James Gillespie's High School
Relationships, Learning and Behaviour Policy

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1. PURPOSE

This policy and procedure is based on City of Edinburgh Council policy and procedure and the views of staff, parents and pupils within our learning community.

In Edinburgh every child or young person irrespective of identity, background or ability is part of a resilient and positive learning community where they feel;

We belong,
We contribute,
We learn,
We are supported and we help others.

Every child should feel secure; nurtured, valued, included and supported within our learning community. Our aim is that every child is present, participating, achieving and supported.

This policy and procedure should help to establish and maintain positive relationships and mutual respect resulting in a positive learning community and a supportive and restorative ethos.

2. SCOPE

All staff in our learning community are covered by this policy and procedure. It encompasses:
• Whole school approaches
• Clear expectations
• Building skills
• Additional Support Needs
• Responding to (Di)stressed Behaviour
• Our Staged Approach to Positive Behaviour
• Professional Development

3. DEFINITIONS

Family: Describes those considered to be related to the child by birth, affinity, choice or close personal ties and who can be contributors to the wider care and wellbeing of the child.

Parent/s: Describes any person who has parental responsibilities and any person who has custody of a child, including foster carers and a parent who shares custody of a child.

Children's rights: are protected by the UN Convention of the Rights of the Child and the Children and Young People Act 2014. There is a shared understanding that these rights are unalienable entitlements which cannot be taken from children. These rights are not dependent on the child accepting certain responsibilities or on them feeling or behaving in a certain way. Children's rights will not be withdrawn as a consequence of behaviour.

Logical Consequence: This is a consequence which is directly linked to the behaviour or choice for example if a child has refused to complete work (appropriately set) they may have to work for part of break. A logical consequence is meaningful and links cause and effect, it is not a punishment.

Natural Consequence: This is a consequence that is a natural result of a behaviour or choice for example if a toy is broken it can't be played with.

4. POLICY CONTENT

Every child and young person has the right to a high quality education. Positive relationships are fundamental to enable effective teaching and learning to take place. We have adopted the following key principles to create a caring, supportive, learning environment:

• an ethos that values positive, restorative and respectful relationships and promotes shared values

• an inclusive and safe learning environment which supports children and develops their skills and resilience enabling them to become responsible for their own behaviour

• recognising that all behaviour is communication and that understanding what is being communicated and the underlying needs is crucial for assessing and meeting children's needs and finding solutions.

Our school values are:

RESPECT – KINDNESS – INTEGRITY – INCLUSION – HIGH EXPECTATIONS

This policy has been created in line with our school values to support staff and pupils in maintaining positive relationships as well as managing behaviour consistently and effectively.

As a school, we recognise that the majority of our pupils behave in an appropriate and positive way. However, there are times when pupils will behave inappropriately and require a staged intervention process to ensure that their behaviour improves and they and others are able to continue with Learning and Teaching.

The environment in school, including classrooms, corridors and outside spaces needs to be warm and welcoming, where children and young people feel safe and secure and ready for learning.

Communication and your behaviour towards a child and young person will affect their attitude and behaviour towards you. Be aware of their and your body language, cadence of voice and words used.

When a challenging situation develops the main objective should be to reduce the level of agitation.

For effective de-escalation strategies please refer to Appendix 1 at the end of this document.

5. IMPLEMENTATION

Whole School Approach Good organisation, lesson planning and preparation will help to create the right learning environment. Flexibility, choice and, where appropriate, differentiation will also help to support individual needs and promote positive relationships and behaviour.

However, even in these conditions, some children and young people will present with behaviour that challenges or is difficult to interpret. The school uses approaches and strategies which are designed to help prevent and de-escalate difficult situations and identify and support individual support needs.

We understand that everyone learns best when they feel good about themselves. Punishments can make children feel bad about themselves. This can hinder their ability to engage in their learning, including their behaviour.10 Positive approaches to support behaviour focusses on relationships, skills building, restoration and when appropriate logical or natural consequences appropriate to the child, rather than the implementation of punishments.

Clear Expectations

We have a small number of easily remembered values which everyone in our learning community knows. These are summarised in three words:

1. *Ready*
2. *Respectful*
3. *Safe*

These form the basis of all our conversations in relation to behavioural expectations. It is helpful if parents can also discuss these values with their children if there has been an incident in school. The purpose of these conversations is to find solutions and develop skills that will prevent problems in the future.

Our values and ethos are summarised in a one page visual that is displayed throughout our building, shared with parents and discussed regularly.

Building Skills for Relationships

The school uses lessons and activities that contribute to positive relationships and behaviour and support children to build the skills they need to develop positive relationships, resilience, be rights respecting and act restoratively. This includes:

- *Building Resilience Programme*
- *Cool, Calm and Connected*
- *Rights Respecting Schools*
- *Mentors in Violence Prevention (MVP)*

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Additional Support Needs

We provide support that meets children's needs and identifies **additional support needs** as early as possible in order to prevent further difficulties developing later. The needs of most children can be met in class however for a small number of children an individual child's plan will outline additional supports that should be put in place. This is co-ordinated with parents through a child planning meeting and may involve partner services like our Educational Psychologist or Additional Support for Learning Service link. The school uses the following targeted supports:

James Gillespie's High School   Inclusive Practices

Pathway 1	Pathway 2	Pathway 3	Pathway 4
The ASNs of young people are met and managed **within the class**	The ASNs of young people are met and managed **within the establishment**	The ASNs of young people are met and **managed within the establishment with support from Partner Services and Agencies**	The ASNs of young people are managed through placement in a **specialist provision**
1. ICT 2. Seating – position, etc. 3. Specialised equipment 4. Individualised homework arrangements 5. Rewards 6. Tracking and monitoring 7. Buddying 8. Differentiation 9. Restorative practices 10. Dyslexia guidelines 11. Autistic guidelines 12. ADHD guidelines 13. Target sheets 14. Behaviour monitoring card 15. Time out card 16. PSA 17. SfL team teaching 18. Assessment Arrangements 19. Regular training of staff in issues relating to ASN. 20. CIRCLE document (soon to be released to staff).	1. SfL input 2. Key Adult 3. CL referral 4. PSL referral 5. PSA support 6. Paired reading 7. Ed Psyc input 8. Target sheets 9. School nurse 10. Literacy and Dyslexia guidelines 11. Anger management 12. Counselling 13. EAL 14. Restorative practices 15. Senior SfL tutorial classes 16. SRA Corrective Reading 17. Nurture Groups 18. SfL break and lunch club 19. S1 Social Group 20. Outdoor Education programme 21. Young Carers' Ambassador 22. Fit 4 Life 23. Inclusion Hub	1. Medical outreach 2. CAMHS 3. Police input 4. Sensory Support service 5. IEP 6. Adapted curriculum 7. Young Person Planning Meetings 8. Audit Hours 9. Social work involvement 10. RUTS 11. Canongate Youth 12. EWO 13. LAC 14. Occupational Therapist 15. Speech and language therapy 16. Hosting placements 17. Physiotherapy 18. Children 1st 19. Work Experience 20. Reduced timetable 21. Ed P input 22. Emotion Talks programme 23. PEERS programme 24. Greenshoots 25. Aid and Abet 26. CEC Vow team	**Local Authority Schools** Gorgie Mills – needs associated with SEBN Braidburn – significant complex learning needs, medical, sensory Kaimes – complex ASD Oaklands – significant complex learning needs, medical, sensory Pilrig Park – complex learning needs Woodlands – complex learning needs St Crispin's – complex learning needs and ASD **Local Authority Special Classes -** resources attached to mainstream schools for ASD and learning needs Craigmount Secondary Resource Drummond Secondary Resource Leith Academy Secondary Resource St Thomas of Aquin's Secondary Resource **Independent Schools** Rare for young people to be offer a placement but usually as result of a parental placing request. e.g. Dunedin, Harmeny, Spark of Genius

Responding to (Di)stressed Behaviour

The school recognises that supporting children and young people with their behaviour requires:
• acknowledgement that all behaviour is communication

• understanding how a child's needs and setting might impact on behaviour

• identifying any known **'triggers' and early warning signs**

• considering the environment, body language and speech in this process

• intervening early if warning signs are detected to prevent a situation from escalating

We explore and establish "what's happened" with children. To do this we listen to their response whether that is given verbally or expressed non-verbally and act appropriately. Once the reason and purpose for the child's behaviour is known we explore how we can develop appropriate support or adaptations to address the issue by promoting well-being, offering coping strategies and agreeing constructive solutions.

Our Staged Approach to Positive Behaviour

Positive Relationships and Encouragement
All staff focus on positive relationships by looking for opportunities to encourage learner skills, recognise effort and build on strengths. Positive relationships form a foundation that minimises difficulties occurring. This includes:

• *Positive communication home through postcards or calls*

• *Time to share success with a key adult*

• *Sharing achievements with peers*

• *Supporting peers with a skill mastered*

When a difficulty does occur, we have a clear and consistent staged approach that all learners know and can predict:

Staged Intervention Flowchart

Stage 1: Formal verbal warning

'I'm now giving you a first warning for….'

Stage 2: Second verbal warning & Seat move within classroom

Stage 3: Local Time Out

(i)   Look at LTO Timetable
(ii) Call LTO teacher to inform pupil is being sent
(iii) Send pupil with work
(iv) Pupil returns to original classroom at end of period
(v)   Class teacher will speak to pupil at end or start of the following lesson
(vi) Class teacher completes Seemis referral to CL

Stage 3: Local Time Out (Role of CL)

(i)   CL considers referral
(ii) CL links with *Office/Department Admin* (*) to initiate parent email (CL, teacher and PSL to be BCd in)
(iii) CL, where appropriate, speaks with pupil
(iv) CL inputs action taken and closes referral
(v)   CL feeds back to referring teacher
(vi) If further action is required, CL to initiate e.g. Departmental Conduct Card, extended LTO.

Refusal to go on LTO

Stage 4: Duty Head

(i)   Contact reception for Duty Head support stating who you are and which room to attend
(ii) Duty Head member of staff will decide whether SLT On-Call support is required
(iii) Duty Head to complete FORM
(iv) Community Head speaks with pupil
(v)   Community Head feeds back to referring teacher before next lesson
(vi) If further action is required, Community Head to initiate e.g. Whole-school Conduct Card, extended LTO.
(vii) Community Head links with *Department Admin* to initiate parent email (CL, teacher and PSL to be BCd in)

Role of Duty Head policy to be clarified.

Green: Role of class teacher

Amber: Role of CL

Red: Role of On-call/Duty Manager/Community Head

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When a challenging situation develops our main objective is to reduce the level of arousal or distress. The school uses De-escalation Techniques found in Appendix 1 of this policy. All physical intervention to prevent harm is strictly in accordance with the city of Edinburgh Relationships, Learning and Behaviour Procedure. If a child has been supported through physical intervention from an adult to prevent harm, parents will always be informed and this will be recorded in pastoral notes.

Professional Development
We support all staff to develop their skills to support relationships learning and behaviour, this includes but is not limited to:

• *Use of the CIRCLE Inclusive Classroom resource / Early Years Up, Up and Away resource (online training available)*
• *Understanding and implementing Edinburgh's Getting it Right for Every Child approach (online training available)*
• *Implementing strategies outlined in the CEC procedure Relationships, Learning and Behaviour*
• *Promoting Positive Relationships for learning and behaviour (online training available)*
• *City of Edinburgh Council Nurture Training*
• *City of Edinburgh Council Autism Training*

6. ROLES AND RESPONSIBILITIES

All staff have responsibilities under **The Equality Act 2010**. Having due regard for advancing equality includes:

- Removing or minimising disadvantages suffered by people due to their protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation).
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.

This may be particularly pertinent when supporting a child whose individual circumstances or Additional Support Needs (ASN) give rise to differentiated approaches in supporting relationships, behaviour and learning.

All staff have a commitment to developing restorative and solution focused practices in a manner that is:

1. Kind
2. Calm
3. Consistent

Parents and carers are regarded by the school as key partners who are asked to work in partnership with the school to develop, implement and evaluate both policy and procedures. Parents and carers play an integral role in supporting the application of this policy and in maintaining positive relationships and high standards of behaviour.

Learners are expected to take responsibility for their own behaviour on or off the school site and will be made fully aware of the school policy, procedure and expectations in line with our school values. Learners also have a responsibility to ensure that incidents *of disruption, violence, bullying and any form of harassment are reported.*

Terminology

Classroom teacher	Any teacher
CL	Curriculum Leader
Duty Head	CLs/Classroom Teachers who support On-Call system for one period per week
SLT On-Call	Member of SLT in charge on a specific day
Community Head	Member of SLT in charge of Community Group

7. EQUALITIES AND RIGHTS

All staff implementing these procedures have responsibilities under **The Equality Act** 2010. Having due regard for advancing equality includes;
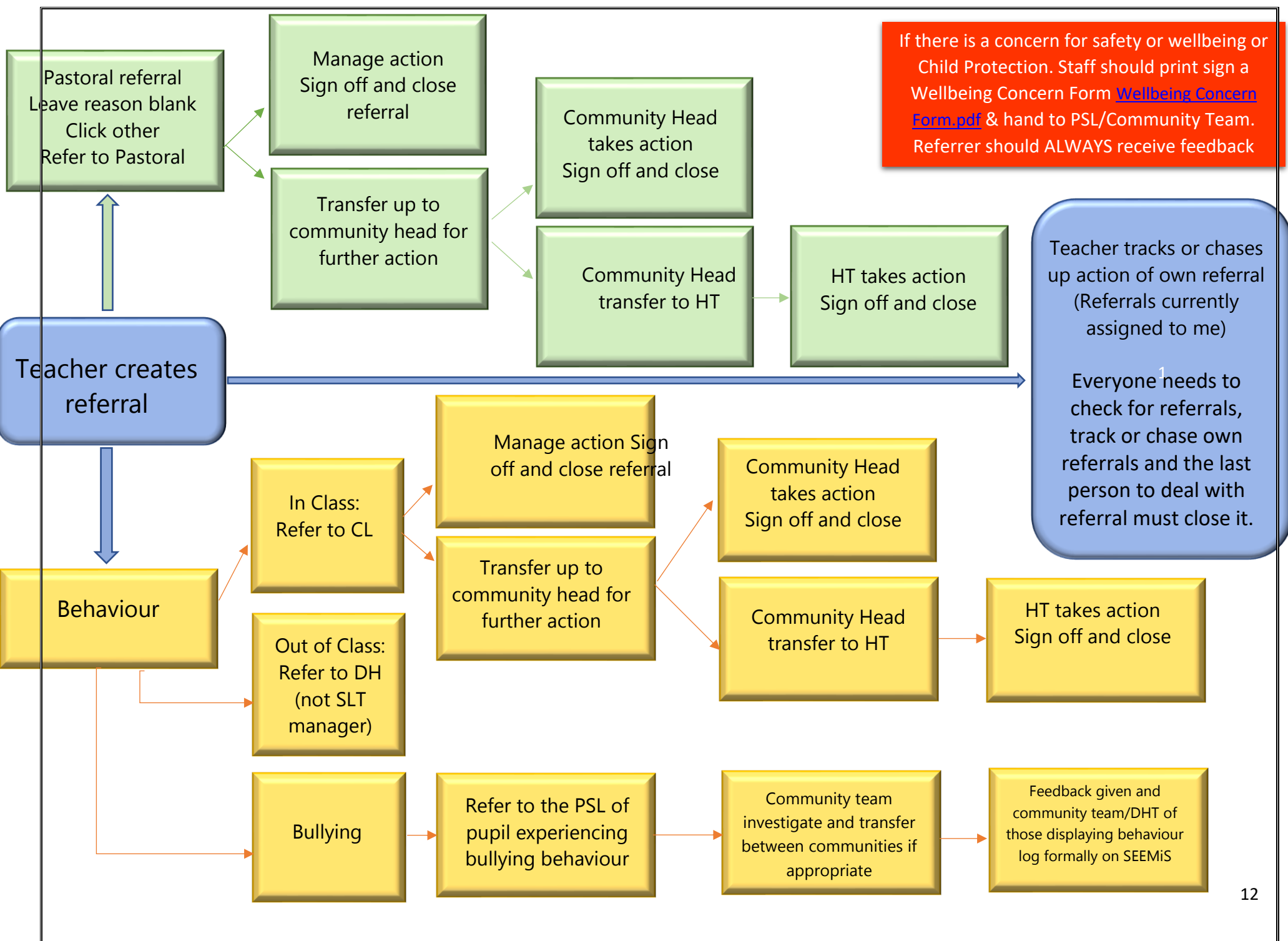
- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people with protected characteristics where these are different from the needs of other people.
- Addressing and preventing discrimination arising from disability
- Making reasonable adjustments in relation to the implications of a learner's additional support needs or disability and the impact this may have on their relationships and behaviour.
- Paying due regard to cultural factors that are relevant in ensuring that the school's ethos is inclusive.
- Implementing the local authority framework for preventing and responding to bullying.

8. RECORD KEEPING

Reflection, evaluation and de-briefing strategies
The school records any incidents of behaviour requiring significant support on the school database called SEEMIS. Details will include an interpretation of events by different parties (including the child), possible factors of settings, triggers, reasonable adjustments in place, an evaluation of how the incident was managed and 'lessons learned' to help prevent or better deal with a similar incident arising again.

Incidents that have resulted in physical harm or physical intervention being used to prevent harm are recorded on the council health and safety database (SHE portal).

Pastoral referral
Leave reason blank
Click other
Refer to Pastoral

Manage action
Sign off and close
referral

Transfer up to
community head for
further action

Community Head
takes action
Sign off and close

Community Head
transfer to HT

HT takes action
Sign off and close

If there is a concern for safety or wellbeing or Child Protection. Staff should print sign a Wellbeing Concern Form Wellbeing Concern Form.pdf & hand to PSL/Community Team. Referrer should ALWAYS receive feedback

Teacher creates referral

Teacher tracks or chases up action of own referral (Referrals currently assigned to me)

Everyone needs to check for referrals, track or chase own referrals and the last person to deal with referral must close it.

Behaviour

In Class:
Refer to CL

Out of Class:
Refer to DH
(not SLT
manager)

Bullying

Manage action Sign
off and close referral

Transfer up to
community head for
further action

Community Head
takes action
Sign off and close

Community Head
transfer to HT

HT takes action
Sign off and close

Refer to the PSL of
pupil experiencing
bullying behaviour

Community team
investigate and transfer
between communities if
appropriate

Feedback given and
community team/DHT of
those displaying behaviour
log formally on SEEMiS

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9. SELF EVALUATION AND REVIEW

Communication to Parents, Pupils and Staff

October in-service
Sharing information with staff Monday 23 October 2023

Key Adult
Sharing information with pupils on 25 October 2023

Head Teacher's Bulletin and Parent App
Sharing information with parents Friday 27 October 2023

Self-evaluation

October In-Service (23 October 2023)
    Aim:
    Feedback from survey
    Update on tools available for months ahead: posters, S.I. process, letters, trial of QR codes,
    Supervision rotas
    Sharing S/M/L term goals

Leadership Team Meeting (30 October 2023)
    Aim:
    Share Policy, ask CLs to take to DMs and feedback
    Sharing expectations for whole school, classroom etc. and policy document

January In-Service (8 January 2024)
    Aim:
    Launch of full policy
    Maintain profile of Expectations

May In-Service (7 May 2024)
    Aim:
    Restorative Training
    Maintain profile of Expectations

10. RELATED DOCUMENTS

Scottish Government
- Standards in Scotland's Schools etc Act (2000)
- Included, Engaged, Involved 2 (2017)
- Guidance on the Presumption to Provide Education in a Mainstream Setting (2019)
- Developing a Positive Whole School Ethos and Culture: relationships, learning and behaviour (2018)
- Additional Support for Learning Act (2004) - amended 2009

- Parental Involvement Act 2006
- The Equality Act 2010
- UN Convention of the Rights of the Child
- Children and Young People Act 2014

City of Edinburgh Council
- Edinburgh Learns Framework: Inclusion (2019)
- Included, Engaged, Involved in Edinburgh Policy (2018)
- Relationships, Learning, Behaviour Procedure (2019)
- Managing and Reducing Risk Procedure (2019)
- Preventing and Responding to Bullying in Children and Young People (2019)
- City of Edinburgh Council Equalities and Rights Framework
  www.edinburgh.gov.uk/downloads/file/9516/equality_diversity_and_rights_framework_2017
  -21)

School

- The Equality Act 2010 https://www.gov.uk/guidance/equality-act-2010-guidance
- Restorative Approaches http://www.educ.cam.ac.uk/research/projects/restorativeapproaches/RA-in-the-UK.pdf
- Better Relationships, Better Learning, Better Behaviour Policy, The City of Edinburgh Council
  file:///C:/Users/staff07/AppData/Local/Packages/Microsoft.MicrosoftEdge_8wekyb3d8bbwe/TempState/Downloads/Better_Relationships_Better_Learning_procedure_280618%20(1).pdf
- Paul Dix, *When the Adults Change, Everything Changes: Seismic shifts in school behaviour* (2017)

Record Title	Location	Responsible Officer	Minimum Retention Period
Education Records	Education Establishments	Headteachers/Managers	As per records retention schedule
Examples: Behaviour Incident	Pastoral Notes of SEEMIS	Head Teacher	
Physical harm or physical intervention to prevent harm	SHE portal	Head Teacher	

11. FAQs and Further Reading

Scenario	Solution
Pupil comes in at start of lesson and swears at fellow classmate	GIVE STAGE 1 (VERBAL WARNING)
If pupils acts in violent or aggressive manner at any stage of lesson	STAGE 4 DUTY HEAD SUPPORT
The Community Head has not been in touch regarding the Stage 4 and the pupil is back in my class	Send pupil on LTO and email DHT.
What if my pupil never made it to the LTO?	LTO teacher calls referring teacher to inform pupil has not arrived. Referring teacher calls reception STAGE 4 ON-CALL SUPPORT
I do not have a spare table to move a pupil to on a Stage 2.	Make it clear to pupil that there is no space to move them within the classroom but they are on a Stage 2 and the next time you have to speak to them about their behaviour they will be on a Stage 3 LTO.
What if I do not have a spare table for a LTO?	Staff to manage this in creation of LTO timetable.
What if Duty Head does not turn up?	Phone reception again and they will contact Duty Head again and if necessary SLT On-Call.
Who deals with a parental/carer enquiry regarding a Stage 3 email?	CL to liaise with classroom teacher and contact parent.
What if I am covering a class?	Follow same procedures and refer LTO to CL of Faculty you are covering.
What if a pupil is being disruptive during Key Adult?	Follow Stage 1 and Stage 2 and create Key Adult LTO as part of LTO timetable

Appendix 1: De-escalation Techniques

Personal attributes that will help

 • Always show warmth and positive regard for children and young people

• Try to be consistent and predictable

• Be calm and reassuring, model respectful interactions

• Know your limits - don't make promises you can't keep and get help if you need it.

Physical

What to aim for	What to avoid
• Think about your position in the room – make sure you are closest to the door. But do not stand across the doorway to block someone's exit. • Respect personal space by keeping your distance (up to 4x more than normal) and turn you body so that you are presenting at an angle to the other person. • Be aware of your body language – try to present with a relaxed and non threatening stance with your hands open and visible. • Stand on the same side as their dominant hand (reducing the likelihood that they will try to grab or hit out) • Make only intermittent eye contact – more than this is threatening • Adopt a 'slow motion' mode to offset the natural tendency to match the other person's behaviour – i.e. talk slowly, walk slowly, move your hands slowly.	• Adopting a threatening stance or standing across the doorway to block someone's exit • Invading the young person's space (unless you are moving towards them to restrain them • Compromising your own safety

• Lower your voice and try to retain a warm and empathic tone
• Make sure your facial expression is congruent with what you say
• Remain calm
• Where possible separate them from the others / or remove the audience
• Get everyone to sit down – sitting helps you to calm down

Communication

What to aim for	What to avoid
• Listen	• Shouting, threatening, preaching, arguing etc.
• Use the young person's name	• Pointing or shaking your finger
• Remember that all behaviour is communication	• Continuing to discuss the 'issue' or to ask 'why did you do that'?
• Ask 'What's happened	• Trying to 'win' or have the last word
• Give them a way out/offer 'time out' – "Would you like to take a break..?"	• Interrupting e.g. "No, you listen to what I'm saying for a change…"
• Respond empathically - recognise the emotions and feelings that the young person has by naming them.	• Saying anything that might connect the young person to strong feelings of guilt or shame. This is not the time.
• Tell them that it's ok to have these feelings.	
• Separate the behaviour from the person	
• Tell them that you want to hear what they have to say – "Help me to understand what you're saying to me"	
• Reflect back to them – "Can I just check? I think what you're saying to me is that you are unhappy about.... Have I got that right?"	
• Encourage the child or young person to reflect on the situation when calm, consider	

the impact on others and how to resolve the situation

• Use problem-solving skills with the young person – "What would help right now?" (This might only be possible once they have started to calm down)

• Offer praise where you can – "Well done! You're doing really well to control yourself. Keep on taking deep breaths."

• Soothing reassuring words can help the young person to feel calmer

Feelings

What to aim for	What to avoid
Issues affecting the child / young person: • All behaviour is a form of communication. The young person has something to communicate to you. Let them know that you want to listen to what they have to say and value them as an individual and their viewpoint. Make it clear that it is the way that they are communicating that is problematic and not them as a person. • 'Challenging behaviour' often meets a need for the young person. For them it is a solution – a means to an end - and not a problem. • Under stress, the young person's survival response may dominate their actions. *Issues affecting you:*	• Telling them you know how they feel • Dismissing their feelings • Taking it personally. Even when comments or insults are directed at you, they are not really about you. Try not to respond to them and concentrate on calming the situation down.

• In response to a potential threat your defence/survival system may also have been activated – your brain will be sending signals to you to fight, flight or freeze. • The use of de-escalation techniques is therefore counter-intuitive. It goes against our natural instinct in a threatening situation. • You must try to appear to be calm and in control of yourself and try to engage the 'thinking' part of your brain.	

Faculty of

_____

Conduct Card

Name of Student:	Register Class:	Teacher(s):

- You have been placed on this card so you have an opportunity to improve your behaviour and effort in

  _____

- Your card must be **completed** and **signed** by your teacher at the end of each lesson.
- You then must report to _____ in _____with your conduct sheet at the end of each lesson.
- After _____ weeks your behaviour and effort will be reviewed and home will be contacted with an update.

Targets:

1.

2.

Date	Targets Met	Teacher	CL

Signature of Parent/Guardian: _____

Appendix 3 Local Time Out Blank Timetable

FACULTY/AREA:

		P1 08:40-09:40	Key	P2 09:40-10:40	P3 11:00-12:00	P4 12:00-12:55	P5 13:40-14:40	P6 14:50-15:40
Mon	Teacher							
	room+class							
	phone							
Tues	Teacher							
	room+class							
	phone							
		08:40-09:35		09:55-10:50	11:10-12:05	12:05-13:00	13:50-14:45	14:45-15:40
Wed	Teacher							
	room+class							
	phone							
		08:40-09:40		09:40-10:40	11:00-12:00	12:00-12:55	13:40-14:40	14:50-15:40
Thurs	Teacher							
	room+class							
	phone							
Fri	Teacher							
	room+class							
	phone							

Please find attached the new Form for sending

standardised letters home: Standard Letters Form

Letter templates can be found here: Standardised Letters

Past procedures for sending letters will remain the same for teaching staff. I've shared this below for info. Behind the scenes, the procedure is being refreshed so that it can be integrated into our updated tracking and monitoring procedures.

Procedure for the sending of standardised letters

- Please enter student details as they appear on Seemis, including the SCN (Scottish Candidate Number).

- Each student/letter has to be requested individually.
- If you are prompted to enter free text, please take time to consider what you are writing, ensuring that it is concise and professional. What you write will be directly placed into the letter.
- Once you have completed all necessary information, you must click '**Submit**' at the bottom of the page.

The information that you provide feeds into a spreadsheet which your designated Classroom Assistant (CA) can access.
From there, your CA will then generate the requested letter, inputting the information you have provided and then email the letter home. Letter requests will be checked and actioned on a regular basis throughout each CA's working week.

Letters available are as follows. If there is a letter that you think your faculty would benefit from sending regularly which doesn't appear here, **please** get in touch and we can easily add to this list:

Actioned by	Signed by	Letter Name	Purpose
Teacher	Teacher	S1 – S2 Learning and Teaching	• To raise concerns re. progress in a subject • Free text box available for teacher to provide details
Teacher	Teacher	S3 – S6 Learning and Teaching	• To raise concerns re. progress in a subject • Free text box available for teacher to provide details
Teacher	Teacher	Significant Homework – Failure to Complete	• To raise concerns re. certificate subject Assignments (& other relevant significant pieces of homework) not completed
Teacher	Teacher	Regular Homework - Failure to Complete	• To raise concerns re. homework not being regularly completed
Teacher	Teacher	Misuse of Mobile Phone	• To raise concerns re. disruption to teaching and learning caused by failure to follow classroom conduct rules on mobile phones
Teacher	Teacher	Preparation for Class - iPad	• To raise concerns re. not having iPad prepared for class inc. not being charged & not having iPad at all
Teacher/CL	CL	Duty Head Call	• To notify home re. duty head call being made for pupil
Teacher/CL	CL	Local Time Out	• To notify home re. pupil being removed from lesson to local time out
Teacher/CL	CL	Faculty Attendance	• To raise concerns re. low attendance in a particular subject
Teacher/CL	CL	Unsatisfactory Classroom Conduct	• To raise concerns re. continued low-level disruption during lessons
Teacher/CL	CL	Removal from Practical Work	• To notify home re. removal from practical work due to poor behaviour or unsafe practices
Pupil Support	Pupil Support	Smoking	• To notify home that pupil has been smoking/vaping on school grounds