



Gracemount High School

Better Relationships, Better Learning, Better Behaviour

Phase 1 – recognising and rewarding positive behaviour

Values postcards have been introduced to motivate pupils and encourage staff to recognise positive behaviour across the school.

All teaching staff are asked to issue a minimum of 10 values postcards each month.

- They complete the postcard by filling in the pupil's names and class and tick the value which links to the reason why the postcard is being issued.
- The postcard is placed in the tray in the office and placed in registration wallets.
- The office staff enter a merit under the values merit system.
- Postcards are issued to pupils at registration.

There are 3 categories of awards:

1. **Bronze Awards** - award issued by Guidance teacher and letter/text sent home.
 - S1/2 – 10 postcards
 - S3 - 8 postcards
 - S4-6 – 6 postcards
2. **Silver Awards** - issued by DHT and letter/text sent home
 - S1/2 – 20 postcards
 - S3 – 16 postcards
 - S4-6 – 12 postcards
3. **Gold Awards** issued by HT and letter sent home. Pupil also qualifies for end of term year group trip.
 - S1/2 – 30 postcards
 - S3 – 24 postcards
 - S4-6 – 18 postcards

House Points for positive behaviour.

Every values postcard is also worth 1 house point.

- A bronze award is worth 10 house points.
- A Silver award is worth 20 house points.
- A gold award is worth 30 house points.

Each week we will have a **best behaviour** house champion (most house points for Values Postcards) - announced by the House captain

Pupils in each year group with most postcards (merit points) in each value will also win our Value awards at Celebration evening with an overall winner also announced.



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Phase 2

House Points:

1 house point is awarded every time a pupils arrives at school on time – they must be in your registration class for the 8.32am bell. Every day registration teachers will count the total points from their class and all of these will be added at the end of the week.

Each class in every house will be totalled and each week we will have an **attendance house champion** announced by the House Captain.

We will **combine attendance and behaviour points** to have an overall house winner for the week. This will be announced on Monday morning by the winning House Captain.

At the end of the year (Easter) there will be a house champion – pupils in that house will be given the chance to participate in an afternoon event.

SNAP CHAT

To protect learning in the classrooms SNAP CHAT is banned from all school devices – I-pads. This will be tracked by Mr. Gordon – app installs will be checked electronically - and random checks will be made.

Registration teachers are asked to check pupil I-pads once every week.

Pupils found with SNAPCHAT will have all app and camera functions removed from school I-pad and may even have I-pad removed. Teachers who discover SNAP CHAT should remove the i-pad and hand to a member of SLT.

Late coming after lunch

Late coming is defined as when you are not in class by 1.37pm - (third bell).

Any pupil late after lunch will be placed on **below expectation detention** which will be for 15 minutes at the start of lunchtime the next day – room PSE 2.

If a pupil is late back after lunch they will be signed in by Mrs Hurd who will issue a below expectation detention slip.

A text will be sent home to inform parents of late coming and the detention for the following day.

If any pupil arrives late to class the teacher will check if they have the below expectation detention slip. If not, they are sent to office and are to return to class with a below expectation detention slip.

Your guidance teacher will continue to monitor all absences.

Detention

Detention is for 15 minutes the next day – The expectation is for you to arrive on time and to sit quietly. Mrs Hurd or your teacher will issue a reminder slip to you during P4 on the day of the detention.



You can choose to work if you wish to you but are not allowed access to mobile devices including I-pads.

If a pupil is late / argumentative / disruptive or does not attend then detention is extended to after school that day – 30 minutes supervised by Mrs Hurd and other staff.

Any pupils who do not attend will also be kept out of class period 5 and 6 that day and placed in isolation.

If a pupil does not attend after school detention then parents are contacted that day and are informed that you will be out of your classes until the detention is completed.



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Phase 3 – Protecting Learning – Goes Live on 22nd August

“I’ve come to a frightening conclusion; that I am the decisive element in the classroom. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a person’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a person humanized or de-humanized.”

HAIM GINOTT: Teacher and Child

At Gracemount High School we recognise that the teacher is the **decisive element** and as a result we actively promote the following key components to ensure effective classroom behaviour:

- We aim to deliver the **highest quality learning and teaching** in all lessons. As reflective practitioners we will always consider – **Is my lesson worth behaving for?**
- As teachers we understand we **must know our pupils and fully understand their needs**. Use of ASN information and strategies are an important part of successful teaching.
- We have an **unconditional positive regard** for all pupils and are confident enough to combine this with an **assertive authority** where required.
- We are **restorative** and **solution focussed** in nature – we remain calm and look to **de-escalate**.
- There is **consistency** of approach across the school – firm but fair.
- We are committed to **professional development** – we all have a responsibility to develop and use our skills in classroom management.

Classroom management procedures

If usual classroom management procedures (e.g. reminders, moving seat, quiet word etc.....) have been unsuccessfully attempted move onto:

1. **1st step** – 1 verbal warning – formally worded (must include the words “formal warning”).
2. **2nd step** – asked to go outside (time to stop and think about next steps – the teacher will encourage the pupil to do this)
3. **3rd step** – on-call.
4. If high level incident (see behaviour codes) go **straight to step 3 where you feel it is appropriate**.

On call –

- Teacher calls office and logs using agreed behaviour codes (see table below). The BSO is contacted in order to attend.
- The BSO collects the pupil and escorts the pupil to on-call CL. At this point the pupils is issued with their detention slip by the BSO.



- A text is sent home by office staff alerting parents/carers to on-call and detention. **(If P5 or 6 a phone call should be made home where possible).**
- The pupil is added to protecting learning detention list by BSO.

A high level on-call will require a restorative meeting with the CL and/or the class teacher. The CL will inform the BSO of the suggested time and date of the restorative meeting (via a copy of the detention slip) that day and the pupil will be informed during detention.

Low level on calls – repeated occurrences of:	Behaviour Code	High Level on calls	Behaviour Code
Not on time	LLOC	Directly challenge to staff	DCS
Not on task	LLOC	Threatening/dangerous behaviour	TDB
Talking out of turn	LLOC	Abusive/offensive language directed towards others	AOL
Out of seat (without permission)	LLOC		
Lack of or incorrect equipment.	LLOC		
Not following instructions	LLOC		
Abusive/offensive language	LLOC		

On-call follow through

On-calls are serious issues. As a result the following will be applied where there are on-calls.

- 1 on call- seen by CL and appropriate strategy implemented.
- 3-5 on calls in one week or consecutively in one class – pupil removed from classes until parental contact has been made. DHT leads on this.
- 5+ on-calls in one week or consecutively in one class – Internal exclusion procedures are implemented.
- 10 on-calls in one term – Internal exclusion followed by planned period of reintegration.

Protecting Learning Detention

- Detention is that night for 15 minutes (LLOC) or 25 minutes (HLOC) – extended by 15 minutes that night if pupil is late / argumentative / disruptive.
- Expectation is for pupil to arrive on time and to sit quietly. They can complete written work if they wish and are not allowed access to i-pads or mobile devices.
- If the pupil continues to be disruptive in detention a protecting learning detention for the following evening is issued.
- If they don't attend the follow up is a full day in isolation. You will not return to any class until the detention is completed.
- Two on-calls in one day = 40 minute detention – same rules apply.



- Three on-calls in one day = day in isolation – 40 minute detention still applies.

Supported Intervention

Where a pupil continually disrupts a lesson/class over a period of time or after a HLOC a teacher may choose to implement a supported intervention. This works in 2 ways.

1. The pupils in the class have their learning protected as the pupil is denied access to that class for a period of time (In most cases this would be for 2 further lessons although may be longer).
2. The pupil is removed from class, hosted in a senior class where possible and is given time to reflect on their own behaviour.

Process for applying supported interventions

1. The class teacher will refer the pupil to the CL and indicate if they wish a supportive intervention to be put in place. (Must complete a SEEMIS referral).
2. The CL will discuss with the teacher and then inform the BSO of pupil's name, subject class, dates and periods to be out of class. A date for a restorative meeting will be provided.
3. The BSO will allocate the pupil to appropriate classes and inform the CL, class teacher and hosting staff. A supported intervention slip will be issued to the pupil by the BSO.
4. Classwork will be sent to the BSO, the pupil will report to the BSO at the beginning of the period and be escorted to the hosting class. Work will be returned to the BSO who will pass onto the class teacher.
5. The CL will inform the Pupil Support Leader by passing on the referral.
6. A supported intervention text will be sent home (wording to be agreed) to inform the parents/carers. The BSO will contact the office to ensure this is sent.

Pupils Out of class

- There will be 1 card for pupils being out of class.
- This must be issued by the class teacher (the card will have the class teachers name on it).
- No pupil is allowed out of class without the card or a slip issued by a teacher, e.g. 5 a day slip.
- Any pupil in school who is out of class can be asked by any member of staff for their card.
- Failure to show the card will result in an immediate referral to SLT.

SLT "Hotspot" Timetable

- Aim is to support learning and teaching in most "challenging" classes.
- Maximum of 5 classes across the school – 4 week rota.
- Staff request drop-in – Hotspot form completed in discussion with CL.
- Guaranteed drop in at requested times from any member of SLT.