



LEARNING TOGETHER

WORKING TOGETHER

SUCCESSING TOGETHER



KSS

Promoting

Positive

Behaviour

Policy

RESPECT

HONESTY

FRIENDSHIP

EMPOWERMENT

HAPPINESS



Our School Charter

Our school charter has been developed in consultation with pupils, parents and staff. The charter considers the key principles of nurture and seeks to ensure that staff and young people are able to learn together, work together and succeed together.

- Be kind
- Give our best
- Be honest
- Respect others
- Be responsible
- Include everyone



Across the school, we support young people to behave in a way that aligns with the charter and to understand the importance of working together to create a school where everyone feels safe and welcome and is able to reach their full potential.

Nurture

As a Unicef Rights Respecting School, we strive to create a place where the values of the school reflect our commitment to children’s rights and where all staff and partners take responsibility for developing effective relationships.

The Six Principles of Nurture:

- Children’s learning is understood developmentally.
- The classroom offers a safe base.
- Nurture is important for the development of self-esteem
- Language is understood as a vital means of communication
- All behaviour is communication
- Transitions are significant in the lives of children



Glasgow City Council's Promoting Positive Behaviour Policy

By committing to promoting the Knightswood Secondary School Charter and the Nurture principles, we are able to uphold the key concepts outlined in Glasgow City Council's Promoting Positive Behaviour Policy:

- To educate the whole child and develop their personal and social skills to ensure their own well being and that of others are maximised
- To provide safe and stimulating learning environments for all children and young people that enable them to reach their full potential and become successful learners, effective contributors, responsible citizens and confident individuals
- To ensure children and young people have regular opportunities to develop an understanding of their rights and responsibilities
- To develop an awareness of consequence in children and young people
- To develop a desire in all children and young people to participate positively and contribute at all times.

Whole School Structure

Each pupil belongs to a House Group, led by a Principal Teacher Pastoral Care. The Principal Teacher Pastoral Care offers counselling and support where a pupil is failing to achieve their best in class or where wellbeing needs are identified. House groups are then assigned to Depute Headteachers who maintain an overview of pupils' needs and support mechanisms.

Arran: Ms McLelland

Tiree: Mrs Gray

Bute: Mr Deveney

Skye: Mr Shields

Harris: Mrs Adams (Acting)

Islay: Ms Whelehan

BGE Arran and Tiree: Ms Docherty

BGE Bute and Skye: Mrs Seagrave

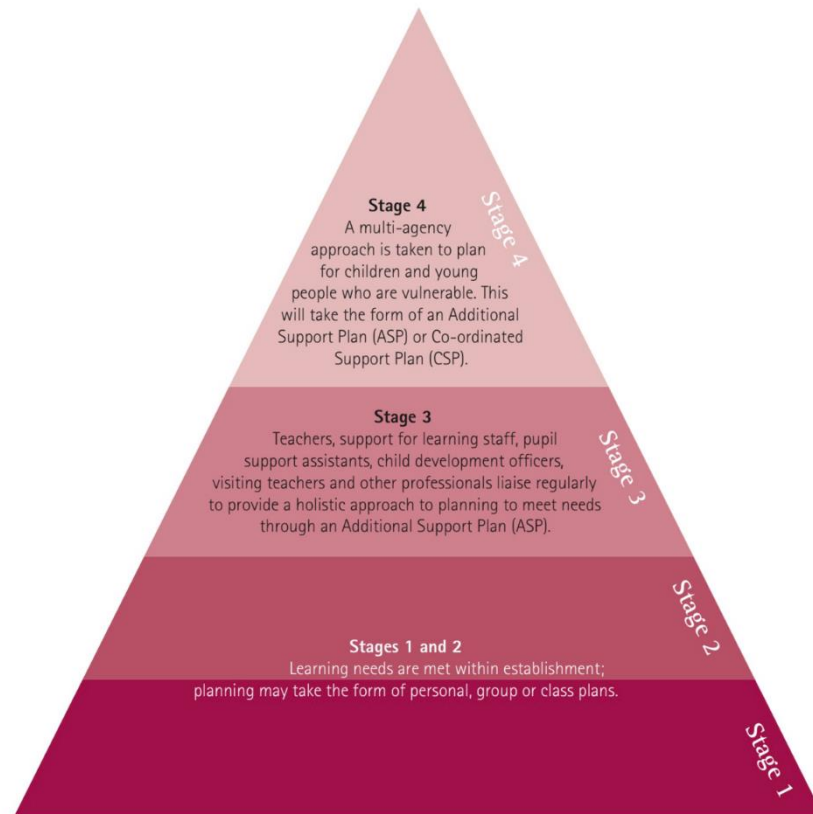
BGE Harris and Islay: Mrs McCreaner

Senior Phase Harris, Skye and Islay: Ms Anderson

Senior Phase Arran, Bute and Tiree: Mr Hood

Meeting Learners' Needs through Staged Intervention

In line with Glasgow City Council policy and effective teaching and learning, all teachers lay the foundation for effective relationships by ensuring pupils' needs are known and understood. The class teacher completes the staged intervention triangle for each class to reflect the level of support pupils require. Further information about each pupil's needs can be found in the Pupil Plans. The Pupil Plan outlines the key needs of a pupil and identifies successful strategies to help teachers to meet these needs.



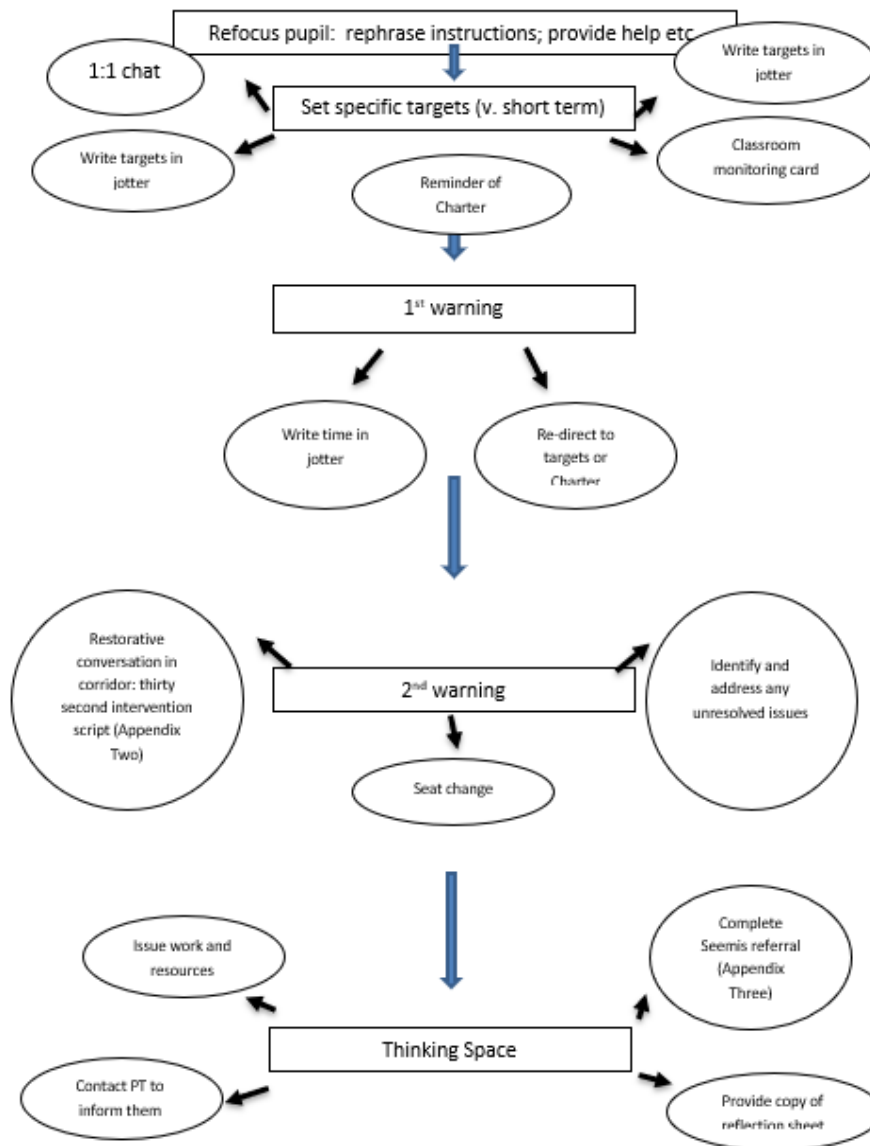
The class teacher completes the triangle annually and at points of transition and should review this regularly (Appendix One). See Appendix Two for an example of a Transition meeting template which can be used to support discussion where a class is moving from one teacher to another.

Support for Pupils at Whole School Level

A wide range of support mechanisms are in place across the school. Working in partnership, young people who may benefit from additional support are discussed at the Kiim (Knightswood Inclusion and Intervention Meeting) before being allocated support from the range available. The Pupil Support spreadsheet should be consulted for further information about provision and participation.

Promoting Positive Behaviour in the Classroom

- Swearing in class: addressed through a discussion of the school values / charter.
- Swearing directly at staff (verbal abuse): PT NOTIFIED IMMEDIATELY. PT notifies DHT immediately to allow for timeous action. Information should then be copied into a Seemis referral which is sent to PT in the first instance. Thinking Space can be utilised to allow time to address concerns.



Succeeding Together – For Pupils

- Get Started: ready your equipment and follow your teacher’s instructions
- Take extra help when offered and get back on track!
- Meet individual targets set by your teacher
- Use conversation 1 to improve.
- Use conversation 2 to improve!
- If you’re not yet able to give your best and be responsible, you might be given access to a Thinking Space in another classroom



Thirty Second Intervention

To support a successful return to class, the thirty second intervention script helps pupils to understand how to bring about improvement. In advance of the conversation, pupils should be issued with a Charter Exit Card which identifies what successful behaviour looks like (Appendix Three)

Phone Policy

Across the school, pupils are helped to focus on teaching and learning and to give their best in lessons by ensuring that phones are not in use in the classroom. Pupils are instructed to:

- Switch phones off.
- Store phones in bags.
- Place bags at the front or back of the classroom or under desks * please check the specifics of your department's policy.
- Where a pupil does not have a bag or jacket, the phone should be placed on the teacher's desk.

On the first occasion a pupil requires reminded about phone policy, the phone may be stored as directed above. Where an exception has been made in response to a pupil's specific need, the Pupil Plan will detail this and provide specific strategies which should be implemented as an alternative to the process outlined here. Staff must check Pupil Plans to ensure the correct procedure is followed.

Where a pupil uses the phone again, the phone should be confiscated for the period.

Where a pupil chooses not to co-operate with the classroom teacher, they should be informed that this is likely to result in the PT confiscating the phone for a full day.

The need for PT support can be communicated by phone or using a Seemis referral.

Additional information can be found in Appendix Thirteen.

Fire Alarms

Our focus is on helping young people achieve their full potential which is one of the reasons false fire alarms are so unwelcome. Following the malicious and deliberate activation of the fire alarm, SLT and teaching staff will make every effort to identify who is responsible. Any pupil who is found to have taken part can expect to be excluded from school. Furthermore, it is often the case that information is shared with Police Scotland and those responsible face being fined £500.



Seemis Referrals

A referral is an opportunity to invite additional support for a pupil and document concerns for information or further action. As outlined above, there are many support mechanisms which should be employed at classroom level. Where a pupil is not able to improve behaviour in line with the KSS Charter, concerns may be shared using the Seemis referral system (Appendix Five). This allows Subject PTs to plan how best to meet pupil needs and helps pupils to demonstrate improvement.

Staff should be aware that referrals may be shared with pupils and parents/ carers/ others and that parents/ carers/others can request to view copies of referrals held on the system.

Suggested template for referral completion:

- Identify behaviour not in line with charter. Use Charter specific language.
- Outline classroom interventions designed to support improvement. Be objective and avoid emotive language.
- Outline pupil response.
- Include any other relevant information.

Example

Kevin was not able to demonstrate respect for others during today's lesson. He needed support to enter the classroom and was encouraged to do so and remove his hood. Kevin sat in a seat of his own choosing. He was encouraged to move. Written and verbal instructions were shared to allow all pupils to engage with the lesson; Kevin removed his phone from his pocket and began to play a game/ watch videos. I moved to Kevin and spoke quietly, encouraging him to respect others by complying with school phone policy and writing the date and title in his jotter to begin (I checked he had all resources and understood the task). I repeated this three times and moved away to allow Kevin time to change his behaviour. Kevin was not able to change his behaviour. Seeing no alternative, I invited him to stand outside. He did so, then returned, then left. He refused to make use of the Thinking Space which was set up.

Monitoring and Support

Additional support is provided to pupils who require greater structure to help bring about improvement.

Department Support Card

A Principal Teacher, in consultation with the class teacher, may determine additional targets and support are required. The Department Support Card asks pupils to focus on one aspect of the Charter and work to demonstrate progress across an agreed period of time.

The Department Support Card should be shared with the relevant Depute Headteacher at the end of each week. It can be placed in the pigeonhole of the DHT in the jotter store or a copy can be sent electronically.



Pastoral Care Weekly Support Card

Where there are concerns across multiple subject areas, a weekly support card across all subjects may offer a pupil the most appropriate level of assistance. This card mimics the format of the Department Support Card. This will invite parental involvement to seek solutions in partnership with home.

Pastoral Care Daily Support Card

Where increased contact with a pupil is deemed to be of benefit, a Daily Support Card may be implemented. This will afford a pupil an opportunity to discuss and review progress towards meeting their target once a day and invite parents/ carers to review their child's progress regularly.

Depute Headteacher Daily Support Card

The Depute Headteacher Daily Support Card is an indication that a pupil requires sustained and focussed assistance to bring about improvement.

Appendices Five, Six, Seven and Eight

Thinking Space

Within departments or faculties, arrangements will be in place to provide a pupil with a Thinking Space when required. This is to allow a pupil an opportunity to reflect or to create distance from an issue in the classroom and to allow the work of their class to continue without interruption.

The priority should be to allow teaching and learning to continue. To this end, the pupil moving elsewhere should be provided with the appropriate resources to continue to focus on the aims of the lesson.

Additionally, to support a consideration of how best to bring about improvement, a pupil should be provided with the Thinking Space prompt sheet. Two versions of the Thinking Space prompt sheet are available and the teacher is best placed to decide which one should be issued based on Pupil Plans and knowledge of a pupil's needs. If a pupil is not known to the member of staff issuing the Thinking Space document, the ASN database should be consulted to ensure a pupil's literacy needs are taken into account. It may be appropriate to make use of a Calm Box or Mindfulness resources at this stage.

The target set by a pupil can then be used to support a successful return to class.

Appendices Nine and Ten



Duty Support

A system of Duty Support is available for exceptional circumstances where a PT deems it appropriate or where the PT is unavailable to deal with an emergency classroom situation. All other aspects of disruption to teaching and learning can be managed by using the Department Thinking Space.

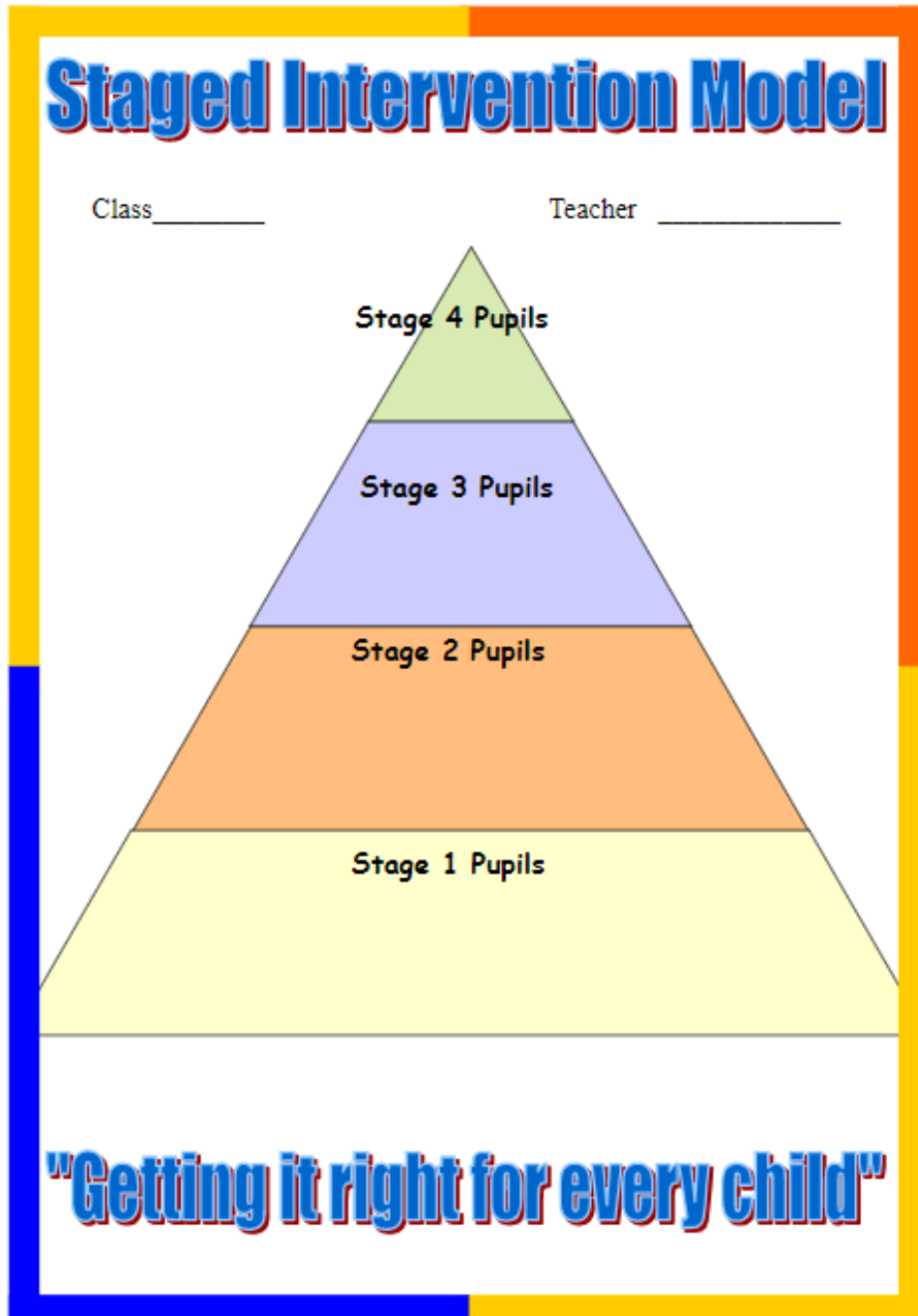
It may be necessary to seek support beyond the department where there has been a violent incident. Duty Support can be accessed by phoning the school office.

Charter Champions

Each week, teachers are invited to nominate a pupil who has demonstrated behaviour outlined in the KSS Charter. Each teacher has a Charter token which should be presented to the pupil; at this stage the class teacher should discuss with the pupil the behaviour for which they are being recognised. On the last day of the school week, pupils present their tokens to the Headteacher who is able to celebrate these Champions by recognising their achievements, discussing their Charter success and sharing rewards.

Appendix One

Staged Intervention Triangle





Appendix Two

Staff handover of classes

| Class: | yes | no |
|--|-----|----|
| Has the staged intervention triangle been shared and explained? | | |
| Register | | |
| CEM info- 20/60/20 | | |
| Location of current tracking/ viewing of pupils working levels | | |
| Seating plans | | |
| Peer issues highlighted | | |
| Allergy information (if applicable) | | |
| Teaching and learning has class covered so far and planned next steps? | | |
| Handover records of work | | |

Information sharing

Please sign and store in the Quality assurance folder:

Date: _____

Previous teacher _____

New teacher: _____



LEARNING TOGETHER

WORKING TOGETHER

SUCCEEDING TOGETHER



Appendix Three: for pupils

| What does our charter look and sound like? | | |
|---|--|---|
| <p>Be kind</p> <ul style="list-style-type: none"> • Speak politely to pupils and teachers. • Share resources. • Say well done to classmates. • Offer help. • Respond positively to others. | <p>Giving our best</p> <ul style="list-style-type: none"> • Use class time to complete work. • Do better today than you did yesterday. • Listen when others are speaking. • Use feedback to improve. • Work to meet success criteria. | <p>Be honest</p> <ul style="list-style-type: none"> • Use mistakes as an opportunity to improve. • Be open about needing help. • Apologise if you get it wrong. • Think about what to do differently next time. |
| <p>Respect others</p> <ul style="list-style-type: none"> • Use a classroom voice. • Choose the right language for the right setting. • Take turns. • Be reasonable in response to reasonable requests. • Think about how your actions affect others. | <p>Be responsible</p> <ul style="list-style-type: none"> • Turn up on time. • Bring the right equipment. • Follow instructions. • Take care of your resources. • Be organised. | <p>Include everyone</p> <ul style="list-style-type: none"> • Be willing to work with any of your classmates. • Be willing to sit beside any of your classmates. • Respond positively to others. • Speak kindly to others. |

Learning Together

Working Together

Succeeding Together



KNIGHTSWOOD
SECONDARY
SCHOOL



OUR SCHOOL CHARTER

BE KIND

GIVE OUR BEST

BE HONEST

RESPECT OTHERS

BE RESPONSIBLE

INCLUDE EVERYONE



RANGERS
CHARITY
FOUNDATION



Respect Friendship Honesty Empowerment Happiness

RESPECT

HONESTY

FRIENDSHIP

EMPOWERMENT

HAPPINESS

Appendix Three: for teacher

| What does our charter look and sound like? | | |
|---|--|---|
| <p>Be kind</p> <ul style="list-style-type: none"> • Speak politely to pupils and teachers. • Share resources. • Say well done to classmates. • Offer help. • Respond positively to others. | <p>Giving our best</p> <ul style="list-style-type: none"> • Use class time to complete work. • Do better today than you did yesterday. • Listen when others are speaking. • Use feedback to improve. • Work to meet success criteria. | <p>Be honest</p> <ul style="list-style-type: none"> • Use mistakes as an opportunity to improve. • Be open about needing help. • Apologise if you get it wrong. • Think about what to do differently next time. |
| <p>Respect others</p> <ul style="list-style-type: none"> • Use a classroom voice. • Choose the right language for the right setting. • Take turns. • Be reasonable in response to reasonable requests. • Think about how your actions affect others. | <p>Be responsible</p> <ul style="list-style-type: none"> • Turn up on time. • Bring the right equipment. • Follow instructions. • Take care of your resources. • Be organised. | <p>Include everyone</p> <ul style="list-style-type: none"> • Be willing to work with any of your classmates. • Be willing to sit beside any of your classmates. • Respond positively to others. • Speak kindly to others. |

Knightswood Secondary's 30 Second Scripted Intervention

1. I have noticed that you are.... (describe the behaviour that you wish to address)
2. You are not following our school charter, which says... (identify the aspect of the charter that relates best to the behaviour)
- 3a) What should this look like in our school? OR
3b) Describe what this should look like to the young person
4. Earlier this period / this week / this month, you were... (describe an example of a time when the young person you are talking engaged positively in class)
5. This is who I need to see today. Let's get back on track.

Learning Together Working Together Succeeding Together

OUR SCHOOL CHARTER

BE KIND

GIVE OUR BEST

BE HONEST

RESPECT OTHERS

BE RESPONSIBLE

INCLUDE EVERYONE

Respect Friendship Honesty Empowerment Happiness



Appendix Four: Seemis Referrals

1. Log in to *Seemis*.
2. Launch *Click and Go*.
3. Select *Application* then *Referral System* then *Create and Manage Referrals*.
4. Select *Create a New Referral*.
5. Type the pupil's surname into the relevant field before selecting *New List*.
6. Click in the pupil's name.
7. Complete the prompts at the foot of the screen: Date of Incident; In Class or Out with Class.
8. Select *Proceed* if Teacher and Location information is accurate.
9. Select *Reasons for generating the referral* from those provided.
10. Provide a description of the incident, following the recommended template outlined in the policy.
11. Share to Middle Management: select PT's name from list.

Appendix Five: Department Support Card

KNIGHTSWOOD SECONDARY SCHOOL
Incorporating the Dance School of Scotland

Learning Together

Friendship Respect

Working Together

Empowerment Honesty

Succeeding Together

Happiness

Name: _____ W/c: _____

Class teacher: _____ Charter Behaviour: _____

| Period Day | Class Teacher | |
|---------------|------------------|--|
| Monday | | |
| Tuesday | | |
| Wednesday | | |
| Thursday | | |
| Friday | | |

FOR STAFF:
 1. Evident all the time. 2. Evident some of the time. 3. Not yet evident.



Appendix Six: PTPC Weekly Monitoring Card

KNIGHTSWOOD SECONDARY SCHOOL
Incorporating the Dance School of Scotland

Learning Together

Friendship Respect

Working Together

Empowerment

Succeeding Together

Honesty Happiness

Name: _____ W/c: _____
PTPC: _____ Charter Behaviour: _____

| Period Day | Pastoral Care Teacher | 1 | 2 | 3 | Interval | 4 | 5 | Lunch | 6 | 7 | Parent/ Guardian Signature |
|---------------|-----------------------------|---|---|---|----------|---|---|-------|---|---|----------------------------------|
| Monday | | | | | | | | | | | |
| Tuesday | | | | | | | | | | | |
| Wednesday | | | | | | | | | | | |
| Thursday | | | | | | | | | | | |
| Friday | | | | | | | | | | | |

FOR STAFF:
1. Evident all the time. 2. Evident some of the time. 3. Not yet evident.

Appendix Seven: PTPC Daily Monitoring Card

KNIGHTSWOOD SECONDARY SCHOOL (Incorporating the Dance School of Scotland)

Name: _____ Date: _____

| Charter behaviour | Action |
|-------------------|--------|
| | |
| | |
| | |

| | Subject | Teacher Comment | Signature |
|----------|----------------------------------|-----------------|-----------|
| Period 1 | | | |
| Period 2 | | | |
| Period 3 | | | |
| Period 4 | | | |
| Period 5 | | | |
| Period 6 | | | |
| Period 7 | Monday, Tuesday, Wednesday | | |

PTPC: _____
Parent/Guardian: _____

[Type here]

KSS SCHOOL CHARTER

BE KIND
GIVE OUR BEST
BE HONEST
RESPECT OTHERS
BE RESPONSIBLE
INCLUDE EVERYONE

FOR PARENTS/GUARDIANS:
Please check that this card has been signed for each period of the day. If there are any periods unsigned, you should ask for an explanation from your child.

Please let us know how your child has met targets at home.

My child has shown at home by ...

RESPECT

HONESTY

FRIENDSHIP

EMPOWERMENT

HAPPINESS



Appendix Eight: DHT Daily Monitoring Card

LEARNING TOGETHER WORKING TOGETHER SUCCESSING TOGETHER

KNIGHTSWOOD SECONDARY SCHOOL (Incorporating the Dance School of Scotland)

Name: _____ Date: _____

| Charter behaviour | Action |
|-------------------|--------|
| | |
| | |
| | |

| | Subject | Teacher Comment | Signature |
|----------|----------------------------|-----------------|-----------|
| Period 1 | | | |
| Period 2 | | | |
| Period 3 | | | |
| Period 4 | | | |
| Period 5 | | | |
| Period 6 | | | |
| Period 7 | Monday, Tuesday, Wednesday | | |

DHT: _____

Parent/Guardian: _____

RESPECT HONESTY FRIENDSHIP EMPOWERMENT HAPPINESS

[Type here]

KSS SCHOOL CHARTER

BE KIND
GIVE OUR BEST
BE HONEST
RESPECT OTHERS
BE RESPONSIBLE
INCLUDE EVERYONE

FOR PARENTS/CAREERS:

Please check that this card has been signed for each period of the day. If there are any periods unsigned, you should ask for an explanation from your child.

Please comment on how your child has met targets at home.

My child has shown at home by ...

RESPECT HONESTY FRIENDSHIP EMPOWERMENT HAPPINESS



Appendix Nine

Knightswood Secondary School



| | |
|---------------|--------------------|
| Name | Registration Class |
| Subject | |
| Date & Period | |

**Be kind *Give our best *Be honest *Respect Others *Be responsible *Include everyone*

| | |
|---|-----------------|
| Look at the circled behaviour from our charter. What does this look like and sound like in the classroom? | |
| Looks like ... | Sounds like ... |
| What did your behaviour look and sound like? | |
| | |
| What will you do differently next time? | |
| | |
| What support do you need from us? | |
| | |
| Set a target for your return to class. | |
| I will | |

Friendship

Respect

Empowerment

Happiness

Honesty

Learning Together

Working Together

Succeeding Together



Appendix Ten

Knightswood Secondary School



| | | |
|---|---------------|--|
| + | Name | |
| + | Subject | |
| | Date & Period | |

**Be kind *Give our best *Be honest *Respect Others *Be responsible *Include everyone*

Look at the circled behaviour from our charter. What does this look and sound like in the classroom?

- | | | |
|--|---------------------|-------------------------|
| Be polite to pupils and the teacher | Complete the work | Accept we make mistakes |
| Speak in a partner voice to other pupils | Bring equipment | |
| Work well with other pupils | Follow instructions | Take chances to improve |

What did your behaviour look like?

- | | |
|-----------------------------|--|
| Loud voice | Used language which shouldn't be used in the classroom |
| Wasn't nice to other pupils | Didn't bring equipment |
| Was arguing with classmates | Wasn't paying attention |
| | Didn't complete work |

What will you do differently next time?

Look at the list in the first box for help.

What support do you need from us?

- New seat
- Extra help
- Extra homework

Set a target for your return to class. Choose one.

- I will –
- Complete work
 - Listen without interrupting
 - Follow instructions



Friendship Respect Empowerment Happiness Honesty

Learning Together Working Together Succeeding Together



Appendix Eleven

Supporting Staff

- Shared thinking space access – departments will need to think about staff worried about impact on time – (will it be considered cover?)
- 3 / 4 thinking spaces
- PT Buddies
- Time @ DM's to discuss – constant reminders to prevent drift
- Lesson drop ins
- Written Policy
- Induction for new staff
- Ask staff what support they need
- CPD on flowchart / strategies / referral – writing
- Challenge staff when PPB policy not being implemented
- Needs to involve the staff
- Look at food & drink as next steps
- Food stays in Food Tech until the end of the day
- A place for disruptive pupils
- Boxes to put phones in
- Pupil focus groups to ask them impact

How do we know the policy is working effectively?

- DM discussions / General discussions
- Class visits / Observations
- Pupil feedback
- SLT / PT – Amount of times called to deal with incidents (should be minimum)
- Number of referrals and what referrals are for
- Using charter language



Appendix Twelve

Additional Information from PT Meeting November 2022

| Phone Policy | Classroom Process (flowchart) | Charter Cards |
|--|---|--|
| Pupils reminded to switch off phones and place in bags at start of lesson. | Pupil friendly version to be produced and displayed in classes (in production). | Cards should be accessible in each classroom – wallet provided to store cards at classroom door. |
| Bags and jackets placed at front or back of classroom. In PE, bags and jackets will be left in a locked changing room. | | Charter cards targeted at Senior Phase pupils to be produced (will follow shortly) |
| By extension, no air pods used in class. | | |
| Policy applied to all year groups. | | |
| No exceptions to ban on phone use in class e.g. phones not to be substituted for iPads; pupils not to listen to music with AirPods during lesson time. | | |
| A pupil who has no bag or jacket should place the phone on the teacher's desk. | | |
| <i>Phones should not be used at any point in the classroom e.g. at end of lesson when packing up or waiting to be dismissed.</i> | | |
| Additional points of discussion: a reminder that only water should be permitted in class – fizzy drinks and energy drinks are not permitted. No food should be consumed in class. | | |