents contravening the Equality Act 2010.

Low Level Incident

Teacher Classroom Management

Serious Incident

Verbal Warning for low level indiscipline. Pupil reminded about school values and support given to improve.

Can the incident be contained in the classroom?

No

Yes

Immediate referral to PT with follow-up of Seemis referral after lesson.

Generate Seemis referral to PT after lesson.

If there is no improvement, steps may include a change of seat or brief time out of the classroom, and think sheet to be issued. An Info only Seemis referral can be completed.

Restorative conversation with PT to ascertain if the pupil can return to class or should remain in another class.

Restorative conversation at the end of the lesson and think sheet issued to provide pupil with a chance to reflect on and improve

If item is not returned: re-issue. On second non-return – generate Seemis referral to PT.

Curricular Principal Teacher / Faculty Head

1 - PT Restorative discussion and think sheet task issued.

2 – Reflection Time can used at break, lunch time or after school.

3 - Parental letter or phone call to discuss the matter further with House Team.

4. Departmental target sheet can be issued by PT and tracked weekly.

5. Senior Leadership Team – Intervention.

Verbal Warning for low level indiscipline. Learner should be reminded of the school values and supported to reflect on behavior in line with values.	When dealing with issues of low-level relationship difficulties, class teachers should use their normal sanctions and supports: issue a warning, move seat the pupil's seat, a one-to-one discussion or any other appropriate strategy. At this point the teacher may note that a sanction was issued in their own tracking records for their class. Incidents of serious nature which cannot be contained in the classroom should be referred immediately to the Principal Teacher Subject.
If there is no improvement, a think sheet can be issued to the young person which should be signed by a parent/carer.	The teacher should then issue a think sheet which is completed at home and signed by a parent/carer. An electronic Seemis referral should be made to the Subject Principal Teacher for information only to allow effective tracking of behavior in departments.
If item is not returned: re-issue. On second non-return – generate Seemis referral to PT.	A teacher may feel that a pupil should be given an additional chance to submit the reflection think sheet. However, should it continue to be unsubmitted then the matter should be passed to the Principal Teacher Subject via a Seemis electronic referral.
Principal Teacher Pupil Support Teacher	The Principal Teacher has the responsibility for managing behaviour within their departments. The behaviour tracking reports in SEEMiS will give the PT a quick overview of behaviour within their department. They will be able to monitor the number of think sheets and/or referrals issued by teachers to pupils within their dept at any given time. It is important that the PT tracks the number of think sheets issued and links this to positive behaviour schemes within the dept. Low level disruption in their department can be monitored through SEEMIS and should be resolved effectively. (See end for further information on the ambit of Principal Teachers of Pastoral Support.)
1 - PT Restorative discussion and Restorative Behaviour Journal issued.	Principal Teachers can action departmental reflection time at social times, remove a young person to work in their room for a period of time, issue a departmental monitoring card and refer on to Principal Teachers of Pastoral Support or members of the Senior Leadership Team if required.
2. Parental call by House Team.	Where the Principal Teacher has exhausted all departmental sanctions and supports or where the behaviour is of a very serious nature, the Principal Teacher can make a referral to the relevant House Depute Head Teacher.
3. Departmental detention may be issued to be completed at break or lunchtime.	

4. Whole School Student Target sheet – targets set for monitor and review.

The role of Pupil Support staff in promoting positive relationships is essential. Pupil Support staff have an important role given their level of knowledge regarding pupils and their histories, personal circumstances and learning needs. The Principal Teacher of Pupil Support will be able to track pupil progress across the school and will have an overall picture of how the pupil is performing in all departments. Pupil Support staff will track referral information at weekly House meetings, and where there is concern across a number of departments, the House Team will intervene as appropriate. This could mean contact with parents, a Pupil Support Monitoring Card, regular check-in's with a member of the House Team or wider Pupil Support Team, and other strategies.

This may involve also referrals to the school SIIM (Staged Intervention and Inclusion Meeting) or JST (Joint Support Team) to allow a multi-agency discussion around which supports are most appropriate for the young person and where required their family.

5. House Depute Teacher

Referrals to members of the Senior Leadership Team should usually come from Principal Teachers unless there is a serious incident within a classroom that requires an immediate response.

It is important that there is a staged process to the involvement of SLT and that low-level issues are not escalated too quickly. House Depute Head Teachers can action sanctions that may include contacting home, arranging parental meetings, removal of the child from the department for a short period of time or an internal exclusion.

Members of the Senior Leadership Team can make a referral to other agencies within and out with the school to support a young person to improve their relationships in the school.

The Role of Pupil Support –
Pastoral Care

Principal Teachers of Pupil Support are engaged in a wide range of strategies and actions which aim to encourage positive relationships but also to support the well-being of our young people here at Hyndland. These include:

- Parental meetings.
- Pupil meetings.
- Restorative meetings – between pupils and between pupils and staff.
- Support Cards (Behaviour, Timekeeping, and Late-coming can be issued.)
- Liaison with Classroom Teachers and Principal Teachers.
- Liaison with Support for Learning and members of the Senior Leadership Team.
- Referrals to SIIM and JST Meetings.
- Parenting Programmes to support pupils and their families.
- Targeted Programmes to promote positive relationships
- Targeted interventions from our wider Pupil Support Team including our PSAs and FARE workers.
- Periods of one-to-one support.
- Leading and having input in House Assemblies.
- Work through the school's Personal and Social Education Programme.
- Use of Positive praise and contact with pupils, parents and carers to commend good behaviour.
- Liaise and coordinate with educational and external agencies.
- The creation of Individualised Timetables for pupils

What should I do if I have a concern about a young person's well-being?

If the concern is related to Child Protection and Safe Guarding – following the school policy and guidelines on Child Protection and Safe Guarding immediately.

If the concern is more about a concern about general well-being such as a change in a young person's well-being presentation in class, please complete the well-being concern form electronically.   The form can be found in the staff drive as below.

Staff – Staff Information – Well Being Concerns Session 2024-2025

A paper copy for your reference is found in the appendix section – appendix 3.

Please complete the form and save it as young person's name and date and then email the PTPC to alert them to this.

'We strive to be the best version of ourselves through modelling our values'

Safe
We feel protected and cared for

Responsibility
We take pride in ourselves, our school and our community and do our bit to always improve

Respect
We don't judge people, we celebrate individuality and we are kind

Nurture
We know who to go to when we need support

Included
We take part in clubs and other opportunities and feel like we belong to the Hyndland community

Healthy
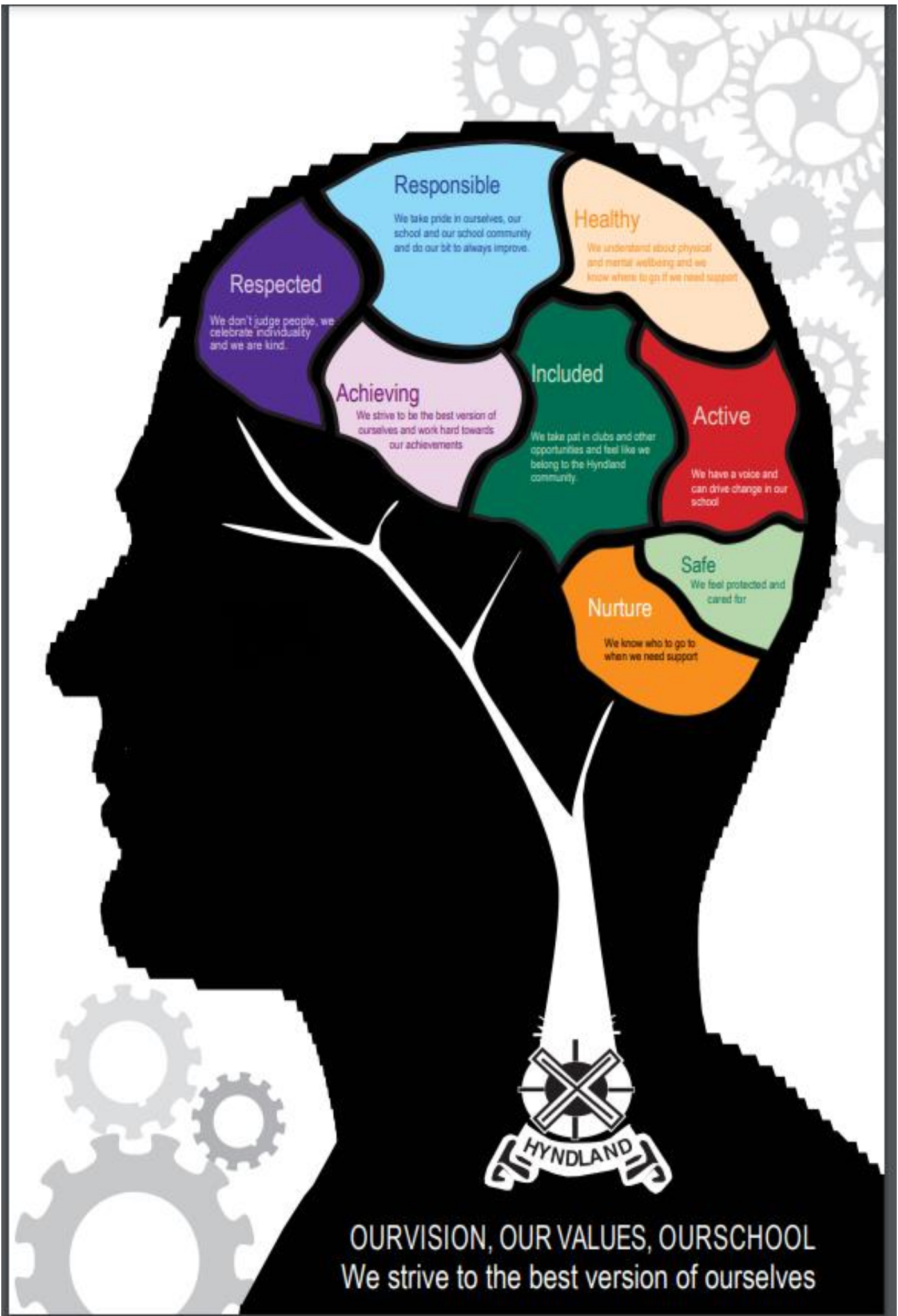We understand about physical and mental wellbeing and we know where to go if we need support

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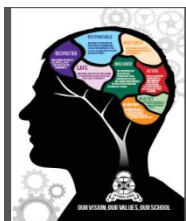We strive to be the best version of ourselves and work hard towards our achievements

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HYNDLAND

OURVISION, OUR VALUES, OURSCHOOL
We strive to the best version of ourselves

Appendix Section

Hyndland Secondary School - Restorative Reflection

Name:_____ Class:_____

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

What happened?

Who was affected?

My actions impacted the rights of others:

Article	Please tick the boxes below that your actions are linked to	Tick	Indicator
14	Every young person has the right to think and believe what they want and practise their religion as long as they are not stopping others enjoying their rights	Respected	
15	Every young person has the right to meet with other young people as long as it is not harmful to others	Healthy	
16	Every young person has the right to privacy	Safe	
19	Every young person should be protected from being hurt and mistreated in body or mind	Safe and Nurtured	
23	Every young person has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community	Included	
28	Every young person has a right to an Education.	Responsible and Achieving	
31	Every child has the right to relax, play and join in a wide range of cultural and artistic activities.	Active	

Why were they affected?

How can you make this situation right?

Parent Signature:_____

Appendix two – Creating a Seemis Referral

Step 1 - From the Top Menu Bar on your Seemis home page:

- Select My Profile
- Behaviour ➡ Referral System ➡ Create Referral Later
-

The screen below will now appear

Step 2 - Type in the student surname and click new list and then select the name of the young person you want to refer as below:

At the bottom of the screen, ensure the correct date, period (if in class) or time (if out -with class) is selected as below:

If the incident took place in class select the appropriate period.
If the incident took place outside of class – mark in the time of the incident.
Click on the Proceed box at the bottom of the screen.

The screen below will then appear

Create Referral

Teacher : Mrs L. Forrester

Room : L202x377

Subject : Personal Development

Proceed   Back

You will then be asked to select the reasons for the referral as well as highlighting the steps you have already taken to manage the behavior as below.

Referral Of N[REDACTED]/2023 Period 1 by Mrs L. Forrester in room L202x377 during Personal Development

Reasons

More

- [ ] Absent without permission
- [ ] Aggressive behaviour
- [ ] Alcohol related incident
- [ ] Bullying
- [ ] Constant late coming
- [ ] Corridor misbehaviour
- [ ] Drugs motivated incident
- [ ] Failure to follow class behaviour code
- [ ] Persistent disobedience
- [ ] Physical abuse of pupils
- [ ] Physical abuse of staff
- [ ] Race related incident
- [ ] Refusal to attend class
- [ ] Serious sexual incident
- [ ] Theft
- [ ] Vandalism
- [ ] Verbal abuse of pupil
- [ ] Other

- [ ] Damage to property
- [ ] Disruptive behaviour
- [ ] Exercise / Sanction not completed
- [ ] Fighting
- [ ] Insolent or Offensive behaviour
- [ ] Persistent lack of equipment
- [ ] Persistent Non completion of homework
- [ ] Refusal to carry out instructions
- [ ] Verbal abuse of staff

Description of Incident

- [ ] Exercise   [ ] Warning issued   [ ] Other

Refer To

- ( ) Pastoral   Mr T. Squire
- ( ) Middle Management   Miss F. Ahmed
- ( ) Senior Management   Mrs L. Edgerton

- [ ] For Information Only

In line with our Promoting Positive Relationships Policy, the expectation is that before a referral is completed both a warning and 'exercise' (think sheet) will have been issued so please select this accordingly.

In the description of incident box, please write a brief factual record of the incident. **Staff must be mindful that parents can request to see the completed referrals at any point in time under Freedom of Information so this should be taken into account when the referral is written.**

Please ensure that the referral is going to the correct person at the bottom of the screen.

Class teachers should always select 'Middle Management' and the name of their Principal Teacher from the drop-down menu in the first instance.

If you are sending this for information only and no action, remember to tick the 'information only' box.

Once you have completed all of the information on the screen click on the **Proceed box.**

Appendix 3 – Wellbeing Concern Form

Hyndland Secondary School

Wellbeing Concern Form

getting
it right
for every child

When assessing the well-being of our young people, we use the following wellbeing indicators; safe, healthy, achieving, nurtured, active, respected, responsible and included.

Please mark with an 'X' the well-being indicators that apply to your concern about the young person	
Achieving	
Active	
Health	
Included	
Nurtured	
Respected	
Responsible	
Safe	

Name of Referrer	
Date of Well-being referral	
Name of Young Person	
Registration Class of Young Person	
What is getting in the way of this young person's wellbeing? Detail your concerns.	