

# ***DINGWALL ACADEMY***

# ***PROMOTING POSITIVE***

# ***RELATIONSHIPS***

# ***POLICY***

***OCT 2025***

*A school with a sense of community - a school where, by taking collective responsibility, pupils and staff have the opportunity to achieve extraordinary things.*

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## Our Ethos and Culture

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At Dingwall Academy we want to promote and support the highest possible quality of learning and teaching. Our Promoting Positive Relationships Policy (PPRP) is built on the [Highland Council Promoting Positive Relationships Framework and Guidance 2021](#) and the [Scottish Government 2025 guidance on \*Fostering a positive, Inclusive and safe school environment\*](#).

*'Research into authoritative school 'climate' indicates a balance between high expectations and structure on one hand, and warmth and support on the other. This authoritative 'climate' has been cited as reducing student dropout rates, improving attainment and leading to less bullying and victimisation in schools.'*

(Promoting Positive Relationships Framework and Guidance, 2021 - pg. 2)

We aim to deliver an educational experience that encourages all of our pupils to attain at the very highest level that they are capable of, enhances their wellbeing, promotes an understanding of the wellbeing of others and develops their understanding of how to apply the school values of **RESPECT, RESPONSIBILITY, HONESTY and DETERMINATION**.

Our ethos is one of mutual respect between everyone in our community which promotes inclusion, equality and fairness. There should be a clear understanding and a commitment from all staff that promoting and building positive relationships and providing a nurturing, healthy and safe environment are central to our practice.

Our Culture is based on staff interacting with pupils in a **calm, consistent and fair manner**, and where the [DINGWALL STANDARD](#) is applied in all areas and aspects of the school.

### ***Dingwall Academy's Positive Relationships Policy creates a framework where:***

- Staff act as positive role models and demonstrate **respect, tolerance** and ability to **deal with all situations in a calm and consistent manner**.
- Language used with pupils when discussing positive or negative behaviour focuses on the **IMPACT** on learning, teaching and well-being.
- A consistent approach to recognising positive behaviour/achievement and behaviour management is agreed and adhered to throughout the school.
- Staff implement restorative practice where, **in most cases**, pupils have the opportunity to understand their behaviour and make positive changes.
- Positive behaviour and achievement can be recognised.

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- Challenging behaviour is dealt with immediately with clear processes for escalation. Classroom teachers, principal teachers and SMT make use of a staged approach with a range of supportive interventions and appropriate responses.
- We have a collegiate approach to behaviour management that has clear and identified levels of support and intervention.

## *Recognising Positive Behaviour/Achievement*

**PLEASE NOTE:** D Hilton is working on a SIP Project that will focus on recognising positive behaviour and achievement throughout 2025/26. The Vision, Values and Aims working group will also contribute.

*This section will be updated over the course of the session 2025/26.*

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## Key Messages

- Our responses to children should always be in line with this relationships and behaviour policy. This policy promotes positive relationships and behaviour and is based on early intervention and prevention.
- Consistency in approach **DOES NOT** mean the same response should be used for every child or in every situation. Staff at Dingwall Academy will set consistent expectations and boundaries, however, the response, when expectations are not met, may be different to reflect a child's specific needs and circumstances.
- **'CONSEQUENCES'** are an essential part of our supportive learning environment at Dingwall Academy. They are about reinforcing expectations and boundaries, promoting responsibility, and helping children and young people learn social skills that allow them to actively contribute to and benefit from our school community.
- The focus for staff responses to any behaviour should be in a way that reduces the likelihood of [secondary behaviour](#) (see appendix 1) and of negative behaviour occurring in future, or which reinforces positive behaviour and makes it more likely to occur in future.
- In any discussion with a pupil, the focus should be on how the behaviour has impacted on learning, teaching, wellbeing or safety. Staff should use the language of distracting, disrupting, preventing and harmful which relate closely to our levels of escalation.

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## Responding to Behaviour and Consequences

Effective support for children and young people when responding to behaviour often requires:

- 1) Action in the moment to ensure a safe and respectful learning environment by addressing behaviour as it occurs.
- 2) Identifying underlying needs contributing to behaviour in order to put in place appropriate support for children and young people to support long-term change.

### Responding in the Moment

Where behaviour occurs that doesn't meet Dingwall Academy's values, expectations or rules our staff need to make decisions about how to respond in the moment. Staff will be expected to take into account a number of factors that will influence their decision making.

- The nature of the behaviour, including whether it requires immediate escalation, such as if it relates to safety or prejudice (*safety must always be a priority for attention*).
- The context of the incident, including whether the child or young person is in an emotionally regulated state to engage with the response effectively, or if it would be more appropriate to delay the response until they have had time to calm down.
- The specific needs of the child and whether they have additional support needs.
- If a previous needs assessment/behaviour plan or risk assessment has been carried out for a child or young person which means there may be a planned approach in place for responding to their behaviour.
- Our whole school framework and operational guidance on levels of escalation.

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## What do we mean by 'consequences' in our school context?

'Consequences' are an important tool to help our staff reinforce boundaries and expectations. The use of consequences where behaviour does not meet expectations is about addressing the young person's behaviour and supporting them in a way that reduces the likelihood of the behaviour occurring in future. This means approaches that our staff utilise will often be tied to understanding the underlying drivers of a young person's behaviour, and taking separate, supportive action to address related needs.

### Core Principles of Responses/Consequences

- Appropriate responses should include support and high expectations, aiming to improve relationships and behaviour while reinforcing a positive school ethos.
- They should be natural, logical and have a positive impact on future behaviour.
- They should be proportionate, fair, and tailored to both the needs of the child or young person and the wider school community.
- They should focus on learning and improvement, reinforcing the desired behaviour.
- They should be used in response to consistent whole-school expectations, but should be child-centred and tailored to children's needs. They should relate back to the values and expectations a school wants to reinforce.
- They should be embedded in the school's culture and ethos and implemented fairly.
- The focus should be linked to strategies and interventions designed to support and encourage behavioural improvements.
- They should help ensure the rights to safety and education for all children and young people and staff.
- They should take account of the legal and policy frameworks underpinning considerations relating to children with additional support needs and those who are care experienced.

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## What we aspire to in Dingwall Academy

Our aspiration is to nurture a school environment where all pupils are motivated to engage, feel valued, and contribute positively to our school community. When pupils meet or exceed expectations, their behaviour reflects respect, self-regulation, and a commitment to learning. Staff play a central role in recognising and reinforcing these positive behaviours to sustain a culture of respect, belonging, and achievement.

### Indicators of Positive Behaviour

#### **Respectful Relationships**

- Pupils speak and act respectfully towards staff, peers, and visitors.
- Pupils demonstrate empathy, kindness, and inclusion.
- Conflicts are resolved calmly and fairly, with adult support where needed.
- Pupils celebrate diversity and value the contributions of others.
- Pupils make positive contributions to class and school culture, demonstrating cooperation and collaboration.

#### **Calm Classroom and Teaching Spaces**

- Classrooms are purposeful, organised, and conducive to focused learning.
- Pupils engage actively and listen attentively to teachers and peers.
- Transitions between activities are smooth and managed respectfully.
- Pupils use self-regulation strategies to maintain focus and composure.
- Pupils feel safe, supported, and connected within the classroom environment.

#### **Pupils Arriving Promptly and Ready to Learn**

- Pupils arrive on time, equipped, and prepared for lessons.
- Pupils demonstrate responsibility by meeting deadlines and being organised.
- Pupils show enthusiasm and curiosity towards learning.
- Positive routines at the start of lessons set a tone of calm readiness.
- Pupils take pride in their appearance and respect the school dress code.

#### **Contribution to a Positive School Community**

- Pupils volunteer or take initiative in school events or community projects.
- Pupils act as role models, encouraging others to behave positively.
- Pupils uphold the school's values both in and beyond the classroom.
- Pupils care for the school environment and shared spaces.
- Pupils experience a sense of belonging and personal agency within the school community.

#### **Support of Individual Needs**

- Pupils' individual emotional, sensory, social, and cognitive needs are met proactively.
- Pupils experience success and receive positive feedback that strengthens motivation.
- Pupils are encouraged to take responsibility for their learning and behaviour.

## Appropriate Staff Responses

Staff are encouraged to respond to positive behaviour through intentional reinforcement and meaningful opportunities for growth. Examples can include:

- Offering specific and genuine verbal praise that highlights effort, resilience, or improvement.
- Celebrating effort and progress, not only outcomes (e.g., “You worked really hard to stay focused through a tough task”).
- Encouraging pupils to model positive behaviour and mentor peers where appropriate.
- Maintaining consistent and supportive relationships, including regular check-ins even when behaviour is positive.
- Linking recognition to the school’s core values, helping pupils understand the wider significance of their actions.

Acknowledging and celebrating pupils who meet or exceed expectations is a cornerstone of a positive school culture. Recognition reinforces intrinsic motivation, builds confidence, and encourages others to follow positive examples. By promoting respectful relationships and calm learning environments, we strengthen pupils’ emotional wellbeing and engagement in learning.

**PLEASE NOTE:** *D Hilton is working on a SIP Project that will focus on recognising positive behaviour and achievement throughout 2025/26. The Vision, Values and Aims working group will also contribute.*

*This section will be updated over the course of the session 2025/26.*

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## Operational Classroom Guidance for Behaviour Management

Dingwall Academy's operational guidance for managing behaviour is guided by a structured, staged framework. It will always begin with creating a positive teaching environment, where clear expectations, strong relationships, and engaging lessons reduce the likelihood of issues arising (as outlined in pages 8 & 9).

If behaviour does escalate, staff should follow the steps outlined in the guidance. Each stage includes:

- Identification of possible underlying needs and functions of the behaviour.
- Appropriate responses and consequences to address the behaviour in the moment.

It is important to remember there is no “one size fits all” consequence. Staff will need to apply professional judgement to each situation, considering the pupil, the context, and the impact on the class.

At every stage, the focus should remain on:

- De-escalating the situation and reducing the risk of [secondary behaviours](#).
- Minimising the likelihood of the same behaviour reoccurring in the future.

This approach ensures that behaviour management is consistent, supportive, and flexible, with the dual aim of safeguarding learning and helping pupils to develop positive habits.

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<b>Level: Classroom Teacher</b>		
<i>Behaviour is low level and learning and teaching is being <b>DISTRACTED</b></i>		
<b>Examples</b> of Behaviour Displayed	Potential Underlying Need and Functions of Behaviour	<b>Examples</b> of Appropriate Response/Consequence(s)
<p><b>Low - Level Disruptive Behaviours:</b></p> <ul style="list-style-type: none"> <li>➤ Repeatedly being off-task</li> <li>➤ Turning around, shouting out</li> <li>➤ Late-coming</li> <li>➤ Persistent talking or making noises</li> <li>➤ Answering back or asking irrelevant questions</li> <li>➤ Encouraging other pupils to be off-task</li> <li>➤ Throwing small object</li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>A child seeking connection may enjoy the reaction from peers or adults.</i></li> <li>➤ <i>A child who struggles with low self-esteem may act out to avoid situations where they feel they might fail.</i></li> <li>➤ <i>A child experiencing difficulties at home may struggle to focus and use disruption as a distraction.</i></li> <li>➤ <i>A child with additional support needs may become frustrated and disruptive when this need is unmet, and they are unable to participate equally.</i></li> <li>➤ <i>A child struggling with work, or with attention lapses, may disengage to avoid work they find challenging.</i></li> <li>➤ <i>A child may be seeking acceptance from their friends so following the crowd.</i></li> <li>➤ <i>A child who struggles with transitions may find it hard to shift from classroom/ learning space expectations to a more informal setting.</i></li> <li>➤ <i>A child who lacks confidence in their abilities may disrupt to avoid participating.</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ 1 to 1 reminder of the expectations.</li> <li>➤ If the pupil is <b>regulated</b>, a reflective discussion to assist a pupil to make positive choices in future.</li> <li>➤ A reinforcement of the expectation with a differentiated explanation</li> <li>➤ Being asked/instructed to move to a different seat within the teaching area to refocus</li> <li>➤ Continue with class work in an alternative room/area.</li> <li>➤ Being given an <a href="#">alternative activity to the rest of the class that reduces pressure and allows the pupil to regulate</a> their emotions or behaviour.</li> <li>➤ Being asked to take a time out/cooling off period from the class or activity for a short time</li> <li>➤ A reduction in the stress load for the child, for example if they have dyslexia, Autism or ADHD</li> <li>➤ Access to learning support</li> <li>➤ Parental communication through PTs (truancy texts, attendance information, parental meeting)</li> <li>➤ Progress Concern Form</li> <li>➤ 10 min detention</li> </ul>
<p><i>In an attempt to achieve a level of consistency at classroom level, teachers should, where possible and appropriate, respond using this structure before a clear response/consequences is issued.</i></p> <p><b>Warning 1:</b> Pupil issued with a warning and an opportunity to change their behaviour.</p> <p><b>Warning 2:</b> Pupil issued with a final warning. The teacher should make it clear what their response/consequence is likely to be.</p> <p><b>Warning 3:</b> Appropriate response/consequences issued as stated in previous warning. pupil issued with an appropriate sanction/intervention and level 1 demerit recorded.</p>		

<b>Level: Referral to Principal Teacher</b>		
<i>Behaviour is repeated or escalating, and is <b>DISRUPTING/PREVENTING</b> learning and Teaching</i>		
<b>Examples of Behaviour Displayed</b>	<b>Potential Underlying Need and Functions of Behaviour</b>	<b>Examples of Appropriate Response/Consequence(s)</b>
<ul style="list-style-type: none"> <li>➤ Behaviour continues to escalate despite warnings, clear responses and consequences from classroom teachers.</li> <li>➤ Persistent late coming.</li> <li>➤ Offensive or abusive language during lessons.</li> <li>➤ Highly uncooperative attitude.</li> <li>➤ Refusal to follow instructions.</li> <li>➤ Repeated issue of demerits, consequences e.g. 10 minute detentions at a classroom level.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>A child seeking connection may enjoy the reaction from peers or adults.</i></li> <li>➤ <i>A child who struggles with low self-esteem may act out to avoid situations where they feel they might fail.</i></li> <li>➤ <i>A child experiencing difficulties at home may struggle to focus and use disruption as a distraction.</i></li> <li>➤ <i>A child with additional support needs may become frustrated and disruptive when this need is unmet, and they are unable to participate equally.</i></li> <li>➤ <i>A child struggling with work, or with attention lapses, may disengage to avoid work they find challenging.</i></li> <li>➤ <i>A child may be seeking acceptance from their friends so following the crowd.</i></li> <li>➤ <i>A child who struggles with transitions may find it hard to shift from classroom/learning space expectations to a more informal setting.</i></li> <li>➤ <i>A child who lacks confidence in their abilities may disrupt to avoid participating.</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ If the pupil is regulated, a reflective discussion to assist a pupil to make positive choices in future.</li> <li>➤ Communication with parent/carer (s) (truancy texts, attendance information, parental meeting). Share with PTG.</li> <li>➤ PT facilitates a <a href="#">restorative conversation</a>.</li> <li>➤ Dept. Monitoring Timetable.</li> <li>➤ Class transfer/change.</li> <li>➤ Meeting with parents/SMT/PTG.</li> <li>➤ Progress Concern Form.</li> <li>➤ A reinforcement of the expectation with a differentiated explanation.</li> <li>➤ Continue with class work in an alternative room/area.</li> <li>➤ Requirement to undertake additional supervised activities during lunchtime, breaks, or after school.</li> <li>➤ Timetable adaptation.</li> </ul>

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<b>Level: Referral to SMT Year Head</b>		
<i>Behaviour is repeated or escalating, and is <b>PREVENTING</b> and/or <b>HARMFUL</b> to learning and Teaching</i>		
<i>At this level <b>you may</b> decide that SMT support is required. To request this, contact the main office, be clear about the classroom and year group and . It may be appropriate to give more context on the situation.</i>		
<b>Examples</b> of Behaviour Displayed	Potential Underlying Need and Functions of Behaviour	<b>Examples</b> of Appropriate Response/Consequence(s)
<p><b>EXAMPLES:</b></p> <ul style="list-style-type: none"> <li>➤ Verbal abuse of staff</li> <li>➤ Physical abuse of staff/pupil</li> <li>➤ Dangerous or risky actions</li> <li>➤ Bullying, or intimidating behaviour</li> <li>➤ Walking out of a classroom without permission</li> <li>➤ Walking away from a member of staff</li> <li>➤ Prejudice incidents such as homophobia, racism etc.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>A pupil who has experienced trauma may perceive a threat and act defensively.</i></li> <li>➤ <i>A pupil experiencing stress at home may have heightened emotional responses and struggle with self-regulation.</i></li> <li>➤ <i>A pupil experiencing frustration or anger may be lashing out due to difficulty regulating emotions.</i></li> <li>➤ <i>A pupil may struggle with impulse control and act without considering consequences.</i></li> <li>➤ <i>A pupil may be showing off to friends to gain authority/acceptance/status.</i></li> <li>➤ <i>A pupil is modelling the behaviour of others.</i></li> <li>➤ <i>A pupil has limited control in other areas of their life, resulting in a need to assert themselves and retain agency within the safety of the school setting.</i></li> <li>➤ <i>A pupil with attachment difficulties may struggle with relationships and misinterpret social cues as hostility.</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ If the pupil is regulated, a reflective discussion to assist pupils to make positive choices in future.</li> <li>➤ Monitoring timetable.</li> <li>➤ Referral for support, SFM.</li> <li>➤ Continue with class work in an alternative room/area.</li> <li>➤ Parent/Carer contact or meeting.</li> <li>➤ Requirement to undertake additional supervised activities during lunchtime, breaks, or after school.</li> <li>➤ Risk Assessment and safety planning to be completed.</li> <li>➤ Pre-exclusion warning.</li> <li>➤ Alternative to Exclusion ... in school alternative provision for a period of time.</li> <li>➤ Police involvement.</li> <li>➤ Liaise with partner agencies.</li> <li>➤ Exclusion</li> </ul>

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## Level: **Immediate Referral** to SMT Year Head Significant Escalation

**SAFETY OF PUPILS AND STAFF is at risk or ....**  
**Behaviour is EXTREMELY HARMFUL to learning and Teaching**

### Immediate Priorities

- **Stay calm** - keep your voice low and even, avoid sudden movements.
- **Ensure safety first** - quickly assess risk to yourself, the pupil, and others.
- **Create space** - if possible, increase physical distance between the pupil and others
- **Remove the audience** - if safe, quietly move other pupils out of the room or away from the immediate area.
- **Call for support** - contact the school office. Ask for 'immediate' SMT support, state room and year group.

### What To Do in the Moment

- **Avoid confrontation** - do not attempt to argue, challenge, or "win" the situation.
- **Use clear, simple language** - short, calm instructions like "I can see you're upset. Let's take a moment."
- **Give choices, not ultimatums** - offer safe, clear options (e.g., "You can sit down here, or we can step outside together.>").
- **Maintain non-threatening body language** - keep hands visible, avoid blocking exits, respect personal space.

### If Risk Escalates

- **Do not physically intervene unless absolutely necessary for immediate safety.**
- **Prioritise safety over lesson continuation** - stop teaching and focus on de-escalation.

### Key Principles

- **The goal is always safety first, de-escalation second, discipline later.**
- **Remember that behaviour is communication** - while dangerous behaviour is unacceptable, it often signals an underlying need or trigger.
- **Consistency across staff is crucial:** pupils should experience the same calm, professional approach from everyone.

### After the Incident

- **Record exactly what happened, using objective language.** Refer to the appropriate year head. They will liaise with you to explain the action taken and next step.
- **Allow recovery time** - both for the pupil and the class.
- **Seek support** - if you feel shaken or unsafe, speak with any member of SMT.

## Recording Behaviour

In Dingwall Academy all incidents are recorded accurately and objectively on SEEMiS. This approach ensures that behavioural issues can be escalated to the appropriate member of staff when necessary, while also allowing the school to monitor behaviour effectively across year groups and departments. In this way, patterns can be identified early and timely support or intervention can be provided.

### Classroom Teacher Level

In the classroom, there will naturally be many **minor interactions** between teacher and pupil. These are often examples of everyday classroom management and do **not** need to be formally recorded.

However, when staff **FEEL** that they have had to:

- Respond in a **significant** way to behaviour, or
- Implement a **significant consequence**,

then this should be recorded as a **demerit**. (A demerit is **NOT** required if a referral of any type has been made)

Please note:

- A demerit is a **RECORD** of behaviour only.
- Recording significant incidents ensures patterns can be identified and the right support put in place.

### Use of SEEMiS Referral System

Dingwall Academy makes extensive use of the SEEMiS referral system. This means that all referrals are completed within the same system, with staff selecting different options and directing referrals to the appropriate member of staff as required.

Referrals for behaviour incidents should always be written **accurately and objectively**. These records are not only used internally but are often shared in discussions with parents and carers, and may also be reviewed by other agencies or professionals. In addition, behaviour referrals can be requested through a Freedom of Information (FOI) request. For this reason, it is essential that all entries are factual, professional, and free from personal opinion or unnecessary detail.

## Punctuality/Lateness

*Good punctuality at school is essential in order for all students to achieve their full potential. During school, punctuality ensures pupils do not miss any part of the lesson and do not interrupt the learning of others by arriving late for class.*

Pupil Action	Recording	Examples of Response/Consequence(s)
Pupil is regularly punctual to class	Marked present on SEEMiS	Praise and recognition, individual or whole class based.
A pupil is late to class	Marked 0-5, 5-10 or 10 + mins using the late button used on the SEEMiS register	<p><b>Initial Response in Class</b></p> <ul style="list-style-type: none"> <li>&gt; Greet the pupil calmly and briefly, without disrupting the lesson.</li> <li>&gt; Record the lateness using late button on SEEMiS</li> <li>&gt; Remind the pupil of expectations around punctuality.</li> </ul> <p><b>Pattern Identification</b></p> <ul style="list-style-type: none"> <li>&gt; Monitor repeated lateness over time. A single instance may be minor, but patterns should be addressed.</li> <li>&gt; Look for underlying reasons (e.g., missed transport, personal issues, other commitments).</li> </ul>
A pupil is persistently late to class.	Classroom teacher referral on SEEMiS to PT	<p><b>Escalation</b></p> <ul style="list-style-type: none"> <li>&gt; If lateness becomes persistent, refer to the appropriate PT.</li> <li>&gt; Communicate with parents/carers if necessary, particularly for recurring lateness.</li> <li>&gt; Communicate with PT Guidance.</li> <li>&gt; Weekly check-ins/monitoring late sheet.</li> </ul>
A pupil continues to be persistently late to class despite interventions or whole school data shows a significant amount of lates across the school.	Referral on SEEMiS to Year Head (TBC)	<p><b>No Improvement</b></p> <ul style="list-style-type: none"> <li>&gt; Letter sent home/communication with parent/carer(s)</li> <li>&gt; Proportionate consequences applied such as after school detention to catch up on work missed</li> <li>&gt; Support strategies implemented such as:               <ul style="list-style-type: none"> <li>o Time management advice</li> <li>o Monitoring TTs</li> <li>o Referral to school Nurse</li> <li>o Soft Start</li> </ul> </li> </ul>

### **SEEMiS Late Data**

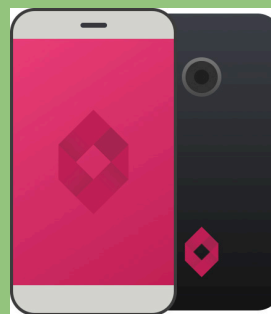
SMT will make regular use of data from SEEMiS to monitor lates across year groups and identify patterns/trends. This will work in partnership with, and to support, classroom teachers, PTC and PTG.

## Mobile Phone Use

Dingwall Academy rules and expectations around mobile phones are very clear ... they should be out of sight in class and between periods. If a pupil is seen using their phone in the corridor between periods or in class, staff are entitled to stop a pupil and confiscate their phone. Pupils are permitted to use mobile phones inside the building prior to the first bell, at interval, lunch and the end of the school day. Any phone confiscated should be handed to the school office.

If a pupil asks to go to the toilet, they must agree to place their phone on the teacher's desk and can collect it on return. If the phone is already in a pupils bag this is acceptable and there is no need for them to get the phone out.

Pupils must **not be permitted to use mobile phones in class at any time** – including as a reward or during downtime. Allowing phone use creates opportunities for pupils to message others and can cause disruption to learning across the school.




<i>Pupil Action</i>	<i>Recording</i>	<i>Potential Response/Consequences</i>
Mobile phone goes off during lesson but is not visible.	N/A	<ul style="list-style-type: none"> <li>➤ Pupil issued with a warning and politely asked to switch phone off</li> </ul>
A pupil is using their mobile phone during class or is witnessed using it in the corridor between classes.	Level 1 - Demerit Issued.	<ul style="list-style-type: none"> <li>➤ The class teacher may choose to have a calm one-to-one conversation with the pupil regarding phone use and issue a clear warning.</li> <li>➤ If the teacher feels that the phone is significantly impacting learning and teaching, they can confiscate the phone.</li> <li>➤ Confiscated phones should be handed to the main school office, and the pupil can collect it at the end of the school day.</li> </ul>
Continued use of mobile phone during class or a pupil fails to comply with phone confiscation causing conflict.	Classroom teacher makes a referral to their PT.	<ul style="list-style-type: none"> <li>➤ The class teacher should avoid further escalation if the pupil chooses to put the phone away.</li> <li>➤ <b><i>'I'm glad the phone is now away, I will deal with this later. Let's get back to focusing on learning please.'</i></b></li> <li>➤ PT makes contact made with home</li> <li>➤ 1:1 discussion with PT re phone use</li> <li>➤ Consequence discussed with home</li> <li>➤ Request that phone is left at home/handed in</li> </ul>
Continuous and persistent use of mobile phone during lessons despite intervention by classroom teacher and/or PT.	Pupil referred to Year Head.	<ul style="list-style-type: none"> <li>➤ Contact made with home/letter sent home</li> <li>➤ 1 to 1 discussion with year head</li> <li>➤ Parental meeting to discuss solution</li> <li>➤ Appropriate consequence issued</li> </ul>

## Chromebook Misuse

It is Dingwall Academy Policy and best practice that when using chromebooks in a classroom setting teachers should utilise the student safeguarding website 'Securly'. This allows the classroom teacher to monitor what pupils are working on.

Please click on this link to learn how to use 'securly' with your google classroom.

### PLEASE NOTE:

- *Pupils should be informed that you will be using securely during the lesson, this can be mentioned every lesson you use chromebooks or clarified at the start of the year. This will act as a deterrent for pupils using their chromebook for any alternative use during the lesson but it also ensures we are open and honest with pupils.*
- *Securly should only be used with pupils who are face to face with you in the classroom or working on specific class work in another location.*
- *Please be aware that pupils who are absent from school should **NOT** be monitored using securely. You can deselect pupils by clicking on the  by their name.*

### Chromebook Misuse:

- *Where a pupil is caught using websites/apps/games on their Chromebook without permission they should be initially warned and have the site blocked through securely.*
- *If this becomes a persistent issue, chromebooks can be confiscated and handed to PT/FH or year heads.*

### Failing to bring a Chromebook for Lessons:

- *If a pupil fails to bring a chromebook they should be issued with a demerit on SEEMiS - please select the **'CHROMEBOOK SPECIFIC DEMERIT'** category only. This can be recorded through the register ([instructions on Page 15](#)). This demerit creates a record only, staff should not issue a consequence of any nature.*
- *SMT will download Chromebook Demerit reports from SEEMiS at least twice a term. These will then be shared with year heads and discussed at an SMT meeting. Any pupils failing to bring chromebooks to school will have contact made with home and may have their chromebook removed to be used as an in school resource.*

## Corridor, Social Areas and School Grounds

These areas can often be a common source of conflict between pupils and staff. Challenging/negative behaviour often begins in corridors or social areas and transfers into our classrooms/teaching areas. It is important that pupils at Dingwall Academy are aware that we have high expectations in all areas of the school. A consistent, calm approach helps keep our corridors safe and focused on learning. When approaching or challenging pupils, staff should use short, polite directives followed by “thank you” or “please” to avoid debate and maintain authority.

### General Behaviour:

- “Walk please, thank you.”
- “Keep to the **right**, thank you.”
- “Phones away, thank you.”

### Lateness:

- “You’re late, head straight to class now please.”
- “Quick lesson, thank you.”

### Inappropriate Language / Rudeness:

- “That language isn’t acceptable. Move on to class, we’ll talk later.”
- “I’ll log that and follow up – get to your lesson now.”

### Defusing Confrontation:

- “I can see you’re upset – let’s move to class now and we’ll deal with it later.”
- “Not here, not now. To the lesson, please.”

### Positive Reinforcement:

- “Thank you for moving quickly.”
- “Appreciate you putting your phone away straight away.”

### Key Reminders for Staff:

- Keep it short and calm – one sentence is enough.
- Avoid sarcasm, raised voices, or arguments.
- Always thank pupils for compliance (even if reluctant).
- Follow up later with referral, restorative chat, or parent contact if needed.
- Consistency across all staff = fewer challenges and clearer expectations.

Corridor behaviour is the responsibility of all staff. Where possible, please be in the corridor to greet and dismiss your classes. Whilst lining a class up can be a positive class routine, it can also cause blockages in busy corridors, and therefore can create conflict. **Where possible greet classes at the door and invite pupils in immediately.**

### Lift Passes

Any pupil using a lift pass must have the pass on their person. Each pass will be dated. Please, **politely** ask pupils to view their lift pass if you suspect they may be using the lift without permission. Pupils may have left their pass at home or misplaced it. If this is the case, pupils

should report to Year Head for a replacement. Lift pass users are not entitled to take another pupil in the lift unless this has been sanctioned by year head.

If a pupil is clearly using a lift without permission please report them directly to the year head. If this causes any conflict, please do not continue to engage with pupils and instead email names to their Year Head.

## Pupils out of Class

Class time is learning time; staff should minimise times when pupils are allowed out of class. If a pupil does need to be out of class, they should be issued with an out of class pass.

**Corridor Passes** have been provided to every classroom with replacements available from the main office:

### Toilet Pass:

There is one toilet pass per classroom/teaching area. Passes are issued from the main office and staff should add the teacher's name, room, and floor colour. Staff/departments may also create bespoke passes if they wish.



- Only one pupil per class is permitted out of the classroom at any one time.
- Pupils should place their phone on the teacher's desk before going to the toilet and collect it upon return. If the phone is already in the pupil's bag, this is acceptable.
- Pupils should not be allowed out of class until teaching has been completed and they have settled to work; this is usually approximately 20/25 minutes into the class.

### Suggested language for delaying a pupil going to the toilet:

- "I am not saying no, but I need to teach you this first."
- "I am not saying no, but I need you to engage with your work first."
- "I am not saying no, but I need to wait until <pupil name> returns to class first."

### Visit Staff Pass:

These will be **pink** and are to visit Guidance, DHT, Guidance Reception, School Office, etc.

	
<p>Must have a designated appointment with CSW, Guidance, Counsellor, DHT or are visibly upset</p>	<p>If pupil insists, <b>email staff member</b> to see if available and only release if OK given.</p>

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## Appendices

### Secondary Behaviour

*Secondary behaviour* refers to a student's reaction to the initial response or consequence given for a primary behaviour. It is the behaviour that follows an initial incident, often triggered by feelings of frustration, embarrassment, anger, or perceived unfairness.

For example, a student may receive a warning for talking during a lesson (the *primary behaviour*) and then roll their eyes, mutter under their breath, or refuse to comply when asked to stop (the *secondary behaviour*).

#### **Why Secondary Behaviour Matters:**

Secondary behaviours can quickly escalate a situation if not managed appropriately. While the initial incident may be minor, the student's reaction, and the adult's response to it, often determines whether the issue is resolved calmly or develops into a more serious confrontation.

#### **Recognising and managing secondary behaviours effectively helps to:**

- De-escalate potential conflict.
- Preserve positive relationships between staff and students.
- Maintain focus on learning rather than discipline.
- Model emotional regulation and respectful communication.

#### **Guiding Principles for Staff:**

1. Stay calm and professional: Avoid personalising the student's response. Maintain a neutral tone and body language.
2. Address the primary behaviour first: Ensure that the student understands the initial concern before addressing any secondary reactions.
3. Avoid escalation: Do not respond emotionally to low-level defiance or attitude; give space and time for the student to regulate.
4. Follow up later: Once calm has been restored, have a restorative or reflective conversation to help the student understand the impact of their response.
5. Be consistent: Apply expectations fairly and consistently to build trust and predictability.

**Examples of Secondary Behaviour:**

Primary Behaviour	Possible Secondary Behaviour	Recommended Response
Talking during a teacher explanation	Rolling eyes or sighing when corrected	Acknowledge calmly; avoid confrontation; revisit later if needed
Forgetting equipment	Arguing or denying responsibility	Focus on problem-solving, not blame
Being late to class	Refusing to apologise or sit down	Maintain calm direction; discuss privately afterwards

**Summary:**

Understanding secondary behaviour is essential for creating a positive and respectful learning environment. Staff are encouraged to view such behaviours as opportunities to teach self-regulation and resilience rather than as acts of defiance requiring immediate sanction. Managing secondary behaviours with patience and consistency supports the school's ethos of nurturing positive relationships and promoting responsible behaviour.

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**Regulation Activities**

Activities to regulate pupils can take place within or out with the classroom setting. Support may be required from colleagues within the pupil support team, or from SLT if a pupil requires a level of coregulation. The time a pupil takes to regulate may vary, and a variety of approaches may be required. Activities often work best when they are:

- Relational (offered by a safe/trusted adult)
- Repetitive (patterned)
- Rewarding (pleasurable)
- Rhythmic
- Respectful (of the child and family)

**Activities may include:**

- Going to a designated safe space/calm corner
- Going for a short walk
- Colouring /doodling/scribbling
- Sorting activity
- Being asked to go on a job such as recycling/delivering a message

- Stretching
- Breathwork
- Listening to music
- Tangles or fidget toys
- 5 grounding questions
- Sensory support – weighted blanket/cushion/warm drink/something to chew

## Using Restorative Conversations Alongside the 3Rs

Restorative conversations can be used by any member of staff, including classroom teachers. They may include a one-to-one conversation with a pupil, a conversation between a pupil and staff member which is facilitated by another member of staff, or among a group of pupils, again facilitated by a member of staff.

The Restorative Conversation is built around a process of three phases: preparation, participation, and follow-up. This can be thought of in conjunction with the 3 Rs – regulate, relate, reason (and repair) and will support pupils to learn and move on from difficulties.

Preparation	Participation	Follow-Up
Regulate	Relate	Reason (and repair)
For a low-key, informal conversation, preparation can be very brief:	Participation involves the discussion with the student, with the adult asking questions in a way that engages the student and elicits as much response as possible to address:	Follow-up provides the opportunity to touch base with the student (or students). This part of the process ensures that those who have caused the harm have understood the agreement to repair the harm with those affected. It also creates an opportunity to affirm the efforts made by the student to repair the harm and to consider next steps if the terms of the agreement have not been met.
Am I ready to talk?  Do I know what I will ask them?  Are they ready to talk?  Where is the appropriate place to have the talk?	What has happened?  How is this behaviour affecting others?  What do you need to do to fix things now?  What support do you need to make sure this doesn't happen again today and in the future?	What has worked well?  What do you need more support with?  If the obligations of the agreement have not been met within the agreed time frame, what happens now?