



RELATIONSHIPS, LEARNING & BEHAVIOUR

Respect Believe Achieve

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1. Vision and Values

At Forrester High School we are committed to creating an inclusive, safe and aspirational learning environment where positive relationships enable all students to fulfil their potential.

We believe that this will happen when staff, young people and parents work together by fostering respectful positive relationships both in classrooms and around the school community.

2. Context

Our school values of **Respect, Believe, Achieve** underpin the foundations of this policy.

The vast majority of interactions in our school community are positive and are supported in the classroom through high quality relationships and excellent Learning and Teaching. Positive behaviour is more likely to occur in a classroom where clear routines and consequences exist, and everyone is treated fairly.

High expectations and the consistent application of whole school approaches promote a climate of respect, appropriate pace and challenge, and sense of achievement.

Forrester is a comprehensive secondary school with approximately one third of the students facing financial barriers. The school celebrates its wide diversity by creating an inclusive, safe and aspirational learning culture. This policy recognises the rich diversity of our school community and the different circumstances of individual learners. This is reflected in the restorative approaches we adopt.

3. Aims and Objectives

Every young person should feel secure, nurtured, valued, included and supported within our learning community.

- This strategy will help to ensure that all staff, both teaching and non-teaching, are aware of their role relating to relationships, and feel supported to deal with challenging circumstances, both in the classroom and around the school. This strategy should be fully understood and consistently applied across the school community.
- It should ensure all students fully understand the rules, routines and consequences, leading to fair and consistent approaches.
- The Relationships, Learning and Behaviour strategy aligns with the LT&A strategy to develop learning climates which promote long term improvements in attainment and achievement.
- To provide staff, students and parents with a clear understanding of expectations in relation to behaviour, relationships and high-quality learning.
- To encourage the recognition and celebration of successes and achievements.
- To create a culture where all members of the school community feel included, respected, safe, and listened to.
- To provide high quality training opportunities in de-escalation and restorative approaches.
- To empower staff and to help them feel valued and supported through a collegiate approach.

4. Staff consistencies

As staff we understand '**behaviour is communication**' and we have a responsibility to ensure the wellbeing and success of all learners. To achieve this, we aim to provide a learning environment which supports students to develop positive relationships. It is recognised that high expectations of staff and students make a positive contribution to school ethos while poor behaviour has an adverse impact on learning and achievement.

Staff will approach all behaviour management in a way which is:

1. **Calm**
2. **Consistent**
3. **Fair**

To support Behaviour, Learning and Teaching: we have 5 agreed Visible Consistencies that staff should uphold in all interventions.

At Forrester we will:

1. **Meet and Greet, End and Send**
2. **Open your door**
3. **Circulate around the class**
4. **Catch them getting it right**
5. **Retain ownership of a situation - personally follow up**

High quality behaviour for learning is underpinned by relationships, careful planning and positive recognition. We expect all adults in our school community to model the behaviours we want to see in our young people.

"...People will forget what you said, people will forget what you did, but people will never forget how you made them feel."

Maya Angelou

5. Student consistencies

Our values of **RESPECT BELIEVE ACHIEVE** can be underpinned by **3 simple student rules**:

- Be Ready
- Be Respectful
- Be Responsible

To promote consistency, adults must define behaviour by referring to these three rules.

'Ready' – Every student should be ready to learn, ready to listen, ready to participate and do their best.

'Respectful' – All members of the school community should show respect for themselves, show respect to their peers, to adults, the environment and the diversity of our community.

'Responsible' – All students should act responsibly in their learning environment and be responsible with the people around them.

Ready	Respectful	Responsible
• School uniform • Equipment • Attendance • On time • Phones away • Listen • Positive attitude • Participation	• Listen to others and expect to be listened to • Appropriate language and tone • Look after the building, displays and equipment. • Represent Forrester at its best, in school, out of school and online. • Display good manners	• For your learning • Follow instructions • Listen • Report concerns/ask for help • No physical contact • Use of technology • Tidy up after yourself

EVERYONE in the classroom has the right to learn and achieve. Students should know that, when learning is interrupted, staff will support them to get back on track. Students at Forrester High School are encouraged and supported to be respectful, hardworking and cooperative.

The Forrester 5:

- Arrive on time and enter calmly
- Be ready to listen and learn
- Be respectful to others
- Try your best
- Tidy up and leave calmly when dismissed

6. Ten Steps to certainty

There are small steps all staff can take to support implementation of this policy in the classroom. Regular reference to the ten steps below will help us to create a consistent, whole school approach.

1. When a student's behaviour escalates, take them back to the original behaviour before dealing with the secondary behaviours.
2. Display your consistency clearly on the walls of the classroom. Encourage the children to keep you on track.
3. Manage escalating inappropriate behaviour with an emotionless, almost scripted response.
4. Use phone calls and positive notes homes to reinforce your positive certainty. This works even in the most inconsistent homes.
5. Map rules, routines, learning habits and rituals for individuals and for specific activities that are becoming difficult to manage.
6. Have a clear tariff for appropriate and inappropriate behaviour. Send it home to parents and to be prepared to concede when you have a bad day and don't apply it correctly.
7. Use the term when you are speaking to students about their behaviour: 'if you choose to stay on task throughout this activity you can be certain that I will catch you and give you praise. If you choose to ignore the rules you can be certain that you will receive a consequence that I will enforce'.
8. Don't judge yourself too harshly when you fall off the wagon and behave inconsistently. Apologise and get back to your consistent habits and routines.
9. Resist the temptation to deal with minor indiscretions with high level sanctions. In effect you are a crying wolf, so when you really need support for behaviour that does warrant a high level sanction your colleagues- may not be so keen to support you.
10. Aim to deliver and execute on the same day so that every child can start each day with a clean sheet.

6. Calm, Consistent and Fair

Creating the right environment for learning requires our adults to behave in predictable ways and to apply this policy consistently. A truly sustainable approach does not come in a toolkit or strategies, but in the determination of every member of staff to maintain good relationships and meet the needs of all learners.

How can this be delivered?

- Consistent **language**: consistent response. Referring to the agreement made between staff and students, simple and clear expectations reflected in all conversations about behaviour.
- Consistent **follow up**: Ensuring 'certainty' at the classroom, faculty and senior management level; making use of all available strategies and seeking advice as appropriate, teachers taking responsibility for behaviour interventions, seeking support and remaining engaged and active throughout the process.
- Consistent, **positive reinforcement**: Routine procedures for reinforcing, encouraging and celebrating appropriate positive behaviour.
- Consistent **consequences**: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, simple **rules/agreements/expectations**: Promoting appropriate behaviour, using visuals.
- Consistent **respect from the adults**: Even in the face of disrespectful students!
- Consistent **models of emotional control**: Emotional regulation that is modelled and not just taught; teachers as role models for learning; teachers learning alongside students.
- Consistently reinforced **routines for behaviours around the school**: In classrooms, in corridors, in the playground, at the school office, in the social area etc.
- Consistent **environment**: Displays the quality of a good school, consistent visual messages and echoes of OUR core values, positive images of students and their work.
- Consequences for unacceptable behaviour should be natural consequences, designed to repair any damage to relationships or property, rather than punishments that have no relationship to the behaviour, e.g. if they have made a mess, the consequence is to clean it up

7. Role and Responsibilities

	Role
Non-Teaching Staff	• Uphold the 3 staff rules: Calm, Consistent and Fair • Model excellent standards of respect in dealings with students. • Non-teaching staff should speak to the class teacher regarding poor behaviour in class. • Where appropriate, be part of restorative conversations.
Class Teacher	• Uphold the 3 staff rules and 5 agreed Visible Consistencies • Meet and Greet students. • Create a safe and purposeful learning environment. • Use positive feedback and praise to reinforce behaviours which lead to good learning experiences (recognition boards/merit system). • Record incidents using Seemis and apply an appropriate consequence. • Follow up when a student does not accept a consequence. • Resolve issues restoratively. • Understand and implement our Relationships, Learning and Behaviour policy and support colleagues to do so. • DMT teachers read out all notices and complete all whole school activities. Staff follow the Attendance policy and monitor student wellbeing via PSLs.
Curriculum Leader	• Uphold the 3 staff rules and 5 agreed Visible Consistencies. • Meet and Greet learners when entering Faculty. • Carry out Learning Walks. • Support class teachers to maintain a safe and purposeful working environment. • Follow up on cases of non-compliance referred by classroom teachers and, where necessary, impose further consequences. • Contact home to discuss concerns, where appropriate (Group Call/ Telephone/ Letter/Meetings), and log in Pastoral Notes. • Support staff to facilitate restorative conversations/meetings, where appropriate. • Use behaviour data to target and assess interventions. • Ensure faculty staff are confident in their understanding and implementation of our Relationships, Learning and Behaviour policy • Support and challenge inconsistencies as appropriate. • Provide timely actions and feedback on referrals.
Pupil Support Leader	• Uphold the 3 staff rules and 5 agreed Visible Consistencies. • Support all staff to maintain a safe and purposeful working environment by providing support for students who are having difficulties. • Arrange meetings with parents and carers if/when necessary. • Facilitate additional agency support. • Use behaviour data to target and assess interventions. • Consult and advise on referrals, as appropriate, take action if required. • Discuss further support at house meetings.

	• Support students to engage with restorative conversations, where appropriate. • Liaise with Head of house if further action needed.
Senior Leadership	• Uphold the 3 staff rules and 5 agreed Visible Consistencies. • Meet and Greet at beginning of the day. • Have a daily visible presence around the school. • Carry out Learning Walks. • Support staff to maintain excellent standards of behaviour. • Ensure staff are confident in their understanding and implementation of our <i>Relationships, Learning and Behaviour policy</i>. • Support and challenge inconsistencies as appropriate. • Provide timely actions and feedback on referrals. • Use behaviour data to target and assess interventions. • Discuss students at house meetings. • Contact home to discuss concerns, where appropriate (Group Call/ Telephone/ Letter/Meetings), and log in Pastoral Notes. • Facilitate restorative conversations/meetings, where appropriate. • End and send.
Parents	• Parents and families are regarded by the school as key partners who are asked to work in partnership with the school. Parents are expected to assist in maintaining positive relationships and support restorative approaches and high expectations for positive behaviour. Parents are invited to raise with the school any issues arising from the operation of the policy.

8. Recognising Positive behaviour

8.1 In classrooms and in Faculties:

- **Verbal praise**

Given regularly on completion of short sections of work. It should acknowledge progress, achievement and effort. Praise should also be used strategically within classrooms to encourage and reinforce positive behaviour and effort. In line with AifL practice, exemplars and displays of student work can be used to good effect.

- **Positive Written Feedback**

Feedback on student work should start with the positive and offer constructive next steps sensitively e.g. two stars & a wish method.

- **Reporting**

Learner conversations during tracking and reporting periods allow positive praise and motivational discussions to occur. These can be shared with parents throughout the session by all school staff. E.g. Telephone, positive praise card or within reports. Target discussions provide crucial opportunities for individual praise and relationship building.

- **Faculty praise**

Faculties should devise and publicise clearly how positive behaviour is acknowledged and valued, for example:

- Completion of homework
- Care of equipment
- Positive attitude to others
- Effort
- Improved performance
- Regular good behaviour

- **Display of work and achievement**

Recognition through displays on departmental notice/achievement boards/digital media/classroom walls.

8.2 At whole school level:

- **Achievement and Award Ceremonies**

Achievement is recognised formally through our annual award ceremonies. A day of Celebration is used to recognise excellence in Academic and Wider achievement.

- **Achievement Assemblies**

Achievement assemblies are used to publicly recognise and highlight positive achievement.

- **Reporting to parents**

Tracking Reports and Full Reports indicate levels of achievement and provide comments on progress, behaviour and effort, in a constructive and supportive manner.

- **PSLs and SLT recognition time**

House leaders meet with students to celebrate excellent work and effort.

9. Positive teachers

Positive behaviour is more likely in a positive classroom. The key factors in establishing a climate of respect, a fast pace of learning and a sense of achievement are the high expectations of the teacher, and the consistent application of whole school approaches.

All staff should:

- Be approachable
- Value every student
- Have high expectations of behaviour and achievement
- Know the needs of all students in their class
- Recognise and praise good behaviour
- Model respect when communicating
- Use humour to good effect
- Be clear and decisive
- Intervene swiftly and sensitively when required
- Be consistent and fair

9.1 Restorative Practice means that all of us (students and staff) are expected to:

- Manage situations with compassion
- Use de-escalating strategies
- Communicate in a positive way
- Ensure minor indiscipline does not escalate to serious misconduct
- Listen to, and respect others
- Minimise conflict
- Seek resolutions
- Sustain and repair relationships
- Ensure fair treatment for all (*Policy Framework: Fair Treatment at Work, Anti-bullying policies*)

9.2 Consistency and routines

In order to support colleagues and ensure a positive climate, all staff should:

- Regularly remind students of agreed classroom routines
- Prepare for each class
- Arrive on time and welcome students as they arrive (meet and greet)
- Start lessons promptly using AiFL
- Keep an accurate period by period register of attendance
- Know all students in the class and provide appropriately challenging work which sets high expectations for all
- Encourage good work habits by reinforcing positive behaviour
- Ensure an orderly exit and monitor corridor flow (end and send)
- Make consequences of positive and inappropriate behaviour clear

10. Consequence Steps

When a difficulty does occur, we have a clear and consistent staged approach that all learners know and can predict. Throughout the consequence step process, every opportunity should be given to defuse a situation and go back a stage.

There are four responses to unacceptable behaviour: Do this in a **CALM, CONSISTENT** and **FAIR** manner

1. Tell
2. Warn
3. Consequence
4. Repair

Tell: tell the student what the expected behaviour is and reflect on what they are doing which does not comply. e.g.

- ✓ *Simple, brief directions (finish with thank you or please)*
- ✓ *Routine reminders (simple reminders or restatement about the class rules)*
- ✓ *Simple choice (Please can you put it in your bag or on my desk, thank you)*
- ✓ *Casual or direct question (avoid 'why?', 'what are you doing/what should you be doing?')*
- ✓ *Redirect (instead of arguing)*

Warn: the teacher has noticed a continuation in the unacceptable behaviour and informs the student that if it continues action will be taken.

Consequence: an action, which emphasises that continuation of the behaviour will not be tolerated. e.g. moved seat, sent outside(5mins), working in another classroom in the faculty, restorative conversation, natural consequence, sent to work with CL, agreed payback time, DHT call.

Repair: An attempt should be made to resolve an interruption to learning by staff, if a pupil has caused a disruption. This should be conducted in a timely fashion, however a restorative meeting or an apology is not always appropriate.

- **Teachers** are skilled in classroom management and are able to deal with all low-level behaviour. (e.g talking, shouting out, walking around a room, swinging on a chair, phones and ipad misuse, lates, swearing, low level name calling, confrontations etc)
- **CLs** support staff with low level behaviour and provide strategies and interventions to deal with medium to high level behaviours within their faculties (e.g repeatedly not following class rules, aggressive confrontations, throwing objects, deliberate vandalism, walking out of a class).
- **DHTs** support with high level behaviors and incidents which cannot be resolved at classroom or faculty level (e.g Violence, swearing at staff, any hate crime, anything illegal, verbal or physical intimidation).
- **PSLs** should be sent pastoral concerns (e.g wellbeing concerns, mental health, progress concerns related to a bigger picture, bullying, parental interaction advice/support, careers).

The classroom teacher has the following options:

“You cannot solve the problem with the same kind of thinking that has created the problem”

Albert Einstein

Strategies	Actions
Acknowledge the positives	Catch them getting it right
Reminder of routines (Tell)	- A reminder of our 3 rules (Ready, Respectful & Responsible) Repeat reminders if necessary - De-escalate and decelerate where reasonable and possible, take the initiative to keep things at this stage
Clear verbal warning (Warn) 30 sec script	- Speak to the learner and give a clear warning (explain classroom expectations) - Remind them of a time they did behave - Offer a positive choice 2nd warning (Note: The need for assertion and clarity is important) - Outline consequences if this happens again
Possible Consequence	- Move seats - Cool off periods outside - Move student outside for a private 1-1 restorative conversation (student outside for no longer than 5 mins) - Use colleagues to house student (provide work) - Contact the CL for support and removal option
Duty call	Only applies if: - The CL has been informed. - The above options have been exhausted by the teacher, and the learner refuses to engage with all requests. - A serious incident occurs which could lead to an exclusion. - The CL is not in the department and all strategies above have been exhausted. - The CL cannot repair and resolve the situation. -A duty call will not always lead to a student being removed from the class.
Repair	- A restorative conversation or meeting could take place before the next lesson with the class teacher (CL or DHT can facilitate, if required). - A lesson supervision with CL (no more than 2 periods) - Central supervision (no more than 2 periods) - Departmental catch up (one day's notice to be given and agreed - Teacher/CL owned) - DHT will issue after school catch up (DHT owned) - Natural consequence

Possible Consequences and Repairing strategies
Mini Restorative discussion Low level behaviour that results in a student being removed may need no more consequences. However, it is very important, to catch up with the student before the next lesson, acknowledge that the previous lesson wasn't good for anyone and that next lesson is a fresh slate.
Restorative Conversation The Restorative Conversation is so much easier and more productive if it isn't two people sitting at a table making awkward eye contact. Much better to talk while doing something else. Walk and talk, stack books and talk, clean tables and talk <u>The Restorative 5:</u> What happened? What were you thinking at the time? Who has been affected? What should we do to put things right? How can we do things differently in the future? These are questions for both the adult and the child. The purpose of the restorative conversation is not to build to a climax of apology, but to get students to reflect on their behaviour from a different perspective. It is a coaching conversation focusing on recent behaviour. There is real learning here, most of the time for the students, sometimes for everyone.
Imposition For example, work that was not done in the lesson taken home, signed by a Parent/carer and returned before the start of the next lesson. Impositions are ideal for students who have not completed work due to their poor behaviour.
Catch-up (Teacher/CL/DHT owned) 5 /10 minutes held back or arranged during break, lunch or after school to discuss what needs to be changed. Lengthy detentions served days after the incident don't make the point or improve future behaviour. Any catch-ups should be as soon after the event as possible, short and focused, designed not just to deter but to agree future behaviour and reinforce existing boundaries.
Natural consequence Cleaning up the mess, repairing the display, reorganising the classroom, making up with peers are examples of natural consequences. If you can find a consequence that repairs the damage rather than just punishing the behaviour it all makes more sense. Removal from a lesson is a consequence in itself. Using phrases like: 'I need you to come back for 10 minutes at break to complete the missed work' is much more supportive than 'you have a detention'. As part of the resolution you may wish to have a restorative meeting using the 'The restorative 5'
CL and arranged supervision If the above consequences have been exhausted or deemed not appropriate, the CL could host a supervision or liaise with House Head to arrange a short-term supervision out of the department

11. Scripted responses: Strip out the emotion

1	Start with a positive opening that is factual – not a feeling. Avoid getting into a conversation, this is supposed to be short and sweet!
2	Gentle approach, personal, non-threatening, talk side on, eye level or lower.
3	State the behaviour that was observed and which rule/expectation/routine it disregards.
4	Tell the learner what the consequences of their action are. Refer to previous good behaviour/learning as a model for the desired behavior.
5	Walk away from the learner; allow them time to decide what to do next. Avoid getting involved with secondary behaviours and spend your energy returning learners to their learning. If there are comments, as you walk away, note them and follow up later if appropriate.
6	Look to discuss this again/later if continued

30 second scripted interventions

- I've noticed that you are having trouble getting started
- You are not showing our 3 rules of Ready, Respectful and Responsible
- It was the rule....that you broke
- You have chosen to....
- I need you to...
- I remember you were...last week/do you remember when you did.....
- That is what I need to see
- Because of that I need you to (refer consequences)
- Thank you for listening

Staying positive is vital. "I know that this morning you came straight in from break and got on with your work. That's what I need to see now. Thank you"

Rerouting a power play

1. I understand...(that you are angry/upset/livid)
2. I need you to...(come with me so that we can resolve this properly)
3. Maybe you are right...(maybe I need to speak to them too)
4. I've often thought the same...(but we need to focus on)
5. I hear you...(it's not easy but I know that you can do it well)

Avoid

- Asking why
- Asking questions
- Asking young people to look you in the eye

'If you resist the urge to respond emotionally for 30 days it becomes routine, easy, normal. Even working in the most extreme circumstances'

Paul Dix 'When the adults change, everything changes'

12. SEEMIS referrals

SEEMIS referral to CL

If the behaviour does not improve after various attempts have been applied and exhausted, then a referral to the faculty CL should be made. This could be for information or action, depending on the situation. The following approaches/consequences should be used by faculty CLs before moving on DHT's:

- Student conversation
- Temporary class relocation either within or out with faculty
- Departmental conduct sheet
- Telephone calls made home (check with SfP/DHT House Link if you have any concerns)
- Concern letter home via email/text alerts
- Restorative meeting with teacher and student

SEEMIS referral to PSL

If a referral to Faculty CL is successful in improving behaviour, the Faculty CL can forward the SEEMIS referral to the appropriate PSL, marked 'for information'. Pupil Support Leaders will then note and close these referrals and make intervention if appropriate (in accordance with PSL overview and knowledge of student). The following approaches are available at this stage:

- Student interview/pastoral discussion
- Contact with home
- Option to facilitate a restorative conversation
- Discussion with link DHT
- Monitor Sheet
- Discussion with partner agencies
- Monitored at house meetings

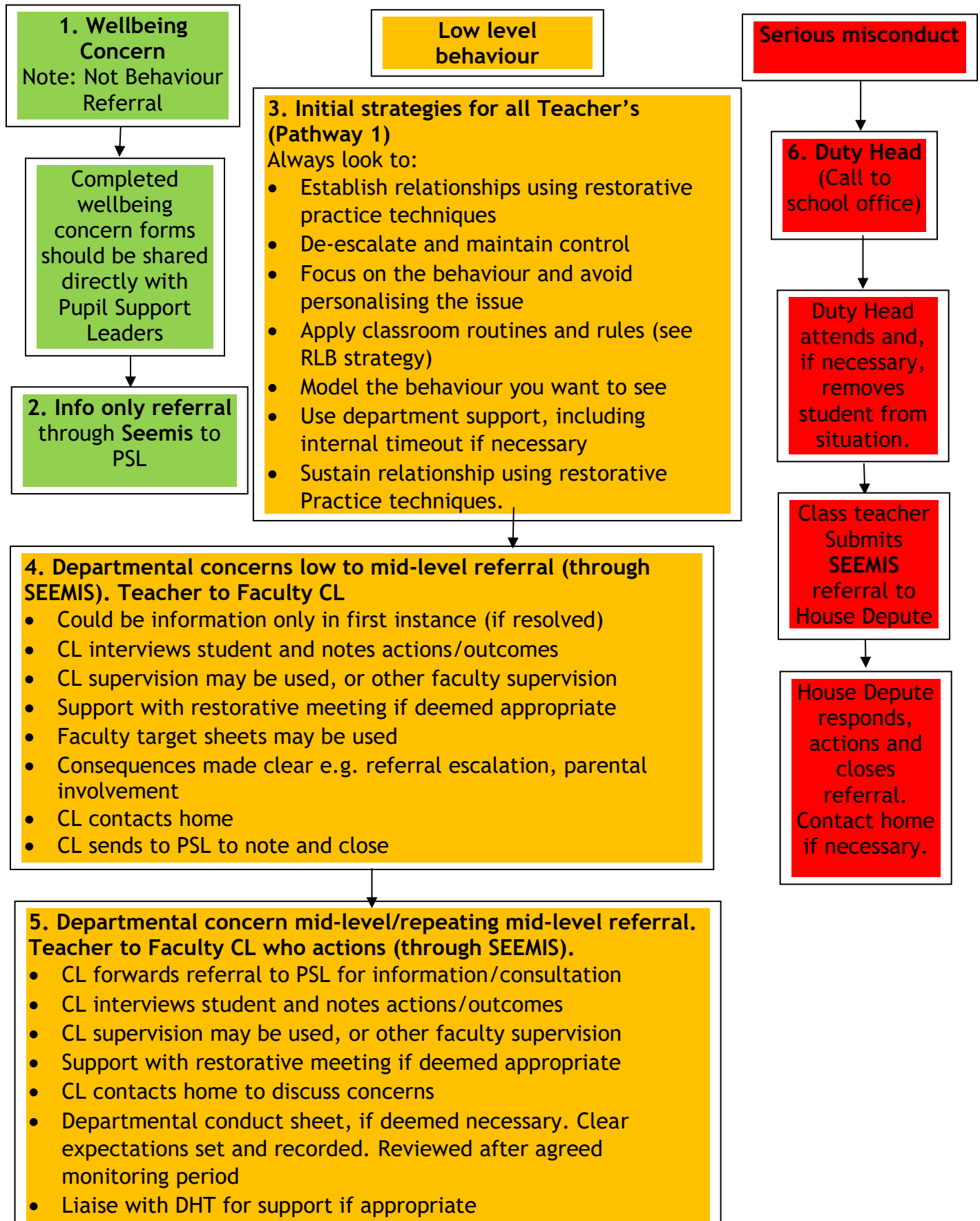
SEEMIS referral to DHT

If the referral to the CL has not led to an improvement after the approaches have been exhausted, the CL should refer the matter to the DHT. The involvement of parents at this stage is crucial in supporting changes in behaviour.

The DHT will work with Pupil Support Leaders to resolve difficulties through:

- Student interview with DHT/PSL
- Restorative meeting
- Parental contact/possibly meeting in school
- Conduct sheet with review date and clear targets
- Referral to outside partner agency as deemed appropriate
- Senior Team payback time
- Temporary/long term removal from subject
- Part time timetable
- Use of 'internal exclusion'
- Short term exclusion
- Alternative curriculum

Referral system



13. DHT calls

A duty call should be made **by the CL** if a significant incident has occurred, such as:

- When all steps and strategies have been exhausted and the student is disrupting others from learning (this includes input from the CL)
- An act of violence on another student
- A teacher has been assaulted
- A student has left your class without permission, and not returned.
- A hate crime

14. Referral to Duty Head Procedure

Serious incidents will be dealt with through the Duty Head system. This will be referred promptly as immediate action is required in order to restore order and to ensure learning can continue for others. Duty Head calls should be made through the school office. Office staff will then contact the Duty Head. At this stage it may be necessary to remove the student from the immediate situation.

A SEEMIS referral should also be entered (to the House Depute) by the member of staff who called the Duty Head in order to ensure all incidents are recorded.

All instances of Duty Head will also be recorded in the students' pastoral notes by identified admin support.

Duty Call procedure

1. The Duty Head will arrive and may take the student away for an interview. The student may be retained by Duty Head for rest of period. If the incident is deemed serious, the student may be placed in a time-out for a period of time or until a parental meeting can take place.
2. An investigation of the incident will be conducted by the Duty Head and appropriate action taken by House Depute.
3. Members of staff involved should receive feedback via the referral. This should make clear what action is being taken.
4. Parental contact may be made by telephone and the parent may be invited in for interview, if this is deemed appropriate.
5. If appropriate, a student apology and/or restorative discussion/meeting will be set up with the teacher and student before the student is allowed to return to class.

The approaches/sanctions available to senior staff for Duty Head incidents include:

- Letter of apology
- Natural consequence
- Payback time arranged by the DHT
- Parental telephone call
- Restorative meeting
- Monitoring card with review date
- Referral to PSG and Partner agency
- Internal exclusion
- Short term exclusion (with agreement of HT)

Internal exclusions may be used where a pupil has been involved in a more serious incident but does not have a history of negative or dysregulated behaviour or where there has been a build-up of persistent such behaviour over a period of time. Such internal exclusions will be undertaken with a member of senior management or within an additional support area if appropriate. The duration of any internal exclusion will be determined by the nature of the incidents preceding it and will be shared with the pupil and their parent/carer during the initial conversation with a member of the Extended Leadership Team (either the HT, Depute HT or Head of House/Curriculum Leader).

A short-term exclusion is more formal and will result in the learner being unable to access school for an agreed period of time. At the end of this period of time, there will be a re-admittance meeting with a member of the Senior Leadership Team to review any potential amendments that are required to be put in place to support the learner on their return. The duration of the exclusion should be used by school staff to plan for the return and make contact with additional external partner agencies, where appropriate.

15. Mobile Phones and Electronic devices

Electronic devices are part of modern-day society for everyone. However, we know mobile phones are a distraction and can have a harmful impact on both children's emotional wellbeing and their academic success.

- In BGE, phones and accessories should not be visible in lessons.
- In the senior phase, phones can be used for educational purposes, at the teacher's discretion.

Staff should adopt the same Tell-Warn-Consequence(remove) if a student gets this wrong.

Tell	• Remind and inform the class of routines and rules around phones • Offer to take phones at the start of lesson and store in a safe place
Warn	• 1st warning to put phone in bag • Explain the phone will be removed if seen again
Consequences	• Phone is removed to the teacher's desk or safe storage space (handed bag at the end of the lesson)
Consequences	• Refusal to pass phone over could trigger intervention by the CL if appropriate.
Repair	• DHT called to resolve issue
Repair	• Parents informed for repeated use of phone (text alert x3, then letter sent home via school office by teacher or CL)
Repair	• Parents informed through phone call or invited to a meeting by DHT- pastoral note entered to indicate this on seemis

16. Equalities and rights

All staff implementing these procedures have responsibilities under **The Equality Act 2010**. Having due regard for advancing equality includes;

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people with protected characteristics where these are different from the needs of other people.
- Addressing and preventing discrimination arising from disability
- Making reasonable adjustments in relation to the implications of a learner's additional support needs or disability and the impact this may have on their relationships and behaviour.
- Paying due regard to cultural factors that are relevant in ensuring that the school's ethos is inclusive.
- Implementing the local authority framework for preventing and responding to bullying.
- Preventing discrimination and promoting inclusion for all gender identities and sexual orientations

At Forrester **EVERYBODY** has rights:

- ✓ **Students** – have a right to be HEARD, a right to LEARN and a right to be SAFE.
- ✓ **Teachers/Staff** – have a right to teach in a respectful, safe and fair school that is supported by the school community.
- ✓ **Parents/Carers**- have a right to feel welcome and to know that their children learn and achieve in a friendly, safe and supportive school.

Children's rights: are protected by the UN Convention of the Rights of the Child and the Children and Young People Act 2014. There is a shared understanding that these rights are unalienable entitlements which cannot be taken from children. These rights are not dependent on the child accepting certain responsibilities or on them feeling or behaving in a certain way. Children's rights will not be withdrawn as a consequence of behaviour.

17. Record keeping

Reflection, evaluation and de-briefing strategies

The school records any incidents of behaviour requiring significant support on SEEMIS. Details will include an interpretation of events by different parties (including the child), possible factors of settings, triggers, reasonable adjustments in place, an evaluation of how the incident was managed and 'lessons learned' to help prevent or better deal with a similar incident arising again.

Incidents that have resulted in physical harm or physical intervention being used to prevent harm are recorded on the

18. Self-Evaluation

council health and safety database (SHE portal).

For further support, please refer to the 'Information Hub' and use school provided data to help understand the wider picture of every student.

Professional Development

We support all staff to develop their skills to support Relationships Learning and Behaviour, this includes but is not limited to:

- Use of the CIRCLE Inclusive Classroom resource / Early Years Up, Up and Away resource (online training available)
- Understanding and implementing Edinburgh's Getting it Right for Every Child approach (online training available)
- Implementing strategies outlined in the CEC procedure Relationships, Learning and Behaviour
- Promoting Positive Relationships for learning and behaviour (online training available)
- City of Edinburgh Council Nurture Training
- City of Edinburgh Council Autism Training
- OSIRIS Programme
- Edinburgh Learns

This strategy will be subject to ongoing review and treated as a live document. A formal review will take place in 2024 with all stakeholders. The strategy will be available for public viewing on the school website under policies.

19. Related Documents

Scottish Government

- Standards in Scotland's Schools etc Act (2000)
- Included, Engaged, Involved 2 (2017)
- Guidance on the Presumption to Provide Education in a Mainstream Setting (2019)
- Developing a Positive Whole School Ethos and Culture: relationships, learning and behaviour (2018)
- Additional Support for Learning Act (2004) - amended 2009
- Parental Involvement Act 2006
- The Equality Act 2010
- UN Convention of the Rights of the Child
- Children and Young People Act 2014
- Education Scotland – [Parentzone Restorative Approaches](#)

City of Edinburgh Council

- Edinburgh Learns Framework: Inclusion (2019)
- Included, Engaged, Involved in Edinburgh Policy (2018)
- Relationships, Learning, Behaviour Procedure (2019)
- Managing and Reducing Risk Procedure (2019)
- Preventing and Responding to Bullying in Children and Young People (2019)
- City of Edinburgh Council Equalities and Rights Framework
- Cool, Calm and Connected
- Rights Respecting Schools
- Mentors in Violence Prevention (MVP)
- CIRCLE / Up, Up and Away resource

School Policy

Relationships, Learning and Behaviour

- Learning and Teaching strategy
- Digital learning policy
- Information hub
- Equalities policy
- Digital safety policy
- Health and Wellbeing policy
- EdICT Tracking

The Forrester Way



The 3 Student Rules

- Be Ready
- Be Respectful
- Be Responsible



The 3 Staff Rules

- Be Calm
- Be Consistent
- Be Fair



Consistencies



1. Meet and greet, end and send
2. Open door
3. Circulate around the class
4. Catch them getting it right
5. Retain ownership of a situation, personally follow up

Consequences



1. Reminder of the rules(tell)
2. Warn
3. Last warning
4. Moved seats (Consequence)
5. Time out and micro-script
6. Repair

Take emotion out of the situation

Micro-script



1. I've noticed you...
2. You are not showing our 3 rules
3. You have chosen to...
4. I need you to...
5. I remember you were good last week...
6. That is what I need to see...
7. Thank you for listening

Talk side on

Avoid

- Asking why?
- Asking questions
- Asking young people to look you in the eye

We need to discuss this later

Mini-Restorative

What went wrong?
How can we fix it?



Appropriate for minor or major incidents.

Clean slate

Positive recognition



Verbal feedback
Written feedback
Contact home
Recognition walls
Twitter



**Forrester
High School**

The 3 Rules

- 1** Be ready
- 2** Be respectful
- 3** Be responsible

“Together we...”
respect • believe • achieve





**Forrester
High School**

Student consistencies

1

**Arrive on time,
enter calmly**

Remove jackets, jumpers
and other outdoor clothing.



2

Be ready to listen and learn

Bring out jotters, pens, ipads and books.
Put phones, ear phones away. Listen when
someone is speaking. Stay in your seat.



3

Be respectful

RESPECT
YOURSELF

RESPECT
OTHERS

RESPECT
EQUIPMENT

Be kind to others



4

Try your Best

Work quietly • Don't give up
Set high expectations • Be positive



5

**Tidy up and leave
calmly when dismissed**



“Together we...”
respect • believe • achieve



Forrester
High School

Classroom consequences

- 1** Reminder of the rules
- 2** 1st warning
- 3** 2nd warning
- 4** Consequence
- 5** Removed from class

“Together we...”
respect • believe • achieve



Behaviour Concern Alert

Parent/carer,

Student name:

I regret to inform you that the behaviour of your child has given serious cause for concern for the following reasons:

The following action/s have or will be taken:

- | | |
|--|---|
| ☐ Removal from class | ☐ Departmental Referral |
| ☐ Restorative conversation | ☐ Central supervision for two periods |
| ☐ Restorative meeting with CL | ☐ Departmental Conduct Card |
| ☐ Phone call home | ☐ Department catch up/paying back time |
| ☐ Request for meeting with parent | ☐ Other |

Class Teacher:
Curriculum Leader
Date:

In order to keep classes purposeful, calm and safe, it is essential that each student follow's our 3 simple rules: **BE READY, BE RESPECTFUL & BE RESPONSIBLE**. We would greatly appreciate your cooperation in working with the school to resolve these issues.



Mobile Phone Alert Letter

Dear Parent/Carer,

We regret to inform you that your child has been misusing their mobile phone during class time.

Student name:	
Class:	
Date of incident:	
Subject:	
Class teacher:	

Staff will ask pupils to hand in their phones at the start of a lesson, or keep them in their bags. If a student is then seen with their phone out, the staff member will remove the phone until the end of the lesson, and you will be alerted via a text or letter.

If this is repeated, we will make contact home to resolve the problem.

We understand mobile phones are a vital part of modern-day culture, however the learning and progress of all students, is our priority in school.

Please can you discuss this matter at home and put in necessary supports to avoid a repeat.

Kind regards

Senior Management

