

GOVAN HIGH'S NURTURING BEHAVIOUR POLICY



"Achieving Our Full Potential"

Contents

01

AIMS AND EXPECTATIONS

02

CREATING AND MAINTAINING
A SAFE AND EFFECTIVE
LEARNING ENVIRONMENT

03

STRATEGIES FOR
SUPPORTING YOUNG PEOPLE

04

MOBILE PHONES

05

RESTORATIVE CONVERSATIONS

06

COMMUNICATING WITH
PARENTS AND CARERS

AIMS AND EXPECTATIONS

Welcome to Govan High School's Nurturing Behaviour Policy. This document aims to support staff by providing guidance in leading a positive, nurturing and encouraging ethos in classrooms and the wider school.

Glasgow, as a local authority, is focused on building positive relationships across schools and we aim to reflect this in Govan High. This policy aims to encourage positive behaviour, provide guidance with different types of behaviour and to help provide a positive, safe and nurturing environment for all.

*Here are
our school
expectations
and examples of
how they may be
displayed*

➤ BE SAFE

- Young people enter the classroom in an orderly and calm manner.
- Young people stay in their seat unless instructed otherwise or in a practical setting.
- Young people conduct themselves in a way that does not risk causing harm to themselves or others.

➤ BE RESPECTFUL

- Young people generally show respect to others and to the classroom environment.
- Young people follow instructions from teachers.
- Young people conduct themselves in a way that does not disrespect others.

➤ BE READY TO LEARN

- Arrive on time. If a young person arrives late, welcome them and investigate later, if required.
- Young people collect their resources and begin the starter task as soon as they enter the classroom.
- Young people listen carefully to explanations.
- Young people start activities when instructed.

CREATING AND MAINTAINING A SAFE AND EFFECTIVE LEARNING ENVIRONMENT



A learning environment has a significant impact on a child's ability to learn, to feel valued, to feel safe and to focus. All learners benefit from predictable and consistent experiences throughout the school day as this can increase their sense of safety and create better opportunities for learning to take place.

Staff should all aim for their classrooms to be welcoming, positive learning environments where learners can flourish. Lessons should be well prepared and resourced by staff and take into consideration the needs of all learners in the classroom. The school's Learning and Teaching policy and the 4 Es (Experience, Excellence, Environment and Expectation) should be considered when planning lessons.

The following examples of good practice should be routine for each teacher in Govan High. However, staff should use their own strategies alongside these to best support young people.

Practical subjects may require a variation of the following, at times.



IN PREPARATION FOR THE LESSON

When planning for lessons and the learning environment in advance, staff should:

- Maintain a tidy and organised classroom with up to date and relevant wall displays
- Have a seating plan
- Have all required resources prepared, ready and accessible to young people
- Be aware of any additional support needs that young people may have, plan for them and ensure any additional supports are in place
- Ensure they are aware of any information on the young people that has been communicated by pupil support, pastoral care or depute heads and regularly review this information.



AT THE BEGINNING OF THE LESSON

To create a predictable start to each lesson, staff should:

- Meet young people at the door on arrival to welcome and greet them
- Be prepared with a task ready for them to begin immediately
- Take the register
- Remind young people that mobile phones should be stored in bags or pockets and on silent
- If appropriate, reinforce that unsuitable drinks are not to be consumed in class. For example, energy and fizzy drinks.
- Outline what will happen during that period.



DURING THE LESSON

Throughout each lesson, staff should:

- Give clear instructions, displaying them, if possible
- Be visible and circulate the room
- When helping individuals or groups, keep an eye on the rest of the class
- Ensure the lesson has appropriate pace and challenge
- Praise young people and celebrate success - award merits when appropriate
- Remain calm
- Show enthusiasm for their lesson.



AT THE END OF THE LESSON

To create a predictable end to each lesson, staff should:

- Allow a few minutes to tidy up and return resources/completed work
- Allow more time in practical subjects so the young people can tidy up their area
- Ask young people to remain at their desk, seated if preferred
- Dismiss young people in an orderly manner
- Be at the door to say goodbye to the young people.

Where possible, staff will be out in the corridors during changeover to help with the flow of people and to maintain calm in the corridors.

If all staff follow these guidelines, we increase the likelihood of an organised, calm and predictable experience for our young people. This will have a positive impact on attitudes to learning and behaviour. However, life is not predictable – so if adaptations or changes are required during the lesson that's okay!

STRATEGIES FOR SUPPORTING YOUNG PEOPLE

While we strive to encourage positive behaviour throughout our school community, we recognise that there may be times when things do not go to plan and staff need to use some strategies to help the young person regulate their emotions, get the lesson back on track or seek assistance from colleagues.

It is crucial that staff approach these strategies with a consistent, calm manner. All of us should model positive behaviour and young people should be given appropriate time to, for example, make a different choice, adapt their behaviour or regulate.

The following strategies could be used for low level disruption, when young people distract others or when there is a lack of engagement.

WITHIN THE CLASSROOM

Know the young people

- Use their name
- Some young people have a support plan in place, which should be referred to in the first instance

Share expectations:

- Be Safe, Be Respectful, Be Ready to learn

Have a quiet word with the young person

- Check their wellbeing – are they okay?
- Suggest an alternative approach

Consider a seat move

- Give them a choice to change their behaviour before making the move. Keep in mind that young people who are dysregulated may not be able to make a choice at that time.

Time outside of the classroom

- A short **1-2 mins** to allow young people to reflect, de-escalate and regulate. Check in after 2 minutes. If longer is required, give them another **1 – 2 minutes**. If this persists, ask your line manager for support.
- Young people should not be sent to go for a walk on their own, out of class.

Reflect and repair

- A quick word outside, at the end of the period or later that day
- Check their wellbeing – are they okay?
- Ask what happened that day, from their point of view
- Come up with clear, shared targets and strategies going forward



INVOLVING OTHER MEMBERS OF STAFF

Incidents may arise when young people exhibit particularly distressed behaviours that feels difficult to deal with in the classroom while teaching and learning is ongoing and may require support of a PT or FH, or a PT or FH may require the support of a member of the SLT. Reasons for this could include verbal or physical aggression, continuous disengagement, verbal abuse or the use of offensive language.

It is important that there is a process to the involvement of SLT and that low-level issues are not escalated too quickly (or from class teacher straight to depute, unless there is a PT/FH absence or a dangerous situation within the classroom).

In such cases a referral may be required, and the following steps can be considered, using professional judgment to assess the severity of the situation or the appropriate support required.

SUPPORT FROM A PRINCIPAL TEACHER OR FACULTY HEAD

Suggested strategies

- Speak to the member of staff and offer support and best practice strategies.
- Make a phone call home
- Find alternative and appropriate accommodation for a young person for a period to allow for reflection time
- Restorative conversation
- Arrange a parental meeting
- Departmental target card

LIAISE WITH PASTORAL CARE OR PUPIL SUPPORT FOR WELL-BEING CONCERNS OR CHALLENGES ACCESSING THE COURSE WORK

Suggested strategies

- Discuss young person's needs
- Contact home
- Parental meeting
- Assign Pupil Support Assistant
- Record in pastoral notes
- Referral to SIIM/JST meetings
- Referral to Targeted Intervention Programme
- Whole school sweep
- Target card

SUPPORT FROM A MEMBER OF THE SENIOR LEADERSHIP TEAM

Suggested strategies

- Speak to the young person
- Class extraction
- Year group expectation assemblies
- External agency referrals
- Target card
- Follow Child Protection or Staged Intervention procedures
- Contact home
- Observe young person in class

4

MOBILE PHONES

The Scottish government does not suggest a mobile phone ban, but it does encourage schools to consider restrictions. It has passed the decision of whether mobiles are allowed in schools and classes onto the individual centres and Headteachers. As a staff we have decided to have a consistent approach, and we must all play our part to ensure that this guidance is implemented.

THE FOLLOWING ARE SUGGESTIONS FOR STAFF IF PHONES ARE NOT PUT AWAY.

*These should be used alongside
the strategies for working with
young people in section 3.*

01



A whole class reminder to the instruction given at the start of the period for phones to be away and for notifications to be switched off.

02



A quiet request to an individual to put their phone away.

03



A request to place the phone on the teacher's desk.

04



A text home to inform parents of persistent phone usage.

05



A phone call home made by the PT or FH informing parents of the mobile phone issues.



*Govan High has the following
mobile phone guidance in effect:*



MOBILE PHONES

Mobile phones should only be out during lessons for learning purposes, with teacher permission.

PHONES AWAY

Mobile phones should be in bags, pockets or the teacher's desk. Not visible on young people's desks.

BREAKS

Mobile phones are allowed out during a short break in double periods.

YOUNG PEOPLE

Young people must leave their phone in class when going to the toilet.

FREE TIME

Free time on phones should not be used as a reward.

FAMILIES

Families should be made aware of our mobile phone policy.

DURING LESSONS

During lessons staff are responsible for setting an example of appropriate phone usage.

RESTORATIVE CONVERSATIONS

Restorative conversations can be either quick and informal or scheduled, more structured, conversations, facilitated by another member of staff. The hope is that relationships will be mended or built, and young people and/or staff take responsibility for their actions and make different choices in the future.

WHAT IS IMPORTANT:

- Enough time has passed so that everyone is calm and regulated
- Appropriate time is set aside
- All people must agree and be ready for a restorative conversation
- All people are given an opportunity to explain their point of view without interruption or judgement.

THEY ARE USED TO:

- Repair relationships
- Allow people to explain how they felt and to show how actions and words have consequences on others
- Look for next steps going forward, agreed by both parties.

EXAMPLE QUESTIONS:

- | | |
|---|---|
| 01 <i>What happened, from your point of view?</i> | 02 <i>How did that make you feel?</i> |
| 03 <i>How do you think this made them/others feel?</i> | 04 <i>How can we make this right, going forward?</i> |

A POSSIBLE STRUCTURE:

At the start, welcome everyone and check everyone is willing to participate.
Explain the purpose of the meeting is not to place blame, but to listen and come to a collaborative solution.

Allow both the young person and teacher to share their perspective of the events, using the suggested questions 1,2 and 3.
This must be without interruption or disagreement to ensure all parties feel heard/safe to share.
Do not force a young person to apologise.

Ask question 4, allowing everyone the opportunity to contribute solutions to prevent reoccurrence.

Move past the previous incident and start afresh.
Once a young person re-enters the classroom, it is crucial that previous incidents are not brought back up, although agreed next steps can be.

COMMUNICATING WITH PARENTS AND CARERS

Having positive and successful relationships with parents/carers can make a significant difference to a young person's engagement, achievement and growth within school. All conversations with parents/carers should be approached with empathy, understanding and care.

*Where possible,
staff should aim to:*



CELEBRATE SUCCESS WITH PARENTS/CARERS BY USING STRATEGIES SUCH AS:

- Making positive phone calls or texts home when a young person has attained or achieved
- Sending home award recognitions, e.g. a certificate, praise postcards
- Contributing towards the school newsletter
- If you notice an improvement to a previous concern, communicate this home



KEEP PARENTS/CARERS INFORMED BY USING THE SCHOOL SOCIAL MEDIA PLATFORMS

To share what is happening in classes, departments or across the whole school or to share any upcoming events or school updates.



INVITE PARENTS/CARERS TO WHOLE SCHOOL EVENTS

During the events, staff should communicate personally and positively with parents using these as an opportunity to build positive relationships.

WHEN SPEAKING WITH
PARENTS/CARERS
SOLUTION FOCUSED
APPROACHES SHOULD
BE USED AND, EMPATHY,
UNDERSTANDING
AND CARE SHOULD BE
DEMONSTRATED.

*Through working together
with parents/carers we aim
to support young people's
engagement, attendance and
wellbeing.*

Follow us:

@GovanHighSchool