



## 1. Rationale

Strong relationships are at the heart of creating environments which support good mental health and wellbeing and positive behaviours for all young people at Douglas Ewart High School, which embodies the school vision of CARE – **Community, Aspiration, Resilience, and Ethos**.

All schools are expected to have robust policies and procedures in place to ensure consistent approaches to improving relationships and behaviour across the whole school community and which are underpinned by children’s rights in accordance with the United Nations Convention on the Rights of the Child (**UNCRC**) and the **Equalities Act 2010**. Schools which focus on social and emotional wellbeing, and those creating a positive school ethos based on mutual respect and trust, are having the most impact (**Better Relationships, Better Learning, Better Behaviour 2013**). 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)**, these apply to the vulnerable children as well as the more resilient ones. Focusing on these areas are framed within the clear aim to raise attainment.

This policy is informed by a range of legislation, policy, advice and guidelines (Appendix 1)

## 2. Policy Aim

Our aim is to develop good relationships and positive behaviour in the classroom and wider school community. This is essential for creating the right environment for effective learning and teaching. Where young people feel included, respected, safe and secure and when their achievements, aspirations, and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience, and positive views about themselves. This applies equally to all staff in the school for mutual respect.

## 3. Principles

Our whole school approach for positive relationships is based on the following principles which will influence roles and responsibilities further in this document:

**Prevention:** Planning for good behaviour; teaching routines and rules, and rehearsing and modelling them frequently, helps form positive relationships from the outset. Parents and carers are recognised as key partners in all of their children’s learning, and they are encouraged to work in partnership with the school to ensure a consistent message between home and the school environment.

**Positive Correction:** The basic premise that teachers should adopt a non-confrontational approach to discipline based on positive teacher-student relationships, respect for the dignity and rights of individuals, choices about consequences of behaviour and encouragement for student self-discipline. (Appendix 8) In challenging situations, the adult’s response is vital. At DEHS, we recognise **ALL** behaviour is communication and should be responded to with compassion, empathy and an understanding of what the child or young person is trying to communicate as well as adopting a trauma sensitive approach.

**Consequences:** A Code of Conduct (*Making the Links- Our Expectations of all Framework*) that students understand and is used to inform the choices they make. (Appendix 2-5) We understand that **‘Every child has a right to an education’** (Article 28), but unfortunately, sometimes situations can interrupt that learning,



Positive Relationships, Behaviour and Expectations

therefore it is important that staff are able to assess a situation and intervene appropriately and proportionately.

**Repair & Rebuild:** It is imperative to work hard to build and repair strained relationships. Once a restorative approach and/or consequence has been seen through to the end, every young person is encouraged to start a fresh, improve and move forward.

*“Punishment is not a good teacher. It is scattergun, random and disproportionate. Restorative approaches teach behaviour. Simple.” Paul Dix, When the Adults Change, Everything Changes 2017*

**4. Expectations for All Learners Across the School – DEHS Code of Conduct**

In line with the school overarching policy, each area in school will display shared expectations posters. These posters (Appendix 2) provide a framework that sets out the expectations for our young people in class/school at all times. Good relationships and good behaviour improve attainment.

Code of Conduct- Our Expectations of All Framework	
Successful Learners	<p><b>Treat Everyone With Respect</b></p> <ul style="list-style-type: none"> <li>Behave and speak in a polite way that does not offend others.</li> <li>Verbal and physical and emotional abuse will not be tolerated.</li> <li>Value and support all forms of diversity within our own school community and beyond.</li> </ul> <p><b>Attend all Classes on Time</b></p> <ul style="list-style-type: none"> <li>Avoid disrupting others by arriving late or leaving early.</li> <li>Bell to bell learning in all classes.</li> <li>Use interval/lunch for individual admin tasks.</li> <li>Be reliable in attending all classes.</li> </ul>
	<p><b>Behave Professionally</b></p> <ul style="list-style-type: none"> <li>Have a positive attitude to others, be helpful and kind.</li> <li>Be ready with the correct equipment each day.</li> <li>Have consideration for Health &amp; Safety rules.</li> <li>Adhere to our uniform and mobile device policies.</li> <li>Move calmly and quietly around the school.</li> </ul> <p><b>Staff Instructions Should be Followed at all Times</b></p> <ul style="list-style-type: none"> <li>Class routines and expectations of staff should be respected and maintained.</li> <li>Learners should cooperate with requests to carry out tasks and activities.</li> </ul>
Responsible Citizens	<p><b>Maintain a Safe &amp; Clean Environment</b></p> <ul style="list-style-type: none"> <li>Treat all property and areas with respect.</li> <li>Place all litter in bins / clear up any mess.</li> <li>Follow all current health and safety guidance.</li> <li>Eating , chewing and drinking in social areas only.</li> </ul> <p><b>Follow Mobile Device Technology Policy</b></p> <ul style="list-style-type: none"> <li>All mobile devices on silent/switched off and out of sight unless explicitly asked by staff to use them in class.</li> <li>No mobile devices / headphones to be used in toilets or changing areas.</li> <li>Mobile devices / headphones may only be used during at intervals and lunchtimes in designated social areas, and in a respectful way.</li> </ul>
	<p><b>Engage in Productive Work</b></p> <ul style="list-style-type: none"> <li>Strive to achieve the highest standards in all tasks and activities.</li> <li>Make the most of the available opportunities.</li> <li>Take responsibility for your role in group and class activities.</li> </ul> <p><b>All Assignments and Homework Should be Submitted within agreed timescales</b></p> <ul style="list-style-type: none"> <li>Learners should work in partnership with staff to meet deadlines.</li> <li>Learners should work in partnership with staff to ensure there is a clear understanding of tasks and assignments when they are issued.</li> <li>Learners should follow staff updates on Teams.</li> </ul>



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## 5. Chronologies and Overviews

Positive behaviours to be recognised, celebrated, and recorded; as well as all incidents of continued unacceptable behaviour to be recognised, addressed and recorded through a referral to **Principal Teacher Curriculum**.

Information is recorded on SEEMiS. This system is monitored by **Principal Teacher Curriculum** and **SLT** on a daily basis, and overviewed by Principal Teacher of Support to gain a holistic view of the young person. The Merit and Demerit systems are a means of recording information for individuals which may build a picture, or pattern of achievements/behaviours across either a specific subject area or across the wider school environment. A young person shall be informed when a demerit has been issued by the class teacher. In order to work in partnership with home and share successes, information is shared with parents/carers in line with the Merit and Demerit Procedures (See appendix 4). For persistent low-level behaviours or higher-level behaviours, these must always be raised via the 'Referral' system on SEEMiS to **Principal Teacher Curriculum**. For information relating to the categories for the award of merits/demerits, please refer to Appendix 3.

## 6. Supports & Escalation Frameworks

In order to build and sustain positive relationships our young people should be clear about the school's vision, values and aims (**CARE**) and the high expectations, roles & responsibilities. They should also be clear about the variety of supports, key staff and restorative approaches/interventions (including external partners) that may be utilised to support them if required. This information should be shared annually by SLT at the beginning of each academic year and be revisited throughout the year by Principal Teacher Curriculum via regular Faculty meetings.

The first line of Universal Support within Douglas Ewart High School's positive relationships and behaviour system is the **Class Teacher**. All staff (teaching and non-teaching) must be proactive in promoting positive relationships and behaviour in the classroom, school grounds and wider community. These expectations are also laid out in the specific experiences and outcomes in HWB which are the **responsibility of all**.

The **Principal Teacher Curriculum** sets out the high-level expectations for their own areas as above (See section 4). Teachers and Principal Teachers must work together to address issues in their own areas of the school. The role of the **Principal Teacher Curriculum** is essential: their role is to maintain good order and the wider needs of the school, raise attainment, and provide support and guidance to teachers.

Teachers should ensure they liaise with their Principal Teacher Curriculum on all matters associated with this policy and refrain from 'escalating' issues straight to SLT or PTS in the first instance. **The exception to this is obviously incidents that are deemed very serious – such as physical behaviours, verbal assault, suspicion of substance misuse and weapons incidents etc.** (Appendix 6). These high-level incidents will be managed by SLT. See additional policy links in Appendix 1. In such cases, members of staff will contact the school office for urgent assistance and a member of SLT will be alerted.

**The Pupil Support Team** will have an overview of all positive achievements and any inappropriate behaviours as part of that holistic view of the young person. They can provide, or signpost to, additional supports/restorative approaches as required for young people and their families.



## Positive Relationships, Behaviour and Expectations

Through the whole school merit/demerit, referral and tracking & monitoring systems, PTC through the **Extended Leadership Team (ELT)** can identify young people who may be in need of interventions and can identify areas of personal difficulty. They can support teachers, parents and carers with appropriate approaches to build and sustain positive relationships and to improve attainment. A focus on early intervention is crucial to provide positive and aspirational learning environments and it is therefore imperative that the procedures outlined in this policy are adhered to by all, as stated, GIRFEC is a key policy driver and underpins our development and promotion of positive relationships within Douglas Ewart High School.

The Behaviour Intervention Flowcharts in Appendix 6 shows an overview of strategies and supports that can be implemented at various stages. These flowcharts are included to provide examples of support, which can be implemented at various stages but staff should use professional judgement, common sense and their knowledge of the young person.

The **SLT** will have an overview of the whole school via the various tracking and monitoring systems in place for all areas of a young person and their wellbeing indicators, as well as via conversations with all staff, young people and parents/carers. They will provide whole school support and challenge to ensure that the intended aims and rationale behind this policy are upheld. This will be done in a fair and consistent yet flexible manner, based on the individual circumstances of young people and their level of need. The **Pupil Support team** can assist Principal Teacher Curriculum to provide a holistic view of the young person based on the GIRFEC, if the child has been identified as a child in need.

Where positive relationships break down between young people and the school, and the de-escalation framework and resources in place have been exhausted, SLT and PTS will follow the Local and National policies with regards to signposting to other external supports available. (See appendix 1)

At all stages, young people and their families and appropriate staff will be involved and informed, with regular updates, group calls, reports, intervention letters, praise postcards and meetings being held, where required, to discuss the best way forward for all.

Celebrations of successes and wider achievements will be shared regularly throughout the academic year with young people, their families and the wider school community through a variety of mediums and events.

## Conclusion

Promoting positive behaviour and supporting young people with individual choices and self-regulation is a very complex area, therefore the following points must be emphasised:

- i. Whilst staff should adhere to the procedures outlined above, there must be scope for flexibility of approach. A comprehensive approach to resolving more difficult situations will be required.
- ii. Where there are behaviour concerns, the two-way recording of information, communication, discussion and feedback at all levels is most important. Only then, can there be sufficient understanding to provide appropriate support with difficult situations effectively, allowing a degree of flexibility or demanding a more robust approach as required.
- iii. All stakeholders need to have a commitment to uphold the expectations of the above policy, this is essential to ensure its success.
- iv. It is important that staff are consistent, understanding and fair when addressing matters relating to positive relationships and behaviour.



## 7. UNCRC Links

- **Article 3 (best interests of the child)** The best interests of the child must be a top priority in all decisions and actions that affect children.
- **Article 12 (respect for the views of the child)** Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.
- **Article 13 (freedom of expression)** Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.
- **Article 19 (protection from violence, abuse and neglect)** Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment
- **Article 28 (right to education)** Every child has the right to an education. Discipline in schools must respect children's dignity and their rights.
- **Article 31 (leisure, play and culture)** Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.
- **Article 37 (inhumane treatment and detention)** Children must not suffer cruel or degrading treatment or punishment.

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### Appendix 1 Related Policies and Further Reading

Better Relationships, Better Behaviour, Better Learning 2013;

<https://education.gov.scot/parentzone/Documents/BetterRelationships.pdf>

Equalities Act 2010;

<https://www.gov.uk/guidance/equality-act-2010-guidance>

GIRFEC (Getting it Right for Every Child);

<https://www.gov.scot/policies/girfec/>

Curriculum for Excellence;

<https://scotlandscurriculum.scot>

United Nations Convention on the Rights of the Child;

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

Included, Engaged and Involved – Part 2 – Scottish Government;

<https://www.gov.scot/publications/included-engaged-involved-part-2-positive-approach-preventing-managing-school/pages/9/>

Dumfries and Galloway council policies;

<https://www.dumgal.gov.uk/article/16350/Strategies-plans-and-policies>

Further reading:

- The use of mobile phones and technology are covered in their own specific policies: Pupil Acceptable use of ICT Policy
- The Standards in Scotland's Schools Act 2000
- Disability Strategies and Pupils' Educational records (2002)
- Additional Support for Learning (Scotland) Act 2004 (as amended 2009)
- Code of practice to support the ASL Act
- Children and young People (Scotland) Act 2014
- Education (Scotland) Act 2016
- The National Improvement Framework (NIF)
- Pupil Equity Funding
- How Good is our School? 4th edition (2015) (HGIOS 4)
- GTCS Professional Standards
- Developing a positive whole-school ethos and culture – Relationships, Learning and Behaviour (2018)
- Guidance on the presumption to provide education in a mainstream setting (2019)
- Support for Learning: All our Children and All their Potential, June 2020



Appendix 2

Code of conduct

All young people have the right to learn, and all staff have the right to work in a safe, positive environment that is conducive to good teaching and learning. All members and visitors of DEHS must, at all times and in all places, follow our **Expectations of All Frameworks:**

This Expectations of All Framework (Pupil friendly) must be displayed prominently in all teaching, communal and social areas of the campus so that it can be referred to consistently.

Code of Conduct- Our Expectations of All Framework	
<b>Successful Learners</b>	<p><b>Treat Everyone With Respect</b></p> <ul style="list-style-type: none"> <li>Behave and speak in a polite way that does not offend others.</li> <li>Verbal and physical and emotional abuse will not be tolerated.</li> <li>Value and support all forms of diversity within our own school community and beyond.</li> </ul> <p><b>Attend all Classes on Time</b></p> <ul style="list-style-type: none"> <li>Avoid disrupting others by arriving late or leaving early.</li> <li>Bell to bell learning in all classes.</li> <li>Use interval/lunch for individual admin tasks.</li> <li>Be reliable in attending all classes.</li> </ul>
<b>Responsible Citizens</b>	<p><b>Maintain a Safe &amp; Clean Environment</b></p> <ul style="list-style-type: none"> <li>Treat all property and areas with respect.</li> <li>Place all litter in bins / clear up any mess.</li> <li>Follow all current health and safety guidance.</li> <li>Eating , chewing and drinking in social areas only.</li> </ul> <p><b>Follow Mobile Device Technology Policy</b></p> <ul style="list-style-type: none"> <li>All mobile devices on silent/switched off and out of sight unless explicitly asked by staff to use them in class.</li> <li>No mobile devices / headphones to be used in toilets or changing areas.</li> <li>Mobile devices / headphones may only be used during at intervals and lunchtimes in designated social areas, and in a respectful way.</li> </ul>
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	<b>Confident Individuals</b>
	<b>Effective Contributors</b>









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Appendix 3

Merit/Demerit categories

 <b>MERITS AT DEHS</b> 	 <b>DEMERITS AT DEHS</b> 
<p><b>★ ATTITUDE</b> You have been noticeably polite and positive to staff and other pupils either within a lesson, over a series of lessons or within the corridors and social spaces within the school.</p>	<p><b>★ EFFORT</b> You have put in a noticeable amount of extra effort over a lesson or a series of lessons for example by consistently working hard on the tasks that you are set or overcoming a difficulty that you had with a task.</p>
<p><b>★ ACHIEVEMENT</b> You have achieved success in class. For example by winning a quiz, producing an excellent piece of work or achieving an excellent or improved score in a test.</p>	<p><b>★ BEING HELPFUL</b> You have been noticeably helpful to others, for example by handing out jotters to other people unprompted or helping someone by assisting them with a task they are struggling with.</p>
<p><b>★ IMPROVEMENT</b> Your teacher has noticed a significant improvement in your effort in class, the quality of your work, your behaviour or your attitude either within a lesson or over a series of lessons.</p>	<p><b>★ HOMEWORK</b> You have handed in a piece of homework that has gone above and beyond the expectations for the task and has clearly taken a lot of time and effort to complete.</p>
<p><b>✗ DISRESPECT</b> You have displayed a lack of respect towards a member of staff or other pupil e.g by answering back or being disrespectful to others in the classroom.</p>	<p><b>✗ LACK OF ENGAGEMENT</b> You have a noticeable lack of engagement and effort during a lesson or over a series of lessons. For example by putting in very little effort in the tasks you are set or having to be consistently prompted by your teacher to complete tasks.</p>
<p><b>✗ DISRUPTION</b> You have disrupted the learning environment with your behaviour, for example by distracting others from their work.</p>	<p><b>✗ MOBILE PHONE</b> You have used your mobile phone in class without the permission of your class teacher.</p>
<p><b>✗ ATTITUDE</b> You have displayed a negative attitude towards your learning environment for example by breaking equipment that you have been given.</p>	<p><b>✗ HOMEWORK</b> You have not completed a homework task that you have been set by the deadline given or have not brought the correct equipment required for a lesson e.g a food tub in home economics.</p>
	

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**Appendix 4**

**Merit and Demerit Procedures.** (Merit/Demerit categories will be reviewed and updated each session)

**Additional instructions regarding data input using SEEMiS, including areas that may require merits/demerits.**

On your SEEMiS Class registration page you will find a **black smudge/splat symbol and a yellow star symbol** beside it. These are the merit and demerit symbols. Once a students name is clicked, you can select one of the pre-determined categories.

**Merit Categories:** Is an Effective Contributor, Uniform, Attitude, Effort, Improvement, Achievement, Being Helpful, Misc, Homework, CARE

**Demerit Categories:** Uniform, Attitude, Homework, Disrespect, Mobile Phone, Lack of engagement, Misc, Disruption, No PE Kit, Referral

**Referrals:** Referral are when there are serious/significant behaviour concerns or persistent behaviour concerns that continue. There are the level above a demerit. There are recorded via the SEEMiS referral system found in 'Application – Behaviour – Referral System' or via the referral column on the teachers class register screen.

## Merits ★ ★ ★

- 10 merits = mention in praise assembly
- 25 merits = text home
- 50 merits = certificate in assembly and text home
- 75 merits = phonecall home

## Demerits ⊗

- 5 demerits = spoken to by Mrs Paterson and made very clear that your behaviour is being monitored more closely by all staff.
- 10 demerits = behaviour monitoring card and phonecall home.

## Demerits ⊗

- Behaviour Monitoring Card = filled in each day by teacher and sent home to be signed.
- Must come to Mrs Paterson in C10 to be checked at SET, end of period 4 and end of period 6 each day.




Appendix 5

Stages of Consequence: Correction and Reflection – Self Reflection Time (SRT)

**Classroom Correction** - The majority of low-level behaviours will be addressed through informal classroom correction as part of usual classroom management and organisation.

Where a staff member considers that a young person requires continuous classroom correction, the following staged approach should be implemented (colleagues should use professional judgement around these steps):

Code of Conduct - Reflective Worksheet: Our Expectations of All Framework	
<b>Successful Learners</b>	<div style="border: 1px solid black; padding: 5px;">           Name of young person: _____            Class Teacher: _____            Code of Conduct/Expectation Breakdown Incident and Date: (please describe briefly): _____         </div>
	
<b>Responsible Citizens</b>	<b>Reflection 1: What got in the way of learning / progress?</b>
	<b>Reflection 2: Which Code of Conduct did my actions not meet?</b>
	<b>Reflection 3: How did my actions affect others ?</b>
	<b>Reflection 4: What will I do differently next time?</b>
	<b>Reflection 5: What could staff do to help me meet our 'Code of Conduct/Expectations of All'?</b>
	<div style="border: 1px solid black; padding: 5px;">           Signature of Staff: _____            Date: _____            Impact of the Reflective task (the extent to which the young person engaged meaningfully in the process): _____         </div>

Following the staged intervention model, where a faculty has exhausted their intervention options and the young person are showing no sustained improvement, they can be referred via PTC for a SRT - parent/carer informed.

Suggestion: Reflective Worksheet may be used at a SRT - Reflective Worksheet completed and signed off at the end of the SRT. Worksheet given to school office, to be copied and shared with Parent/carer and relevant staff.



Appendix 6

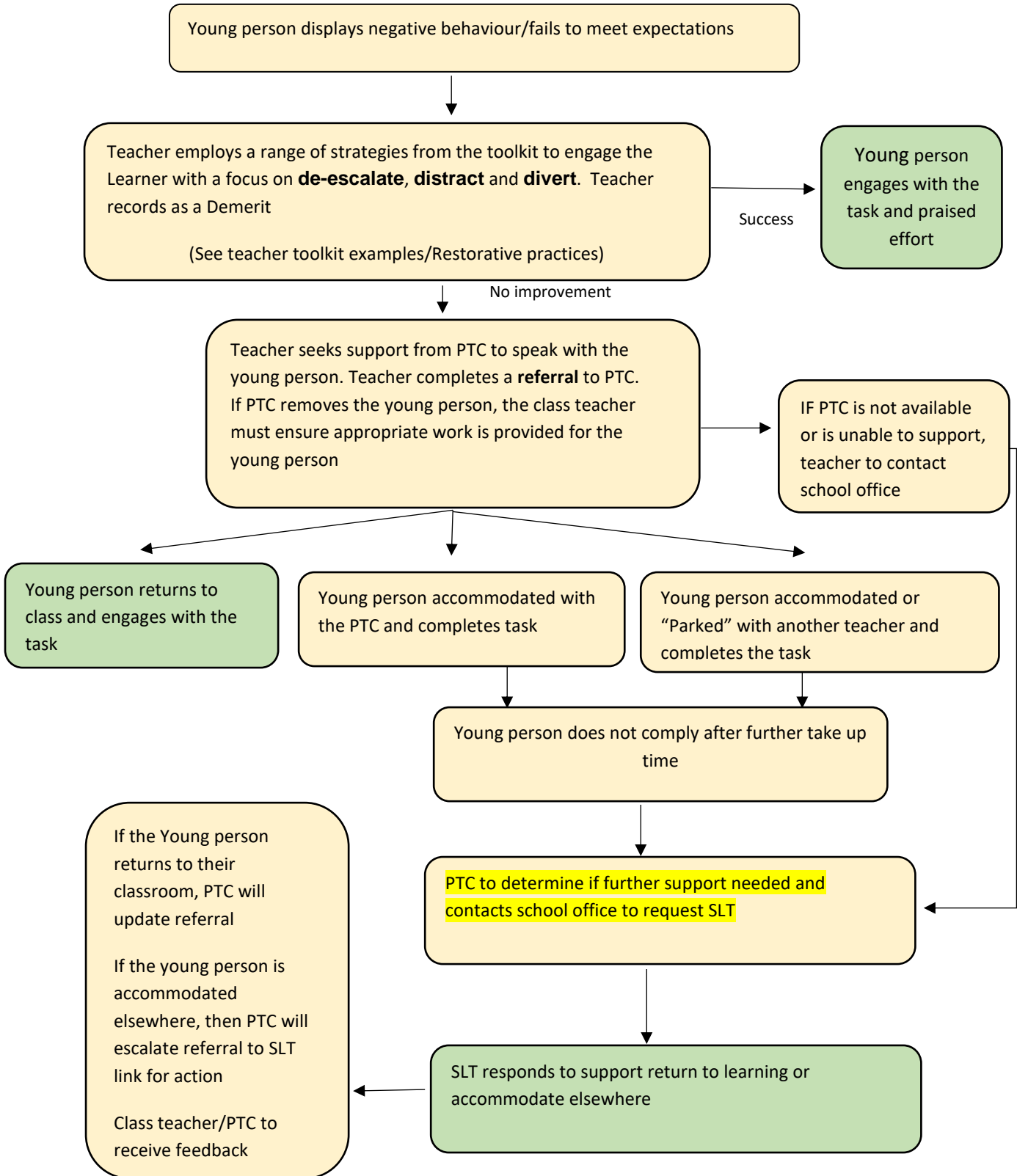
Staged Intervention Overview Flowchart

An overview of strategies and supports that could be implemented at various stages.





Classroom flowchart

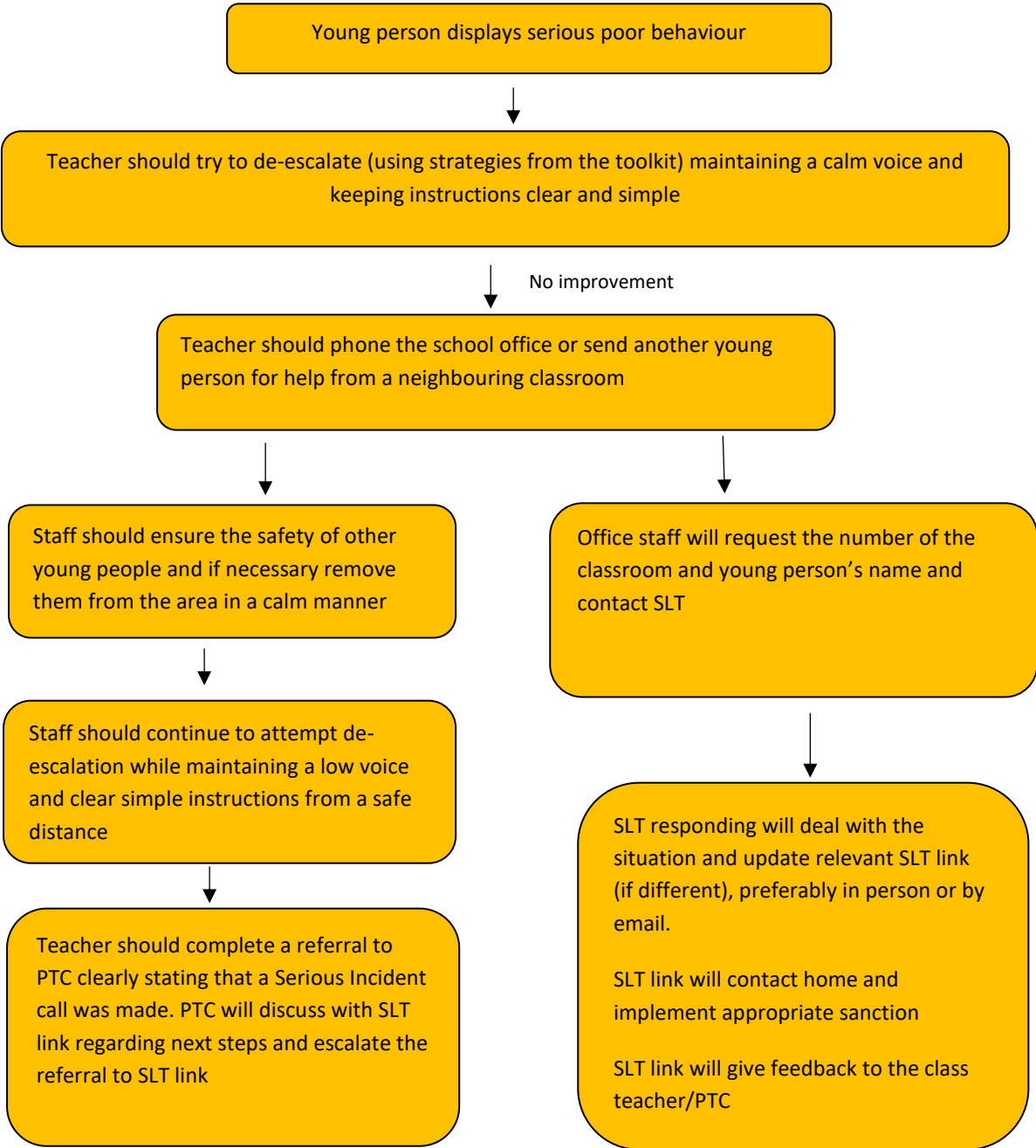




Serious Incident flowchart

Serious Incidents can be described as:

- Situations where the **immediate** health and safety of staff and/or other young people is compromised by the actions of someone
- **Fighting** in class/physical assault and aggression from a pupil towards staff or others learner(s)





Appendix 8

Teacher toolkit

