

Queen Anne High School

Personal Best

Human Aspect

Self-Worth



‘Better Relationships, Better Learning, Better Behaviour’ Guidelines

“The most critically important part of our early years and school education system is the relationship between our teachers, practitioners, children and young people.

That relationship is at the heart of every story of success. In every school that succeeds you find great teachers able to reach out and influence the lives of the children and young people in their classrooms.”

John Swinney, Deputy First Minister in ‘GIRFEC: Exclusion Policy and Procedural Guidelines’, Fife Council, 2018

Contents

Vision, Values and Aims	Page 3
Promoting Appropriate Learning Behaviour	Page 4
Positive Behaviour Supports	Page 5
Programme of Supported Inclusion (PSI) and Temporary External Formal Exclusion	Page 6
Mobile Phone Use	Page 7
School Dress Code	Page 7

Vision, Values and Aims

Fife Education and Children's Services priorities

The vision of the Fife Education and Children's Directorate is to improve the life chances for all by prioritising:

- Educational outcomes – raising attainment, literacy, numeracy levels etc.
- Employability Skills – raising overall achievement, including skills for work and life in the community
- Equality and Equity – reducing inequalities and seeking to break the cycle of social disadvantage.
- Enhancing opportunities for our most vulnerable groups and individuals.

Queen Anne High School Values

Our values are best encapsulated in our three key concepts of:

- **Personal Best**
- **Human Aspect**
- **Self-Worth**

To create and sustain a culture which promotes high-level learning behaviour, every conversation and every action reflect our three key concepts. A conscious effort is made by all members of the QAHS community to apply these guidelines coherently.

The aims of these Guidelines

In line with the Fife vision, these guidelines articulate Queen Anne High School's commitment to providing a safe and happy working environment for all members of the school community by setting out:

- clear expectations and processes to support positive relationships and successful learning
- approaches which are consistent in practice but flexible enough to support need

Our rules and expectations of all

- **Ready** to learn
- **Respectful** to others
- **Safe** in all that we do

Informed by our values and key concepts, our three rules of **Ready Respectful Safe (RRS)** exist to promote responsibility in all young people and protect the rights of all learners to learn, to be treated with respect, and to feel safe at all times.

The ethos and management of our school provide the key foundation for an effective approach to behaviour management and good order. By valuing inclusion and diversity and, as a result, by making reasonable adjustments to ensure that the needs of all pupils are met, we are committed to creating learning environments which are seen by pupils as safe spaces. It is in these safe spaces that struggle, failure, challenge and difficulties are met with guaranteed support and encouragement.

Promoting Appropriate Learning Behaviours

A commonality of approach creates a learning environment in which all learners feel safe and supported to achieve their Personal Best. Relentless routines are in place in QAHS and all learners are aware of our high expectations. When, despite our best efforts, pupils make poor choices, staff ensure that responses are predictable, consistent and empathetic. We refer to our Positive Behaviour Supports and scripted interventions to help everyone manage difficult situations in a dignified and respectful manner.

Pillars of Best Practice

1. **Consistent, Calm Staff Behaviour**

All conversations in our school community are based on mutual respect. To support pupils to realise their full potential, staff use a range of class-settling options and convey enthusiasm, determination and concern in their tone of voice. All staff model the behaviours and attitudes we want to see and work tirelessly to develop good relationships with all learners.

2. **Proactive Approaches, High Expectations and Positive Recognition**

QAHS staff have high expectations of all. Proactive approaches are critical to success. Differentiated lessons are carefully planned and prepared to meet the needs of all learners, ensuring a suitable curriculum for every pupil. Appropriate pace, support and challenge is offered in all lessons.

Personal achievement and positive behaviours are recognised in a variety of ways. Learners are not rewarded for minimum standards, but for going over and above the required standards, be it in relation to learning or for helping and supporting others.

3. **Relentless Routines**

All staff in Queen Anne High School arrive punctually for class and have a corridor presence. They support the safe entry and exit of pupils. Clear routines and expectations are established with all classes. Starter tasks develop momentum and offer opportunities for success before more challenging tasks are undertaken. The physical environment of classrooms is planned, and instructions are short and simple.

4. **Scripting**

Scripting is used to support learners to self-regulate, re-engage with their learning and display appropriate learning behaviours. Staff's commitment to a coherent approach in this area allows for a predictable and calm learning environment in which all pupils feel welcome and safe.

5. **Responding and Restorative Follow-Ups**

At QAHS we have developed the skillset of our staff in responding and de-escalation techniques. This allows us to take an 'early intervention' approach in supporting pupils in regulating their own behaviours. All staff within QAHS believe in the importance of restorative follow-up following a challenging situation. Restorative approaches are used to support and promote self-reflection and self-regulation.

Positive Behaviour Supports

Level 1 – Proactive Approaches

Teacher uses proactive approaches (5 Pillars of Best Practice) to promote appropriate learning behaviours:

1. Consistent, calm staff behaviour
2. Proactive approaches, high expectations and positive recognition
3. Relentless Routines
4. Scripting
5. Responding and restorative follow-up

Level 2- Teacher intervention

- Teacher gives pupil a quiet prompt to re-engage with learning
- Teacher gives a quiet reminder of expectations/prompt/support; offers a choice
- Teacher calmly warns the pupil of the consequences of continuing with the behaviour
- Move within classroom
- Brief cool-down outside classroom. Review of situation and planning
- Pupil re-engages with learning and returns to class/Pupil does not re-engage with learning and receives teacher consequence
- Pupil re-engages with learning and returns to class/Pupil does not re-engage with learning and is referred to Curriculum Leader

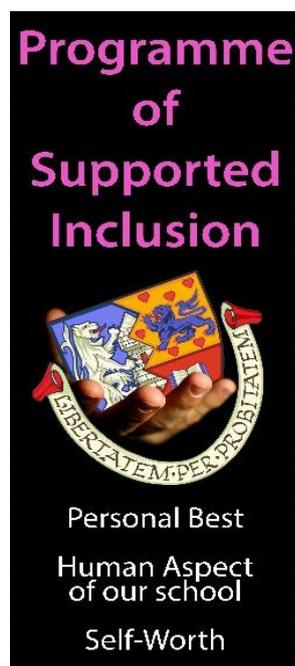
Level 3 – Curriculum Leader (CL) intervention

- CL has a conversation with pupil about inappropriate behaviours
- Time-out: learning in an alternative classroom for one lesson. CL supports learner to take responsibility for their behaviours.
- CL facilitates a brief review with pupil and classroom teacher and supports pupil back to class
- Pupil re-engages with learning and returns to class/Pupil does not re-engage with learning and receives CL consequence
- CL facilitates a restorative between the pupil and the classroom teacher and supports the pupil back to class
- Pupil re-engages with learning and returns to class/Pupil does not re-engage with learning and is referred to Depute Headteacher/Year Head.

Level 4 – Depute Headteacher (DHT) or Year Head intervention

- DHT/Year Head has a conversation with pupil about inappropriate behaviours and puts a consequence in place
- DHT/Year Head facilitates a restorative conversation between the pupil and the relevant member of staff before supporting the pupil back to class.

Programme of Supported Inclusion (PSI)



This programme is a serious, intensive support intervention and an in-house alternative to Temporary External Formal Exclusion. Supported Inclusion is a support available for implementation by DHTs when:

a high-level incident has occurred resulting in harm to a relationship, person, learning or equipment

supports offered to a pupil at every level have been unsuccessful and further support is required to help them self-reflect and develop a clear plan moving forward.

- The learner is accommodated in our PSI room for a 1-day to a 3-day programme.
- The programme is individualised for the learner.
- Pupil Support staff, Teaching staff, Guidance PTs, DHTs and the Rector may be involved in working with the learner to develop improved patterns of behaviour.
- Parents/Carers are fully involved in this process.
- External partners such as Social Work, Education Psychologists, Pupil Support Services (PSS), Police Scotland, Scottish Fire and Rescue Service may also be involved.

Temporary External Formal Exclusion

At Queen Anne High School every effort is made to avoid excluding young people. Temporary external formal exclusion is an **absolute last resort** and will only be used when all other attempts to resolve matters have been unsuccessful. It will **not to be used as a 'punishment'** but to provide an opportunity to plan support for a young person which will address the behaviour which led to their exclusion. The safety of children is however of paramount importance, and we ensure that exclusion never compromises a child's or young person's safety.

When taking the decision to formally exclude a young person, Queen Anne High School complies with provisions of the Equality Act 2010 in relation to discriminatory behaviour in the context of exclusion from school.

In the case of a Looked after Child (LAC) Social Work should be involved prior to making a decision around exclusion to ensure the integrity of the care placement. Any child on a Child Protection Order should only be excluded following involvement of the child's Lead Professional/Social Worker and after the completion of a risk-assessment.

A child or young person who is excluded from school on more than two occasions within the same term will be subject to an urgent review of their support, and risk management, plans.

An external formal exclusion demonstrates that as a school community we are unable to meet the needs of the learner and that increased external support and intervention are required.

Mobile Phone Use

Mobile phones are now part of modern society and the majority of students will own one. At QAHS we understand that for safety reasons pupils will carry a mobile phone in order to contact parents/carers after school/before school. We also recognise that digital technology can enrich the learning experience for all of our children and young people and that our learners are increasingly supportive of its use as part of their education.

The use of mobile phones in classroom therefore comes down to the discretion of classroom teachers within Queen Anne High School. All mobile phones should remain out of sight and be on silent/switched off during learning time unless the teacher has permitted their use for learning purposes.

Pupils are not permitted to charge their mobile phones within the school. Adapters and chargers have not been tested by the school technicians to ensure that they are compliant with electrical safety requirements. Where there are circumstances impacting on the wellbeing or safety of a pupil, the relevant Guidance Principal Teacher should be contacted.

School Dress Code

In a large school such as Queen Anne High School, it is essential for safety reasons that all young people are easily recognisable as QAHS pupils. Wearing school dress instils pride, high standards and a sense of belonging which extends into the local community. It also helps to remove inequalities, bullying and victimisation.

At QAHS all pupils in all year groups must wear:

- White Shirt (with collar and buttons to the neck)
- QAHS tie
- Black skirt/trousers*
- Black footwear**

Pupils may wear a plain black jumper or cardigan over their shirt, but the QAHS tie must be clearly visible. Any colour other than black is not acceptable.

All members of the Senior Phase Pupil Leadership Team must wear a blazer.

All items of outdoor clothing (including hoodies, scarves, baseball caps and jackets) must be removed in class

** please note that tracksuit bottoms are not appropriate school dress. Skinny jeans and leggings are acceptable provided they are not see-through, faded or ripped.*

*** please note that trainers are acceptable provided they are predominantly black. Any colour other than black is not acceptable.*

Where a member of staff feels that a pupil's school dress is inappropriate, a referral should be made to the relevant Guidance Principal Teacher.

Procedure for S2 – S6 pupils not in appropriate school dress: Pupils should collect an inappropriate school dress slip from their Guidance Principal Teacher in the Integrated Support Hub either before, or during registration. This enables a discussion to take place between the GPT and the pupil to allow the appropriate support to be put in place.

Procedure for S1 pupils not in appropriate school dress: S1 registration teachers will issue appropriate school dress slips in registration.