

**“The starting point for learning is a positive ethos and climate of respect and trust based upon shared values across the school community. All practitioners should contribute through open, positive, supportive relationships where children and young people will feel that they are listened to; promoting a climate in which children and young people feel safe and secure; modelling behaviour which promotes effective learning and wellbeing within the school community; and by being sensitive and responsive to each young person’s wellbeing.”**

*Refreshed Narrative on Scotland’s Curriculum*  
[www.scotlandscurriculum.scot](http://www.scotlandscurriculum.scot)

## Statement of Intent

At Baldragon Academy, closing gaps in attainment and raising attainment for all remains our main priority. We do this by adopting a learner centred approach which starts explicitly with the provision of universal support within all aspects of learning and teaching. Our school values underpin everything that we do at Baldragon Academy. Our agreed values of *fairness*, *honesty*, *responsibility*, and *achievement* are built on a foundation of *respect*. With respect, we work together and achieve more.

Through the four capacities of Curriculum for Excellence, we recognise the need for all learners to know themselves as individuals and to develop their relationships with others positively, in families and in communities.

Therefore, underpinning our approaches to positive relationships and positive behaviour management, is our commitment to enabling all learners to become Responsible Citizens. In doing so, we aim to promote a respect for others and a commitment to participate responsibly in political, economic, social, and cultural life.

Through effective policy implementation, all staff will embed coherent approaches which promote and reflect:

- The UNRC Rights of the Child
- GIRFEC
- Nurturing approaches
- Trauma Informed Practice
- Excellence and Equity
- Inclusion, Wellbeing and Equalities
- Additional Support for Learning
- The Promise
- Every Dundee Learner Matters

## Impact

We encourage all learners to contribute to the life and work of our school and exercise their responsibilities as members of our school community. This includes ensuring opportunities to participate responsibly in decision-making, to contribute as leaders and role models, to offer support and service to others and play an active part in putting the values of our school community into their own practice.

**‘Developing good relationships and positive behaviour in the classroom, playground and wider community is essential for creating the right environment for effective learning and teaching. Where children and young people feel included, respected, safe, and secure and when their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience, and positive views about themselves. This applies equally to all staff in the learning community.’**

*Better relationships, better learning, better behaviour  
Scottish Government 2013*

Our approach considers the impact of additional support needs (ASN) and the complexity of behaviours that can be experienced across our school. Using a restorative approach, we will remain firm and focus on the primary behaviour giving rise to concern to reach an immediate resolution. Reactions and secondary behaviours should be addressed within the restorative approach. Agreements must be reached to ‘fix and repair’ and to plan positive next steps with appropriate time being given to follow up, debrief and check in on those involved/impacted.

**“A whole school approach to positive relationships and behaviour is the most effective way of supporting wellbeing for children and young people. This is supported by a wealth of evidence that links culture and ethos with wellbeing as well as attainment. “**

*Promoting Positive Relationships and Behaviour in Educational Settings  
Scottish Government 2021*

With a consistent approach to putting this policy into practice, we will **improve**:

- ✓ **Presence** - Attendance and punctuality.
- ✓ **Participation** - Learning, teaching and assessment within a safe environment; respect and ambition within our school community; internal and external communication.
- ✓ **Progress** - Attainment and achievement; positive and sustained leavers destinations.

And we will **reduce**:

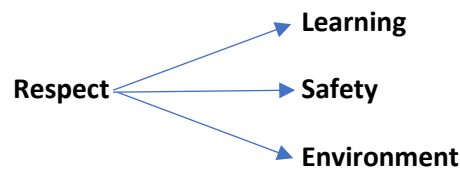
- ✓ Non-cooperation
- ✓ Conflict
- ✓ Bullying
- ✓ Intimidation
- ✓ Aggression
- ✓ Truancy levels
- ✓ Exclusion levels

## Action and Approach

In January 2024, we consulted with learners and staff on relationships for learning and behaviour management. From this, six key behavioural themes were identified that are the most important to us in maintaining a calm, purposeful learning environment and require immediate action.

1. **Misuse of mobile phones**
2. **Inappropriate/offensive language**
3. **Lateness**
4. **Not following adult instructions**
5. **Disrupting learning**
6. **Safety within and across the school**

It is recognised that these behaviours impact on 3 areas that are underpinned by our overarching value of **respect**.



- **Respect for Learning** - both our own learning and the learning of others.
- **Respect for the Environment** - our classrooms, our corridors and school property.
- **Respect for Safety** - for ourselves, other learners, our staff and our school visitors.

Our actions, at every stage, are underpinned by the need for the explicit use of restorative approaches when addressing misbehaviour and in follow-up conversations and meetings.

**There should always be a way back.**

### Level 1: Class teacher

1. **First warning:** Teacher names the concern and issues a first warning\*. Learner is given the opportunity to improve their behaviour.  
Aim for teacher to use restorative approaches to avoid escalation.
2. **Second warning:** Behaviour has not improved or has become more disruptive. Teacher issues a second warning and explains unless there is an immediate improvement, they will move to a third warning which may result in a detention\*.  
Aim for teacher to use restorative approaches to avoid escalation.

**Detention/third warning:** On the third warning, a detention is issued.

Teacher should explain why detention has been issued and check for understanding.

Aim for teacher to highlight the way back for the learner upon return to class next lesson.

*Teacher logs detention in 'Demerit' section of SEEMIS.  
Message is sent home via school office.*

\*Teacher may also use other approaches such as a move of seat within the class in conjunction with warnings.

## **Level 2: Principal Teacher (PT)/Principal Teacher Faculty (PTF)**

In the event of the teacher issuing frequent detentions to the same learner where there is no significant improvement or should more serious behaviour be exhibited:

- Teacher referral to PT/PTF
  - Referral must contain clear explanation of behaviour and prior intervention.
- PT/PTF may good neighbour or withdraw learner from class for agreed period of time.
- PT/PTF will contact home to share concern and action via one of the following:
  - Group Call
  - Telephone
  - Email
- PT/PTF will discuss referral with learner and aim to find a way back.
- PT/PTF will facilitate restorative conversation with learner and class teacher.
- PT/PTF may issue lunchtime detention in line with Level 1.

## **Level 3: Depute Head Teacher (DHT)/Head Teacher (HT)**

In the event of serious or frequent/consecutive behavioural concerns:

- PT/PTF referral to DHT.
  - Referral must contain clear explanation of behaviour and prior intervention.
- DHT may issue further consequence for learner.
  - (e.g. after school detention, alternative to exclusion, haven etc.).
- DHT may contact/meet with parents/carers to discuss concerns.
- DHT may arrange a resolution meeting with learner and member of staff involved.
  - Restorative meeting may be conducted directly or appropriately and sensitively delegated.
- DHT will liaise with the PT/PTF to agree strategies to facilitate the learner returning to class.

Serious or repeated concerns will be referred to the Headteacher.

## **Emergency Intervention**

If the context of concern is immediately and significantly detrimental to the health and wellbeing of the learner, staff or others or is significantly detrimental to the learning of the learner or others in the class, staff may implement the Emergency Protocol for Support for First Aid.

- PT/PTF/PTG should contact the school office using the dedicated phone line, or send a message via staff or learner, to request additional support from a School Support Worker or a member of the Senior Leadership Team.
  - Ensure appropriate dialogue with responding staff to create an early and clear understanding of the event.
  - In the event of behaviour/disruption, PT/PTF should record the incident including a clear statement of the behaviours and those involved in a referral to the relevant DHT.
- The responding member of SLT will liaise with the relevant DHT to follow up and action.
- Referring member of staff should consider the appropriateness of recording the incident using the DCC Violent Incidents Policy and Procedures for Education Staff. Forms should be completed, signed and placed into the Headteacher's pigeonhole (located in school office) as soon as practically possible following the incident.