



# Promoting Behaviour Policy

As a community we grow





# BARRHEAD HIGH SCHOOL

## Positive Relationship policy

### Rationale

At Barrhead High School, R.E.S.P.E.C.T is central to everything we do. Our Positive Behaviour Policy supports this value by fostering a safe, inclusive, and supportive environment where learners, staff, parents, and partners feel valued, empowered, and able to contribute positively.

We recognise that effective behaviour management relies on:

- Strong, respectful relationships
- Clear and consistent expectations
- A whole-school culture that prioritises wellbeing and children's rights

This policy aligns with national and local guidance, including:

- Relationships and Behaviour in Schools: National Action Plan (2024–27)
- Getting it Right for Every Child (GIRFEC) Policy Statement (2022)
- UN Convention on the Rights of the Child (Incorporation) (Scotland) Bill (2020)
- The Promise (2020)
- Developing a Positive Whole School Ethos and Culture – Relationships, Learning and Behaviour (2018)
- Equalities Act (2010)
- Included, Engaged and Involved Part 2: Preventing and Managing School Exclusions (2017)
- East Renfrewshire Council guidance (Revised Standard Circular 8: Included, Engaged and Involved, 2018)
- Additional Support for Learning Act (2009)
- Barrhead High Mobile phone policy (2024)
- Barrhead High Promoting Positive Behaviour Toolkit (updated 2025)

We implement these frameworks through Restorative Practice, de-escalation techniques, the Nurturing Relationships Approach, and our Learning, Teaching & Assessment Framework.

The following principles from our Learner Charter have been incorporated throughout this policy

- Treat us with RESPECT – we are collaborators and equals.
- Our views should be taken seriously – don't decide before hearing us.
- Create a calm atmosphere and give us time to think.
- Be clear and use language we understand.
- Take action and give feedback – let us know what happens next and why.



When expectations are clear, relationships are strong, and everyone feels supported, learners thrive academically, socially, and emotionally. This policy underpins positive approaches to prevent exclusion and encourage responsibility, ensuring all learners can reach their full potential in a respectful and caring school environment.

## Aim

This policy provides a clear, shared framework for promoting positive relationships and behaviour across Barrhead High School. It ensures a consistent, inclusive, and rights-based approach to support wellbeing, learning, and achievement.

Our approach is guided by our core value: **RESPECT**, expressed through our three charter words:

- **Ready** – we come prepared, focused, and excited to take part, try our best, and support each other in learning and growth.
- **Respected** – we are kind, fair, and caring to everyone, valuing each person's voice and treating others as we would like to be treated.
- **Responsible** – we make good choices, take care of ourselves and our community, and own our actions together.

Together, these values create a positive, inclusive culture, guided by the National Action Plan (2024–27), emphasising high expectations, consistency, and strong relationships.

## Policy – What We Expect

At Barrhead High School, all members of our community are expected to:

- Celebrate and promote positive behaviour reflecting our charter words.
- Build inclusive, respectful relationships where everyone feels safe and valued.
- Work collaboratively to maintain clear and consistent expectations.
- Use relational and restorative approaches to help individuals reflect and make positive changes.
- Respond to behaviour in ways that respect rights, recognise individual needs, and encourage responsibility and self-regulation.
- Treat all pupils as collaborators and equals, ensuring their views are taken seriously before decisions are made.

## Shared Expectations

- We expect everyone in our school community to:
- Be punctual and prepared (Ready).
- Treat others as they wish to be treated (Respected).
- Follow the school values and code of conduct, use time and equipment wisely, and engage positively (Responsible).
- Contribute to a safe, inclusive, welcoming environment.
- Work constructively with others when concerns about behaviour or relationships arise.



- Communicate clearly, using language young people understand, and explain the purpose behind requests or decisions.
- Work constructively with all stakeholders when concerns about behaviour or relationships arise.

### Positive and Consistent Responses

#### We will...

- Recognise and praise good behaviour and relationships.
- Support learners to understand the impact of their behaviour, reflect, and make changes when needed.
- Use interventions which aim to build relationships, understanding, self-regulation, and responsibility.
- Ensure that when more serious behaviour issues arise, the needs of all involved are considered and processes are fair, consistent, and transparent.
- Ensure conversations happen at an appropriate time and place, giving pupils space and time to think before responding.
- Take action following concerns and provide feedback to pupils so they understand what will happen next and why.

### What This Looks Like in Practice

At Barrhead High School, our charter words—**Ready, Respected, Responsible**—and our core value of **RESPECT** guide the actions of everyone in our community.

- **Learners:** arrive ready to learn, treat others respectfully, and take responsibility for their choices.
- **Staff:** model values, build trusting relationships, and reinforce expectations.
- **Parents/Carers:** support school values and collaborate with the school.
- **Partners:** work consistently and respectfully with the school.

This approach reflects national guidance emphasising relational, inclusive, and rights-based practice.

### Departmental Responsibility for Behaviour

Departments play a key role in promoting our values by:

- Encouraging positive behaviour daily.
- Responding consistently and fairly to challenges.
- Ensuring pupils feel heard during departmental conversations and that their views contribute to solutions.



## Monitoring and Review

**Why We Do This** We want our school to be a place where everyone feels respected, supported, and included.

**How We Check It's Working** We monitor patterns, engagement, and school culture.

**How We Make Improvements** We use evidence, feedback, and current guidance to refine our approaches.

## Promoting Positive Behaviour Policy

### A QUICK GUIDE FOR ALL STAFF Appendix 1

**The role of the class teacher** (Universal support)

#### Class Teachers will:

- **Model and reinforce school values and Charter.**
- **Foster a positive, caring environment** and build nurturing **relationships** with learners.
- Secure attention by embedding **consistent routines**.
- **Design engaging and creative lessons** that inspire learners.
- **Provide ongoing feedback** and discuss next steps with learners.

If issues arise with learners, teachers should:

- **Record incidents of inappropriate behaviour** in a log, noting examples such as low-level disruption, lateness, or talking out of turn. Include agreed targets and any departmental sanctions applied.
- **Share concerns and the behaviour log with the faculty head**, outlining approaches already tried with the young person, such as verbal reminders, seating adjustments, positive reinforcement, or one-to-one discussions.
- **If concerns persist**, submit a C & G referral to the faculty head. Pupils should not be routinely sent to SLT or Pastoral Care.



## The role of the Faculty Head

Faculty Heads will:

**Promote the ethos, values, and expectations set out in the School Charter.**

- Ensure **all learners are included** and **engaged** in their learning.
- **Promote a consistent approach** to positive behaviour management and create a clear faculty behaviour policy.
- **Be proactive** in the early identification and referral of pupils who may need additional support.
- **Review and quality assure** strategies used by class teachers to ensure they are effective.
- **Organise restorative meetings** to rebuild relationships and support positive outcomes.
- **Liaise with support staff and SLT** to plan and evaluate intervention strategies.
- **Use a range of departmental strategies** and sanctions to support teachers in managing behaviour.
- **Respond promptly to referrals**, with clear, actionable next steps, and quality assure target cards and behaviour logs to measure the impact of actions taken.

All incidents of a serious nature should be referred to the appropriate DHT

## The role of the SLT

SLT will:

- **Support staff** by sharing effective strategies and relevant information to help get it right for all learners.
- **Check 'active referrals' daily** to maintain a clear overview and year group needs.
- **Respond promptly to referrals**, providing clear action points for learners and practical support strategies for staff.
- **Contact families and meet with learners** where appropriate to strengthen communication and promote positive outcomes.
- **Organise suitable sanctions and restorative meetings** to encourage reflection and repair relationships.
- **Only wellbeing concerns** should be referred directly to the Pastoral Team.
- **SLT must check on staff wellbeing** following any serious incident to ensure colleagues feel supported and valued.

## The role of Pastoral Support

Pastoral Support will:

- Act as a link between learners, staff, parents, and SLT to provide tailored support.
- Monitor referrals and target cards.
- Respond to wellbeing referrals.
- Support SLT to live the school values and Charter