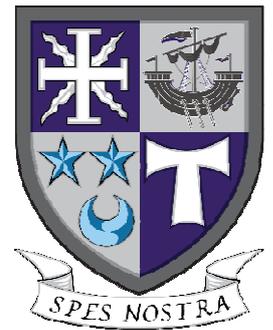


Promoting Positive Behaviour

Position Paper (Incorporating Equalities Policy)

December 2014



Mission Statement

We, the community of Holy Rood High School, Inspired and helped by the Holy Spirit, Aim to work together to build an inclusive community based on the Christian values of love, forgiveness and justice. In doing so, we hope to promote the spiritual, intellectual, moral, physical, emotional wellbeing and social development of everyone in our school community.

We aim in our relationships to show the highest level of care and compassion for one another based on mutual respect and support. We recognise, respect and celebrate the wonderful religious, cultural and social diversity we have within our school community. We will celebrate and give thanks for each other, especially in prayer and in the Eucharist.

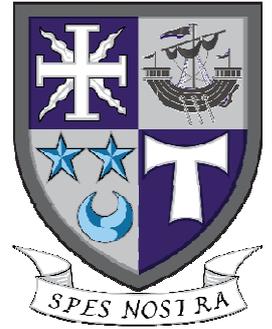
We aim to deliver high standards of effective learning and teaching, in a supportive and nourishing environment to enable all pupils to develop positive attitudes towards learning, achieve their full potential, develop self-worth and build the resilience and self-awareness required for life. We will provide the pastoral and chaplaincy support which underpins academic achievement for all.

We aim to strengthen our relationships with the families, parishes, primaries and the local and global communities we are part of, to enable us to enrich the experiences that we offer our pupils and to celebrate and share our pupil's gifts, talents and successes for the benefit of others.

We aim to provide high quality leadership at all levels in our school community.

We aim to offer everyone who comes to our school generous hospitality and a welcome that reflects our vision of the God - given dignity of all.

“May we give our daily best to act justly, love tenderly and walk humbly with you and trust that we will forever have Spes Nostra.”



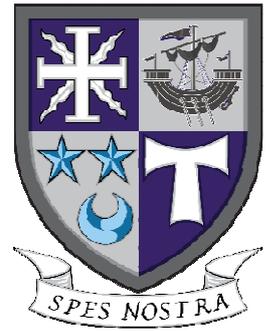
INTRODUCTION

This document is relevant to all staff, pupils, parents/carers and visitors associated with Holy Rood RC High School.

At Holy Rood RC we encourage positive attitudes towards self, others and the community around us. We recognise that supporting and valuing others is as important as academic achievement. Having a school centred on **Gospel Values** including respect and tolerance enhances the school ethos for all pupils and will lead to better attainment and achievement.

We strive to become a completely **inclusive school** for all pupils, parents/carers, staff, partner agencies and others within our school community. Holy Rood's school vision for **supporting all** and developing a strong **Catholic Community**, that promotes positive relationships, is outlined in our school Mission Statement

*“God, source of all life and goodness,
We place before you the concerns of our heart today.
Together, we look to your inspiration of love
and forgiveness in all our relationships.
May we see in ourselves and each other
what you see in us.”*



AIMS

Holy Rood encourages our children to become successful learners, confident individuals, responsible citizens and effective contributors in our community, we aim to:

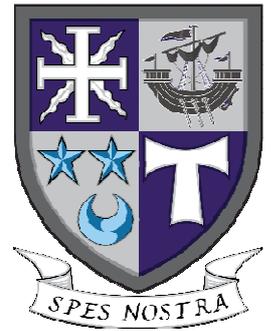
- Ensure that everyone reaches their individual potential in a safe, supportive, yet challenging environment with the highest expectations for all.
- Foster a sense of responsibility through the promotion of positive behaviour strategies and restorative approaches, self-discipline, and independence.
- Take account of the views of pupils, parents/carers and staff so that all stake holders are actively involved in the learning and development of the school.

Shared values and beliefs to promote positive behaviour and ethos based on the Gospel Values

We believe and understand that:

- Children who feel valued, cared about and are successful contribute appropriately to a positive school ethos.
- When the ethos of the school and the classroom is positive this support effective learning and teaching.
- Children who are supported and challenged in their learning, experience success in meeting their personal learning goals and will also be engaged and enthusiastic within the school community.

"We give thanks for our school which unites us in our differences and surrounds us with the beauty of your creation and for the many opportunities we have which allow us to commit ourselves to bring justice to our world."



INDIVIDUAL ROLES AND RESPONSIBILITIES

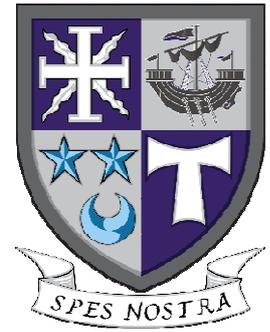
All Staff:

- Model respectful, courteous and honest behaviour.
- Establish positive relationships with all members within the school community.
- Capitalise on appropriate opportunities to promote positive behaviour.
- Confront inappropriate behaviour in accordance with the Promoting Positive Behaviour Position Paper.

Curricular Leaders, Class Teachers and Support Staff:

- Engage in collaborative working with all relevant staff.
- Self-evaluate classroom practice on a regular basis to ensure learning and teaching is effective, clear and appropriate to the needs of individual pupils.
- Provide opportunities to celebrate attainment/achievement in relation to position paper.
- Self-evaluate classroom practice to ensure rewards are appropriate and effective.
- Record aspects of behaviour and rewards and relevant consequences for individuals.
- Promote achievement and positive behaviour through awards and displays ensuring raised awareness and enhancement of our positive ethos.
- Consult with other CLs and then Year Heads, if appropriate, to support the Promoting Positive Behaviour Position Paper.
- At the earliest appropriate stage inform the parents of initial concerns to support pupil behaviour.
- Ensure that school/faculty/class rules are clearly identified and disseminated to support specific areas within the school environment.

*“Jesus, you triumphed over death
on the cross to new life.
Give us courage and strength to overcome
the personal challenges we face in life.”*



SLT/Year Heads

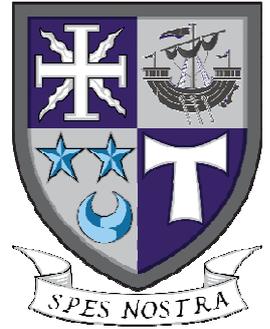
- Deliver assemblies which reinforce the school aims, Positive Behaviour Position Paper and Mission Statement.
- Monitor delivery of Promoting Positive Behaviour Position Paper across whole school.
- Support and challenge children, staff, parents, carers by applying position paper.
- Provide opportunities to celebrate achievement in relation to Promoting Positive Behaviour Position Paper.
- Give rewards and relevant consequences to support the Promoting Positive Behaviour Position Paper.
- Engage parent/carers in Promoting Positive Behaviour Position Paper during enrolments.
- Enable and empower staff to upgrade skills to deliver Promoting Positive Behaviour Position Paper.
- Engage **Partner Agencies** for additional advice and/or help where necessary to support our Promoting Positive Behaviour Position Paper.

Parents/carers:

- Keep staff informed of any changes which are likely to unsettle children's routines and may have an effect on behaviour and their achievement.
- Support Holy Rood RC High School in the practice of the position paper and any individualised behaviour strategies put in place to support the child.

Pupils:

- Understand and follow the school's expectations in relation to behaviour.
- Recognise and know the appropriate staff to report any incident to regarding issues around the Promoting Positive Behaviour Position Paper.
- Where appropriate engage in any individualised promoting positive behaviour strategies to support improved behaviour.



Developing Positive Relationships

It is accepted that positive relationships are vital in the creation of a positive ethos and for the success of the school. All members of the school community have a duty to be as constructive as possible at all times. The aim is to engender mutual respect and co-operation amongst staff, pupils and all members of the wider school community. These priorities can be achieved through a commitment to **positive relationships, good classroom management** and by **consistency of application** of the school's Restorative principles and practices.

Successful practitioners of Restorative Approaches:

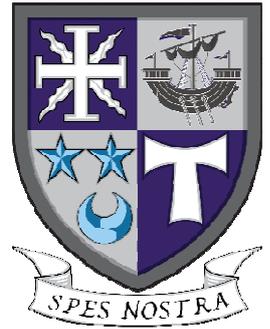
- Are highly competent and confident in the skills and techniques of Restorative Practice
- Are aware of the social, emotional and behavioural needs of students
- Clearly demonstrate a sense of mutual respect
- Recognise and reward good behaviour
- Effectively encourage individuals to promote a sense of pupil achievement
- Are clear, decisive and consistent
- Have high expectations of themselves and pupils
- Maintain a focus on future success and progress both for themselves and their pupils
- Intervene swiftly in a sensible and sensitive way
- Can distance themselves from problem behaviours so they don't take it personally
- Are polite yet firm in their expectations
- Use solution focused thinking and strategies
- Are empathetic and have understanding of the needs and supports required by others
- Are skilled and effective 'active listeners'
- Demonstrate a degree of appropriate negotiation with pupils
- Have well considered strategies to anticipate and defuse potential confrontation
- Maintain a sense of humour and balance
- Can identify what **their pupils** and **they** can do differently

Positive Behaviour Management

All staff have available a variety of behaviour management skills many of which are closely woven into our range of teaching styles and methodologies.

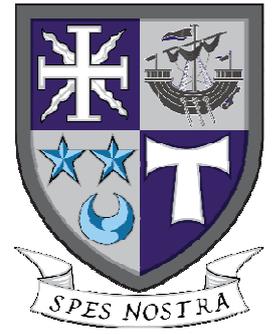
Examples of these are:

- Inserting a pupil's name into a sentence to recall his/her attention
- Catching the eye of the wrongdoer
- Pausing momentarily to make the pupil realise she/he has been spotted
- A brief, unexpected change of voice or style by the teacher
- A short, humorous comment as appropriate
- A measured and proportionate comment to correct the behaviour
- A clear, brief instruction to amend the unsociable behaviour
- Moving one or two pupils to minimise risk of escalation
- Changing the pace of work
- Having an atmosphere in the class where other students disapprove of the behaviour
- Actively involving pupils in their own learning



Good Classroom Management – Key Strategies

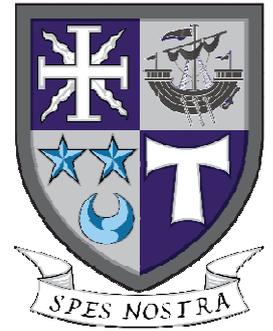
- Be a reflective practitioner, always looking to improve your practice. Be self-aware and evaluate your lesson and your performance. Be aware of any mistakes you may make and learn from them so that you do not repeat them.
- Be sensitive to need and adapt your resources and teaching accordingly
- Be aware of your choice of words, tone and body language
- Be on time for your lesson with each class. Smile and be pleased to see your pupils
- Be well prepared for your lesson – know exactly what you are going to teach them, how and why.
- Have all the resources you will need prepared in advance and with you. Make sure any work/information sheets you will issue to pupils are attractive, easy to read, give clear instructions/information and are worded in a way pupils will understand.
- Make clear to pupils, from the first time you meet them, what you expect of them when in your class – appropriate behaviour (including the way they enter the room and get ready to work and leave the room), a high standard of effort at all times, treating everyone in the room with courtesy and respect.
- Demonstrate by your professional standards, behaviour, manner and speech that you are taking responsibility for their care and education while they are with you. Model carefully and consistently the behaviours desired in the class



- Have a routine for beginning the lesson – a task they complete as soon as they enter each day or a stance you take to address them at the start of each lesson, for example.
- Make clear to them at the start of the lesson what they will be working on today:
 - What we are learning today; learning intentions and skills development
 - What tasks they will be completing in the course of the lesson
 - Set the lesson into context – why are we learning this today – how does it link to what has gone before and what will come next?
- Give clear instructions to pupils about what they are to do. Any written instructions should be clear for them – read it over to them if you doubt their ability to read it for themselves. Be flexible and prepared to change from your original plan so that pupils remain on task and focused on work at all times.
- Provide positive motivation and encouragement to make pupils feel confident in themselves and in you. Use meaningful and deserved praise, incentives and rewards to create a positive climate.
- Involve pupils in their learning – make it active and take into account the range of learners you have in the room. Be aware of learning levels, needs and styles within the teaching group. Offer appropriate support as they work on tasks. Actively involve pupils in setting targets, expectations and responsibilities for themselves. Give appropriate **feedback** to support their understanding.
- Familiarise yourself with individual needs and support requirements, taking note of advice and information from Support for Pupils/Additional Support for Learning. Develop knowledge and understanding in how to differentiate by outcome, task, resources and support.
- Make sure you give clear instructions about homework to be completed – **what** you expect, **when** you expect it, **why** you expect it to be completed to the best of their ability. Pupils should be given appropriate time to copy down homework instructions into their Pupil Planner.
- Engage positively with the pupils in the classroom. Correct work/homework and get it back to them as soon as possible, using the whole school and faculty position paper for codes, correction and comments.
- Ensure all pupils have the opportunity to learn appropriately. Be consistent and fair about the way you engage, encourage and support those pupils who may at times impact negatively on teaching and learning – young people react very poorly to unfair or inconsistent treatment.
- **Follow school and faculty policies at all times.**

Restorative Approaches

Relationships in Holy Rood RC High School are based on a commitment to co-operation, mutual respect and shared values. We use Restorative Approaches to manage and promote positive relationships and to resolve any emerging behaviour or inter-personal issues.



Restorative Practice is an approach to dealing with harm and conflict in a **non-confrontational** way. The process allows those who have caused harm the opportunity to accept responsibility for their actions and put things right. It also gives students and staff who may have experienced any harm, the facility to express how their needs can be met through a **solution focused** restorative meeting.

Restorative Practice offers a **fair process** and one that enables the people who have experienced the problem to actively engage in the problem solving. It meets an individual's need to be heard and understood, and most importantly, be part of the **decision-making**. The restorative process can contribute to the development of social and emotional competencies and reinforces expectations, boundaries and school values.

A Restorative Process Provides:

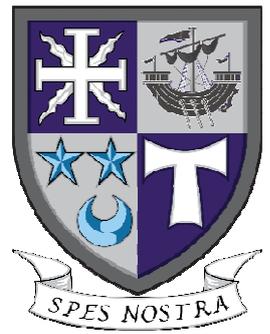
- Engagement
- Empowerment
- Consistency
- Responsiveness
- Flexibility
- Cooperation
- Negotiation
- Accountability
- Responsibility
- Collaboration
- High expectations
- Effective feedback

Restorative Approaches fit in very well with the values and ethos of our school. These values are constantly re-enforced with pupils during Tutor Time and our Year Assemblies. An important aspect of managing and promoting positive relationships in school is **consistency**. If a member of staff is supporting a pupil the general script to be used is based on acceptable *Restorative Practice Enquiry Questions*:

- **What happened?**

Leave time for pupils to respond and then summarise the factual information provided.

"So what you are saying is...."



- **What were you thinking and feeling at the time?**

Leave time for pupils to respond and then summarise their emotional response.

“So what you were thinking is....”

“So what you were feeling is....”

- **Who has been affected?**

Leave time for pupils to respond and summarise those people who have been affected by the incident.

- **What do you think you and others need to do to make things better?**

Leave time for pupils to respond and summarise

It may not work initially on every occasion. Success rate will depend on **circumstances** at the time, the **existing relationship** between the parties involved and **positive engagement** with the process. Some individuals may have difficulty initially in accepting responsibility for their actions, but for most people, most of the time the restorative process will work. Posters in all classes and public areas in the school reflect our values and this script.

Restorative Approaches Context

Level 1 – Restorative Enquiry

A class teacher in response to low level issues or concerns would facilitate the restorative enquiry. It is a simple and effective way of supporting pupils. The teacher would firstly use the Restorative Practice Enquiry Questions to help identify the pupil need. Appropriate solutions or support strategies could then be agreed for moving forward. A Restorative Enquiry could easily take place during the course of a lesson or briefly at the beginning or end. It is an extremely effective mechanism for promoting dialogue, developing positive relationships and encouraging effective feedback. No written documentation is required at this level.

Level 2 - Restorative Discussion

A Restorative Discussion is an effective way of dealing with a range of issues including **moderate-level** disruption or a disagreement. The classroom teacher facilitates this Restorative Discussion at an agreed time. The discussion can relate to issues between **pupil/pupil** or **pupil/class teacher**. This opportunity for solution focused dialogue should be referred to as a '*Call-back*'. It takes no longer than the time formerly taken to issue a punishment exercise or supervise a detention. It directs people to accept responsibility for their actions, and enables them to repair the harm caused. It is highly effective at taking the heat out of potentially confrontational situations.



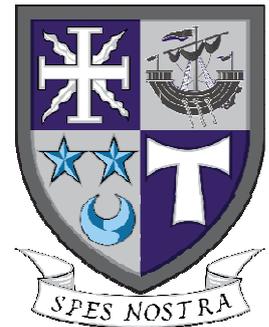
A Call-back restorative discussion should happen as soon as possible after the original incident and ideally before the next faculty lesson for the pupil. A **call-back** is designed to give all parties involved an appropriate chance to have their point of view listened to and to work together to agree ways to remedy the concerns. A **call-back** is intended for moderate issues only and consequently if there is a delay in the restorative discussion the pupil should be admitted to the class.

However the classroom teacher as facilitator should exercise particular **care and sensitivity** when they are also one of the parties involved in the issue. If an incident occurs it should be recorded in the appropriate documentation (RP1 & RP2) as per the Restorative Procedures. A **Solution Focused Agreement** (RP3) would be reached between the parties and a copy retained by each. A copy should also be retained for future reference in the faculty **Restorative Approaches Log**.

Level 3 - Restorative Mediation

If issues remain unresolved or a higher level incident takes place Restorative Mediation can be set up by the Curriculum Leader. All individuals involved would be invited to participate and put forward their perspective. The Curriculum Leader would lead and facilitate this part of the process and would be expected to be a **neutral mediator**. Everyone involved is given an opportunity to say how they have been affected by the incident. An agreed "action plan" is then drawn up which records the actions that will be carried out to repair the harm that has been caused and the steps that will be taken to prevent a recurrence of the harmful behaviour. A copy of the **Action Plan** would be issued to all participants and also retained by the Curriculum Leader who facilitated the mediation. A copy should also be retained for future reference in the faculty **Restorative Approaches Log** and another forwarded to the appropriate Year Head to provide alert/overview.

The Log should be stored in the appropriate staff base and be clearly labelled and easily accessible. All issues referred to a Curriculum Leader by a member of staff or pupil within their faculty should be processed according to the outlined level 3 procedures.



Level 4 – Restorative Collaboration

If issues remain unresolved despite Curriculum Leader intervention then a **Level 4 Restorative Collaboration** would be arranged. Restorative Collaboration would be lead and organized by the appropriate Year Head. All documentation from previous levels would be forwarded to the Year Head at this stage.

The Year Head would aim to resolve any issues/incidents and offer **appropriate feedback** on the process and outcomes to all parties involved in the earlier levels, including the Curriculum Leader.

In the event of a **significant one-off incident** occurring, the **emergency hotline** (to SLT) can be activated to **support staff** and learning and teaching. Staff should follow this up by using the **Incident Report**. The Restorative Practice documentation may also be required to be submitted subsequently to the appropriate Year Head by the referring teacher. The Year would advise on the range of documentation that may be required to resolve the issue. Curriculum Leaders should be made aware of the referral. Significant incidents to be processed in this way would include threatening or aggressive behaviour, verbal abuse of a teacher/pupil, violent conduct, vandalism/damage to school property and offence language e.g. racist etc...

Year Head will facilitate all Restorative Practice discussions involving, parents, carers, partnership services and outside agencies. The Year Head will make an appropriate assessment (advice from SLT if appropriate/required) of next steps to support the pupil. At this stage Restorative Approach strategies would continue to be deployed in addition to any GIRFEC strategies, such as, further work with partner agencies, internal/external exclusion, use of ASL 2, part-time timetable, Young Person Planning Meetings, etc.....

Level 5 – Restorative Conference

If issues remain unresolved despite Year Head intervention then a **Restorative Conference** can be facilitated by a member of the Senior Leadership Team. All documentation from previous levels would be forwarded to the member of SLT at this stage. SLT will review and take appropriate action.

Incident Report

An incident report is available in the procedures. The Incident Report (IR) should be used when a serious incident has taken place (e.g. fight, verbal abuse of a member of staff) and forwarded to the appropriate staff member, either SLT or Year Head. In some occasions this would be used as evidence after the emergence hotline has been activated. RP1 and RP2 may follow the incident report depending on the situation.

Wellbeing Consent Form

The GIRFEC 'Wellbeing Consent Form' (tray 10) should be used and given to the designated member of staff for Child Protection. Staff are able to identify their area of pupil concern using the **Wellbeing Wheel**. The following headings should be used to record their area of concern: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.

Restorative Approaches

Getting It Right for Every Child



Restorative Procedures

Level 1 Restorative Enquiry		
By: Class Teacher	<p>In response to low level issues or concerns including:</p> <ul style="list-style-type: none"> Pastoral care Minor student worries Pupil personal challenges Minor disruptions Parental Communication Health and Well-being Emotional anxiety 	<p>Action – Restorative Practice Enquiry Questions (verbal feedback):</p> <ol style="list-style-type: none"> 1. What happened? 2. What were you thinking? 3. Who was affected? 4. What needs to happen to put things right?
Level 2 Restorative Discussion		
By: Class Teacher	<p>In response to moderate level issues or concerns including:</p> <ul style="list-style-type: none"> Relationship concerns Inter-personal conflict Challenging situations Persistent disruption Behaviour support requirement Academic or pastoral need. 	<p>Action – written feedback:</p> <ol style="list-style-type: none"> 1. Restorative Practice Sheet 1 – Pupil Reflection 2. Restorative Practice Sheet 2 – Staff Self Evaluation 3. Call Back – dialogue at a specified time 4. Class Teacher to facilitate a solution focused discussion 5. Completion of Restorative Practice Sheet 3 – Solution Focused Agreement
Level 3 Restorative Mediation		
By: Curricular Leader	<p>In response to:</p> <ul style="list-style-type: none"> Unresolved Level 2 Restorative Discussion by Class Teacher <p>Or</p>	<p>Action –</p> <ol style="list-style-type: none"> 1. All Level 2 documentation to be forwarded by relevant classroom teacher i.e. Pupil Reflection (RP1) and Staff Self-Evaluation (RP2) & Agreement (RP3). 2. Curriculum Leader to

	High level issues or concerns	<p>analyse and review above documentation</p> <ol style="list-style-type: none"> 3. Curriculum Leader to facilitate solution focused mediation 4. Completion of Restorative Practice Sheet 4 (RP4) – Agreed Action Plan 5. Curriculum Leader feedback to Classroom Teacher 6. Curriculum Leader letter parents (LT1)
Level 4 Restorative Collaboration		
By: Year Head	<p>In response to:</p> <p>Unresolved Restorative Mediation by Curricular Leader</p> <p>Or</p> <p>Significant level issues or concerns</p>	<p>Action –</p> <ol style="list-style-type: none"> 1. All Level 2 and 3 documentation to be forwarded to relevant YH. 2. Year Head to carry out actions 1-3 as per Level 3. 3. Year Head to facilitate solution focused collaboration 4. Completion of Restorative Practice Sheet 4 (RP4) – Agreed Action Plan 5. Year Head feedback to Curricular Leader
Level 5 Restorative Conference		
By: Senior Leadership Team	<p>In response to:</p> <p>Unresolved Restorative Collaboration by Year Head</p>	<p>Action –</p> <ol style="list-style-type: none"> 1. All Level 2/3/4 documentation to be forwarded to relevant SLT 2. SLT to carry out actions 1-3 as per Level 3. 3. SLT to facilitate solution focused conference



Restorative Practice – Sheet 1 – Pupil Reflection

<u>Pupil</u>		<u>Class</u>	
Teacher			
Date			

What happened?

What were you thinking at the time?

What are you thinking now?



Who has been affected by this?

What needs to happen to put things right?

What could you do differently in the future?

A copy of this reflection should be retained by all the member of staff and another retained in the faculty Restorative Approaches Log.



Restorative Practice – Sheet 2 – Staff Self-Evaluation

<u>Pupil</u>		<u>Class</u>	
Teacher			
Date			

What happened?

Self – Evaluation – What could I do differently to prevent this happening again?

A copy of this evaluation should be retained by all the member of staff and another retained in the faculty Restorative Approaches Log.

HOLY ROOD RC HIGH SCHOOL



RP3

Restorative Practice – Sheet 3 – Solution Focussed Agreement

Agreement between

We agree

Signatures:

Date:

A copy of this agreement should be retained by all parties involved and another retained in the faculty Restorative Approaches Log.



Restorative Practice – Sheet 4 – Action Plan

Action Plan between

We agree to resolve the issues by

We agree in the future to:

Signatures:

Date:

A copy of this agreement should be retained by all parties involved and another retained in the faculty Restorative Approaches Log.



INCIDENT REPORT

FROM	TO	
PUPIL	FORM	DATE
PLACE OF INCIDENT		TIME
Teacher present		

Description of incident

Action taken by Teacher / Curricular Leader (if appropriate)

Action taken by Year Head (if appropriate)

Action taken by SLT (if appropriate)

Forward to the appropriate staff member, either SLT or Year Head



Curriculum Leader Restorative Intervention Letter

Date:

Dear

Curriculum Leader Restorative Intervention Letter

I write to advise you that **FORENAME** has been referred to me for support with his/her behavior in **SUBJECT**. I am concerned that this means **NAME** is not fully engaged in his/her learning and that this will have an impact on progress in the subject.

Faculty Concerns/Comments:

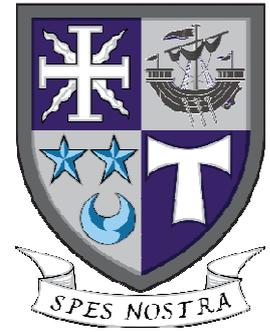
In Holy Rood, we want to support all pupils so that they achieve their full potential. This means taking steps to encourage full engagement in learning and teaching at all times. For this reason 'Restorative Interventions' have been used to support improvement so that **FORENAME** will now be able to make his/her own contribution to the positive ethos and learning environment of the class. 'Restorative Interventions' simply means that time has been taken to provide an opportunity for **NAME** to reflect, discuss and agree solutions to ensure a positive outcome. The aim is to achieve a sustained improvement and so I will monitor the situation carefully.

Whilst I am hopeful that we can move forward in a positive way, it is important to note that any future issues/concerns may result in a request for support from the Year Head. Should this be necessary, further strategies will be discussed and agreement sought on their implementation.

I thank you for your previous cooperation and in anticipation of your continued support.

Yours sincerely

Curriculum Leader



Supervision Support System

The Supervision Support System provides a timeout to de-escalate a potential incident that may impact on learning and teaching within the department. This provides an opportunity for collegiate approach to supporting pupils and managing positive behaviour within the school.

A teacher activating the Supervision Support System to support a pupil(s) is known as the '**referring teacher**'.

All referring teachers should complete **Supervision Support System Support Slip Section A**.

A referring teacher should complete the relevant boxes to identify: pupil, year group, teacher, faculty, date & period.

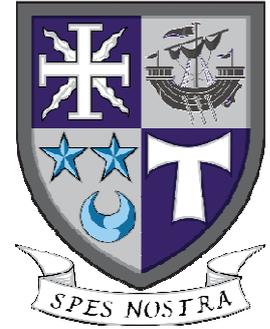
The referring teacher should tick the most appropriate box that **in their professional judgement** reflects the reason for referral – behaviour support or pastoral support.

A pupil would be in receipt of **behaviour** support for low to moderate behaviours that may impact on teaching and learning e.g. persistent distracting behaviour

A pupil would be in receipt of **pastoral** support for minor personal issues or concerns that may mean they are unable to engage appropriately in the lesson e.g. upset on arrival at class due to receipt of disturbing text message.

The **referring teacher** should complete **Pupil Support 1-3** as follows:

- The referring teacher should complete **Pupil Support 1** confirming that written instructions; work and resources have been provided to the pupil.
- The referring teacher should complete **Pupil Support 2** confirming the day, date, time and venue of the solution-focused **callback**. Every effort should be made to arrange the callback session **before** the pupil is next timetabled to be in the faculty. Full consideration should be given to the pupil's personal and educational needs/support requirements. *All callback sessions should be undertaken within the Restorative Practice framework.*
 - The relevant Curricular Leader and Year Head should both be informed in the event of exceptional circumstances where a resolution of support cannot be concluded before the next lesson.



- The Supervision System Support is designed exclusively for low to moderate issues to support the pupil in the short term. A pupil should therefore not be extracted for a prolonged period of time from their lessons within the faculty. For more significant incidents staff should deploy the Emergency Hotline.
- The referring teacher should complete **Pupil Support 3** identifying clearly the exact time the pupil was sent to Supervision Support. The Supervision Support Slip and written instructions/resources should be given to the pupil who would then report to School Reception.

The **administrative staff** at **School Reception** should complete **Section B (Pupil Support 4-6)**.

- School Reception should complete **Pupil Support 4** confirming the exact time of arrival at reception.
- **Pupil Support 5** should be completed confirming the period(s) supervision is required. Receiving teacher 1 (and 2 if applicable) should be identified along with their faculty. The pupil will be advised to report to the receiving teacher.
- School Reception should complete **Pupil Support 6** identifying clearly the exact time the pupil was sent to the receiving teacher. The Supervision Support Slip should be returned to the pupil to be taken to the receiving teacher.

The **receiving teacher** should complete **Section C (Pupil Support 7 & 8)**.

- The receiving teacher should record the exact time the pupil arrived at the Supervision Support Room in **Pupil Support 7**.
 - The pupil should be given a seat in an appropriate location within the receiving class. There is no requirement for the receiving teacher to discuss the reasons for the referral with the pupil.
- The receiving teacher may complete **Pupil Support 8** with any appropriate feedback if they feel it is appropriate e.g. effort, concentration, co-operation, supports etc.
 - The receiving teacher should return the completed Supervision Support Slip and all pupil work/resources to the referring teacher – either in person or to their file.

The **referring teacher** should file the **Supervision Support Slip** in the faculty file.



SECTION A – To be completed by Referring Teacher

PUPIL	YEAR GROUP
TEACHER	FACULTY
DATE	PERIOD

Reason for referral (please tick most appropriate box)

BEHAVIOUR SUPPORT

PASTORAL SUPPORT

Pupil Supports

1. Task – to be completed by the pupil during supervision support (tick to confirm)

Written instructions have been provided to pupil	<input type="checkbox"/>
Work and resources have been provided to pupil	<input type="checkbox"/>

2. Next Steps – A solution focussed Call Back should be confirmed below. NB this section should be completed BEFORE the pupil is sent to Supervision Support

Call Back	Day	Date	Time	Venue
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3. Time sent to Supervision Support

SECTION B – To be completed by School Reception

4. Time arrived at Reception

5. Support required for periods (please tick)

1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>
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<u>Receiving Teacher</u>	1.	Faculty
Receiving Teacher	2.	Faculty

6. Time left Reception

SECTION C – To be completed by Receiving Teacher(s)

7. Time arrived Supervision Support

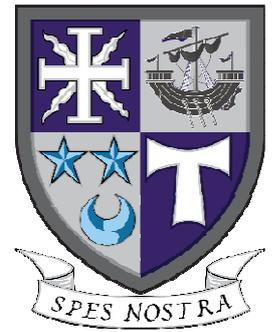
Room 1

Room 2

8. Feedback from Receiving Teacher(s)

Please return this completed Supervision Support Slip and all pupil work/resources to the Referring Teacher. Thanks.

Referring Teacher → School Reception → Receiving Teacher → Referring Teacher → Faculty File



Additional Support for Learning

With a focus on the Pupil Support Bases ASL1 and ASL 2.

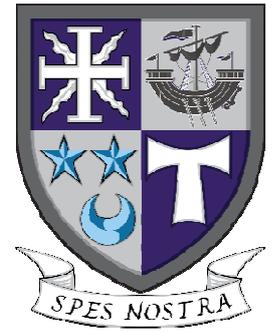
ASL 1

ASL 1 is used principally by one Support for Learning Teacher, who supports many pupils in subject areas by working closely with the subject teachers to ensure that the pupils' learning needs are met. This continues to be the most positive form of support for Holy Rood's targeted learners. The nature of this work to support pupils within subject areas ensures that ongoing communication and feedback is in place. ASL 1 is also the main location for support for groups of pupils who need additional help with their learning as part of their involvement in mainstream subjects. This allows the facility to extract individuals or small groups as and when required. Support for targeted pupils can also take place within subject classrooms. It is also the classroom where the corrective reading programme is delivered to S1 and S2 pupils identified as benefiting from this focused literacy support.

ASL 2

The principal focus of ASL 2 is supporting vulnerable pupils who have difficulties attending school or some mainstream classes for a variety of reasons (e.g. attendance, family difficulties, behavioural issues etc.). **Identified pupils may attend ASL 2 on planned times during Monday, Tuesday, Wednesday or Thursday mornings.** They work with the ASN teacher to provide consistency which is essential for these vulnerable pupils. A programme of work for each pupil is established and monitored, with regular contact and feedback with the pupil's subject teacher, Year Head and parents. It is the aim that these pupils will be working towards gaining qualifications at National 3 upwards in appropriate subjects wherever possible. Attending ASL 2 in this way provides pupils with a meaningful and sustainable educational experience and gives them the support of other pupils in the base. Pupils are usually offered a place in the ASL 2 facility as a result of Young People's Planning Meetings or through the Pupil Support Group, but it is possible for Year Heads to apply for space and for Curricular Leaders to do so through the appropriate Year Head, who has an overview of the pupil across all subjects.

- **A Curricular Leader wishing to access support in ASL 2** for a pupil should complete the '**Request for Support**' form which is available in the All Staff folder on the server. This should be emailed to the Support for Learning Leader and copied to the Year Head. SfLL and the Year Head will consider the request and respond as soon as possible.



- A Year Head wishing to access support in ASL 2 for a pupil should complete the **'Request for Support' form** and email it direct to the SfLL. Once a referral has been reviewed and appropriate strategies discussed with Year Head, CLs and Subject Teachers will be informed and work will be requested.

A **pupil who is working in ASL 2** will require **appropriate work** to be **supplied by their subject teacher**. A **'Request for Work' form** should be used to give appropriate information. This will be returned to the teacher when completed and more tasks/work requested. In this way, the pupil is enabled to keep up with their peers and the return to class should happen more smoothly. Regular reports will also be produced by ASL 2 to YH, CL and Subject Teacher (**'ASL 2 Pupil Update' form**).

In the afternoons, ASL 2 is frequently used by Alli Abernethy, our Community Learning Development Worker, who works with groups of vulnerable pupils on targeted topics, such as confidence building, health and wellbeing and work leading to recognition through the Dynamic Youth Award and other recognized certification.



Referral / request for support (to SfLL, copy to YH)

CL Name:

Day/Periods:

Year Group _____ Pupil Name (s) _____

Subject area _____ Teacher _____

Date _____

Nature of support requested

CL signature: _____

YH signature: _____

To (Referring CL/YH) _____

From ASL

Pupil Name(s):

Date _____

Request for support received and receiving attention – we will get back to you as soon as possible



ASL Bases Support – Details of work to be completed

Subject _____ Teacher _____

Pupil Name _____ Year _____

Date _____

Details of work to be completed while above-named pupil is receiving Base support
(Including resources provided – textbooks, etc.. will be returned after use)

Completed work to be returned to subject teacher by _____ (Date)

Work requested by _____ (Additional Support for Learning)

Holy Rood RC High School



ASL2 Pupil Update

Name:

Stage:

Date: (from)

(to)

DHT Pupil Support	X	Subject Teacher	
SfLL	X	Parent/carer	
Year Head			

Allocated periods in ASL2

Monday	Tuesday	Wednesday	Thursday	Friday

Reason for attending:

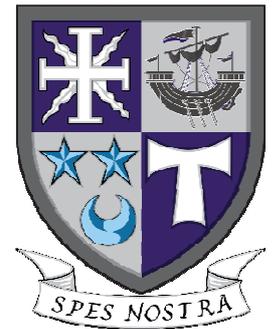
Attitude, Behaviour, Application to tasks:

Strategies Used / Work completed / course followed

Comments/observations/next steps

Please use the box below to comment on any aspect of this report or if you would like to give updated information or make recommendations that you feel is important.

Equalities Policy
*(Policy to Prevent and Respond to Bullying Behaviour and Prejudice
2013-2017)*



SCHOOL MISSION STATEMENT

We, the community of Holy Rood High School, Inspired and helped by the Holy Spirit, Aim to work together to build an inclusive community based on the Christian values of love, forgiveness and justice. In doing so, we hope to promote the spiritual, intellectual, moral, physical, emotional wellbeing and social development of everyone in our school community.

We aim in our relationships to show the highest level of care and compassion for one another based on mutual respect and support. We recognise, respect and celebrate the wonderful religious, cultural and social diversity we have within our school community. We will celebrate and give thanks for each other, especially in prayer and in the Eucharist. We aim to deliver high standards of effective learning and teaching, in a supportive and nourishing environment to enable all pupils to develop positive attitudes towards learning, achieve their full potential, develop self-worth and build the resilience and self-awareness required for life. We will provide the pastoral and chaplaincy support which underpins academic achievement for all.

We aim to strengthen our relationships with the families, parishes, primaries and the local and global communities we are part of, to enable us to enrich the experiences that we offer our pupils and to celebrate and share our pupils' gifts, talents and successes for the benefit of others.

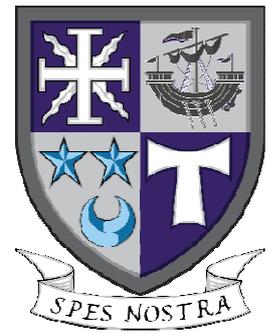
We aim to provide high quality leadership at all levels in our school community.

We aim to offer everyone who comes to our school generous hospitality and a welcome that reflects our vision of the God-given dignity of all.

Our school mission statement proclaims that 'we aim to work together to build an inclusive community based on the Christian values of love, forgiveness and justice. We aim in our relationships to show the highest level of care and compassion for one another based on mutual respect and support. We recognise, respect and celebrate the wonderful religious, cultural and social diversity we have within our school community.'

We are committed through our school aims to encourage pupils to develop and mature in an atmosphere of tolerance and understanding of the needs of others and of society. We actively foster good relations between diverse groups and individuals to help eliminate disadvantage, prejudice or discrimination on the grounds of age, disability, ethnicity, gender, gender change, looked-after status, pregnancy or maternity, religion or belief, sexual orientation and socio-economic status, or any combination of these.

The emotional health and well-being of children and young people is at the heart of achieving that our children have the best start in life and are ready to succeed, with improved life chances. The eight indicators of well-being in children and young people are that they are safe, included, responsible, respected, active, nurtured, achieving and healthy. Bullying behaviour, prejudice and discrimination can have a negative impact on all those indicators.



DEFINITIONS

Bullying behaviour is an abuse of power that is defined by its effects. It may be emotional, verbal or physical. Accounts of children and young people, backed up by research, identify bullying as any behaviour which is

- Harmful, carried out by an individual or group
- Repetitive or wilful
- An imbalance of power, leaving the person being bullied feeling defenceless

Bullying behaviour may include name-calling, making offensive comments, mocking, isolating, spreading rumours, threatening, taking and/or damaging belongings and physical assault.

Cyberbullying is bullying behaviour that takes place via mobile phone messaging or over the internet through emails, instant messaging and social networking websites.

Prejudice and Discrimination may also be a factor in bullying. This may involve racism, homophobia, sexual harassment, sexism, sectarianism, disability, class, faith and cultural discrimination.

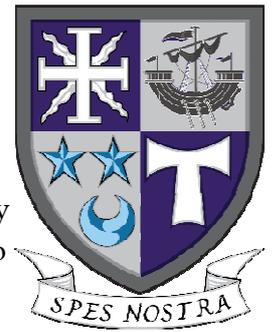
POLICY STATEMENT

Bullying and discriminatory behaviours are not tolerated in any Children and Families establishment. It is the expectation of Holy Rood R.C. High School that all staff, parents and carers will work to prevent and reduce bullying behaviour and prejudice among children and young people.

Prevention

The school adopts a number of pro-active anti-bullying measures;

- Early identification of vulnerable pupils through effective transition arrangements (information from associated primary schools) and sharing of information in schools
- S6 pupils offer peer support and advice to younger pupils, particularly at transition to High School, and through Caritas involvement.
- Pupils are given the opportunity in the curriculum to discuss and explore the issues of bullying, prejudice and discrimination. (PSE, RME, Drama, English, I.T.)
- Tutor-time and assemblies are used to reinforce our policy, and deal with particular issues, campaigns and initiatives as and when they arise.
- Bullying and equality issues are a standing item on the Support for Pupils Team meeting agenda, and can also be discussed at Pupil Council and Parent Council meetings.
- Each year S2 pupils are invited to participate in the City of Edinburgh Council's bullying survey. This is used as an evaluation tool by Support for Pupils staff and / or Senior Leadership Team who review the results and plan actions as appropriate.
- Partnership services (Community Learning and Development Worker, Educational Welfare Officer, Community Police, Educational Psychologist etc.) promote the development of an inclusive and positive ethos and climate of respect, responsibility and positive relationships. They may offer one-to-one support as well as leading/contributing to the delivery of mental, emotional and social health and well-being programmes and activities.
- All members of the school community are encouraged to report any incidents of bullying which they may witness. This includes pupils, teaching and support staff.



What we do when bullying occurs

The school adopts a prompt response to reports of bullying. This includes:

- The thorough investigation of all reports of bullying during which pupils who may have experienced bullying are listened to and supported. Staff make every effort to ensure both the confidentiality and also the safety of the pupils. An appropriate course of action is determined by the staff involved. This incorporates –
 - Determining facts from both parties and other relevant people
 - Contact with parents when appropriate (parents/carers will be informed if the report of bullying is confirmed)
 - Planning a strategy to avoid any repetition
- A variety of strategies to support vulnerable pupils and pupils who engage in bullying behaviour, including one-to-one support, chaplaincy, group work, restorative approaches and practice, supervised break times and support base provision.
- Involvement of partnership agencies including police, health and voluntary sector.
- Support for Pupils Staff / Senior Leadership Team keep cases under review at regular intervals to ensure no repeat incidents.

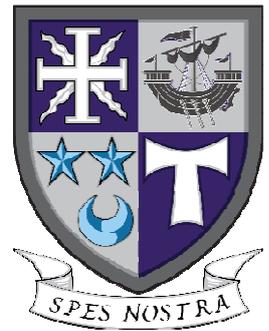
RESPONSIBILITIES – tackling bullying behaviour and prejudice is the responsibility of all staff and partners of the Children and Families Department. All staff, all pupils and their parents have an active part to play in the development and maintenance of the policy, and in its success.

Pupils in Holy Rood R.C. High School are expected to

- Question, understand and learn what bullying behaviour is
- Support each other and to seek help to ensure that everyone feels safe , and nobody feels excluded or afraid in school
- Encouraging and supporting others to tell a responsible adult or speaking out on their behalf
- Challenge racism, sexism, homophobia, sectarianism, disability, and class and faith-based prejudice

Parents of Holy Rood R.C. High School pupils can help by

- Supporting our anti-bullying policy and procedures
- Encouraging their child to be a positive member of our school community
- Discussing the issues with their child according to his/her age and maturity and taking account of his /her views
- Monitoring closely their child's use of mobile phone and the internet, and intervening if there is a suspicion that these are being used inappropriately
- Contact their child's Year Head if they have any concerns about bullying of their child or of another child



All Holy Rood R.C. High School staff are responsible for

- Being pro-active by promoting positive attitudes and good relations
- Building the capacity of young people to challenge prejudice and bullying behaviour
- Dealing appropriately and effectively with all allegations
- Keeping appropriate records and, if further action is required, referring reports of incidents to Year Head / Depute Head (Support for Pupils)

The Head Teacher of Holy Rood R.C. High School is responsible for

- Implementing this policy
- Monitoring and reporting annually on the implementation of this policy
- Encouraging all parents, carers, pupils and staff to express their concerns and views
- Following the Children and Families Department's procedures including recording of incidents
- Identifying a member of senior staff as the Equalities Co-ordinator
- Ensuring staff are supported in accessing professional development opportunities that increase their awareness and understanding of bullying, prejudice and discrimination
- Embedding and evidencing regular and proactive work through the improvement plan and/or the curriculum