

# Parent Council Meeting

## 30<sup>th</sup> January 2023



# Pupil Survey feedback (December 2022)

- 197 pupils responded
- Respondents were across S1 to S6
- Options to respond were:
  - Strongly agree
  - Agree
  - Unsure
  - Disagree
  - Strongly disagree



# Pupil Survey feedback

(overview does not include unsure responses)

almost all	means	over 90%
most	means	75% to 90%
majority	means	50% to 74%
less than half	means	15% to 49%
few	means	up to 15%



- Most pupils know how to access support in school
- The majority of pupils have accessed support in school
- The majority of pupils are kept up to date on the plan laid out for their learning
- The majority of pupils knew about the pathways available after leaving school
- The majority of pupils are encouraged to make choices about the way they learn
- The majority of pupils say teachers listen to my ideas and worries



- Most pupils can confidently comment on their work and whether or not it is what was expected.
- Most pupils know what they need to do to improve their work
- Almost all pupils said they have access to digital technologies to support with their learning
- Most pupils have opportunities to work alone, with a partner or a group
- The majority of pupils can help others in their class by giving feedback on their work which helps them improve



- The majority of pupils learn from their classmates and encouraged to share their learning with others in the class
- The majority of pupils feel able to get involved in the running of the school whether that is via committees, leadership roles or pupil council
- The majority of pupils says their teacher checks their understanding during lessons and supports them



## Areas for follow-up as they had a higher % on unsure responses

- *I feel involved in the planning of my learning*
- *My views are taken into account and lead to changes*
- *I often feel overwhelmed at school*



# Balerno High School



## Positive Behaviour Policy *Relationships and Ethos*

Mission Statement:

*A whole-school approach to behaviour which is based on positive relationships, connections, consistency and restorative scripting.*

Article 29 You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.





## Contents

1. Rationale
2. Vision and Aims
3. Responsibility and Implementation
4. Recognising and Supporting Positive Behaviour Strategy
5. Classroom Routines and Staged Approach to Behaviour
6. Restorative Approach in the Classroom
7. Supporting Positive Behaviour of Young People with Additional Support Needs
8. Serious Incident Towards Staff
9. Relevant Literature



## 9. Relevant Literature

This policy has been created in consultation with the following key documents:

1. When the Adults Change, Everything Changes – Paul Dix (2017)
2. Restorative Practice – Mark Finnis (2021)
3. The Deepest Well – Nadine Burke-Harris (2018)
4. Included, Engaged, Involved 2 (2017) <https://www.gov.scot/publications/included-engaged-involved-part-2-positive-approach-preventing-managing-school/>
5. Developing a positive whole school ethos and culture: relationships, learning and behaviour (2018) <https://www.gov.scot/publications/developing-positive-whole-school-ethos-culture-relationships-learning-behaviour/>
6. The Equality Act (2010) <https://www.gov.uk/guidance/equality-act-2010-guidance>
7. Additional Support for Learning Act (2004 – amended 2009) <https://www.gov.scot/policies/schools/additional-support-for-learning/>
8. Edinburgh Learns Framework: Inclusion [7.10 Edinburgh Learns-Inclusion Framework.pdf](#)
9. UNCRC [UN Convention on the Rights of the Child - UNICEF UK](#)



**Following the principles of Rights Respecting School Agenda, we are committed to ensuring that our policies reflect and support pupils' rights. By encompassing these rights, we can create a guide for all staff to enhance positive behaviour across the school community which is based on the Key Drivers:**

- **Balerno's Values**
- **Engaging in supportive behaviour strategies**
- **Nurture-based approach for vulnerable groups**
- **Restorative language**



## 2. Vision and Aims

Positive relationships are fundamental to enable effective teaching and learning to take place. Balerno's vision is to create a culture that values learning and success through relationships, rights-respecting, resilience building and restorative.

We pledge to use this policy in line with our school values.

**Respect** - A culture built on mutual respect and role-modelling positive behaviours.

**Inclusion** – Adapting practice to ensure equity of access despite any barriers or adversities.

**Excellence** – Striving to all be the best we can be, do and achieve.

**Resilience** – Learning from our mistakes and moving on from past behaviour incidents.

**Honesty** – Taking ownership of our actions.



#### 4. Recognising and Supporting Positive Behaviour Strategy

Balerno High School will commit to focussing on highlighting and celebrating positive behaviour. We will do this through:

- **Hot Chocolate Nominations**

Pupils who go over and above in any aspect of school life can be nominated for a Hot Chocolate. Weekly winners will be invited to have a hot chocolate with SLT on a Friday to celebrate and gain recognition for what they have done. Parents/ carers will be notified.

- **Attainment Awards**

Pupils who try their best and achieve success within attainment can be nominated by staff for an Attainment Award. This will be showcased at the weekly Assembly and parents/ carers will be notified.

- **Wall of Fame**

Successes and achievements within faculties are often displayed in recognition of success.

- **Wider Achievement**

Pupils who achieve success in the wider community or within their extra-curricular activities/ endeavours can be celebrated at assemblies.



# Balerno High School



## Stepped Approach to Positive Behaviour

### Step 1 Reminder

The teacher reminds the learner of the school expectations.

### Step 2 Caution

A clear verbal communication making the learner aware of their behaviour and the consequences should this continue.

### Step 3 Last Chance Conversation

A private/ out-of-class conversation with the learner to reinforce the expectations and potential consequences.

### Step 4 Action

This is the consequence of the behaviour and may involve time-out/ cool-down (max. 2-3 minutes outside), moved seat, Duty Call where necessary, or other appropriate action to refocus or reconsider behaviour.

Referral to CL at this step.

### Step 5 Outcome

This is the resolution to the behaviour as agreed by the appropriate staff. This should include a restorative element and expectations reiterated to the learner before the next lesson.

A Faculty Hosting may be appropriate at this step.

Outcome(s) of referral should be updated on SEEMiS.



# Balerno High School

## Behaviour Referral Process

1	Class Teacher follows the Stepped Actions.	Class Teacher directly refers to CL when there has been a Duty Call or where a pupil regularly gets to Step 4.
2	Curriculum Leader receives a direct referral from Class Teacher on SEEMiS. CL takes Faculty-action (as across). If serious and/ or unresolved, move to House Head or PSL.	Curriculum Leader receives a weekly summary of all logged and referred behaviour incidents for their subject areas.  CL takes appropriate action(s): ·Warning conversation, ·Parent/ carer contact, ·Faculty targets/ monitoring card, ·Time back, Restorative intervention.
3	PSL receives escalated referral from CL on SEEMiS where support need(s) supersedes House Head intervention. If complex or unresolved, move to House Head or Support DHT for Pathway 3 learners.	PSL receives a weekly summary of all logged and referred behaviour incidents for their House.  PSL takes appropriate action(s): ·Restorative intervention, ·Parent/ carer contact, ·Positive behaviour card/ monitoring card, ·Home-school meeting/ YPPM, Risk Management Plan for learner.
4	House Head receives escalated referral and weekly summary of all logged and referred behaviour incidents for their House.	House Head receives a weekly summary of all logged and referred behaviour incidents for their House.  House Head takes appropriate action(s): ·Focus for House/ Faculty-link meetings, ·Warning conversations, ·Parent/ carer contact, ·Restorative intervention, ·Time back, ·Positive behaviour card/ monitoring card, ·Internal Exclusion, Exclusion.

## 6. Restorative Approach in the Classroom

Article 12: Respect the view of the child: Children should have their opinion heard and taken into account when in matters that directly affect them.

Balerno High School encourages and promotes the use of restorative practices in the classroom and community and aims to ensure that all staff understand the principles behind this practice and feel confident in using the associated strategies.

This policy aims to highlight this strategy as an important tool to enhance positive behaviour and protect pupils' rights.





## 7. Supporting Positive Behaviour of Young People with Additional Support Needs

Article 23: Children with disabilities: Children who have any kind of disability have the right to special care and support, as well as all the rights in the Convention, so that they can live full and independent lives.



# Attendance

- Key Drivers/ Context
- Policy
- Procedures
- Patterns
- Improving Outcomes



# Key Drivers/ Context

- Post-Covid National Picture
- Thematic Review
- Location

Please note the following impacts of low attendance percentages:

%	School Days Missed	Outlook for child*	
100%	0 Days	Excellent	Gives child the best chance of success
95%	9 days of absence/1 week and 4 days of learning missed	Satisfactory	
90%	19 days of absence/4 weeks and 4 days of learning missed	Poor	Less chance of success. Makes it harder to progress.
85%	27 days of absence/5 weeks and 3 days of learning missed	Very Poor	Referral to Educational Welfare Service. Serious implications on learning and progress.
80%	36 days of absence/7 weeks and 3 days of learning missed	Unacceptable	
75%	45 days of absence/9 weeks and 1 day of learning missed	Unacceptable	

\* Please note that, where absence is unavoidable due to illness, the above definitions with regard to outlook are not applicable.



# Policy



## Balerno High School Attendance Policy

### Contents

1. Purpose
2. Policy Aims
3. Context
4. Responsibilities
5. Managing and Recording Attendance
6. Authorised Absence
7. Children Missing from Education
8. Promoting Positive Attendance/ Improving Attendance
9. Equalities



---

## 4. Managing and Recording Attendance – Supported by Admin Team

Procedure:

Period-by-period texts to go out to all parents/carers alerting them to their child not being in class. First by 9.30am at the latest (information from staff by 9.20am), then period-by-period.

Vulnerable Pupils:

Office and Duty Head will be alerted to any TBC for a pupil who is on the Vulnerable Pupil list.

If parent states pupil is in school but we know they are not in class, we will ask them to contact pupil for clarification, followed by a duty call to check key areas of school such as corridors, Hub, toilets, Print Room, etc. We will then check with parent again. If still no contact with pupil, we will make parents/ carers aware. If we have any concerns, parents will be advised to contact 101. For pupils who a Risk Management Plan and/ or there are safety concerns, school will contact police.

Where parents/ carers do not respond to text message, we will follow up by moving to emergency contacts on file.

Admin Support will generate custom reports on a Friday for the following week to allow PSLs/ House Heads to follow up.

Support DHT will run weekly analysis of percentage of school roll achieving under 85% attendance, and cross reference with House meetings that all pupils between 85-94% and below 85% have been picked up by PSL/ House Head/ EWO where appropriate.

Teachers to update their own late~~s~~ with Reception and record lates between 8.40-9.30.

If pupil is TBC all day with no contact made, PSLs will follow up with contact home.

---

## 6. Authorised Absences

In some exceptional circumstances parents can request other authorised absences from school.

These include:

- Parental work placement abroad
- Cultural or heritage trip
- Return to country of origin, eg. to care for relative, bereavement, family wedding
- Religious Observance
- Arranged absence in relation to children in Gypsy/Traveller families

Parents should make these requests in writing to the school.

The school can authorise requests for a maximum of 10 school days. Requests for longer than 10 school days must be authorised by the identified manager at the centre.

It is important that the school and subsequently the centre consider any unreasonable risk the request might pose to the child. These include:

- Already poor attendance
- Context of Child Protection or compulsory supervision – discuss with Social Work
- Risk of Female Genital Mutilation (FGM) and/ or Forced Marriage





# Morning Attendance

- If a pupil arrives in tutor/ class between 8.30-8.35, mark as present.
- After 8.35, mark as LAT.
- If a pupil does not show up for tutor by 8.40, mark as TBC.
- If a pupil turns up for period 1, but show as having been TBC for tutor, please mark them as LAT for P1 so we know they have been late to school.
- Continue to mark late pupils as LAT until 9am.
- If a pupil arrives after 9am, please send them to Reception to sign in.
- Where a pupil is persistently late to tutor or doesn't attend (more than 3 times), please refer to PSL via SEEMiS referrals.

**STUDENT VIEW**

SCHOOL: Balerno Community High School

FILTER: Current Students

CATEGORY: Any Category

EVENT TYPE: Any Event Type

STUDENTS WITH NOTES:
 

- In Current Session Only
- With Actions Required by Me
- Created By Me

SELECT: By Name

KNOWN AS: Starts

SURNAME: Starts

Add To List New List

Known As	Surname	DOB	Sex	Stage	Reg Group	Org 1	Org 2
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
08/09/2022:		2					
ALERT IF NOT IN CLASS!		0					

Filter Notes Page 1 of 1

RETIRED

Ready | Balerno Community High School

15°C 14:29 16/09/2022





## Patterns

- Positive picture for Balerno.
- Excellent team to support.
- Post-Covid trends.
  - Lates.
  - Under 85% attendance.



# Improving outcomes/ priorities



## Balerno Learning Community

### Every Day In School Counts

to learn and  
achieve

to experience  
new things

to make new  
connections



#### DID YOU KNOW?

A two-week holiday in term-time means that the highest attendance you can achieve is 94.7%

#### DID YOU KNOW?

If you are 15 minutes late every day, you will have missed 2 full weeks of school in one year

... being in school, on time, every day, ready to learn.



Late per day

**3**

school  
days lost  
per year



Late per day

**6.5**

school  
days lost  
per year



Late per day

**10**

school  
days lost  
per year



Late per day

**13**

school  
days lost  
per year



Late per day

**19**

school  
days lost  
per year

# Improving Outcomes/ Priorities

Dear Parent/ Carer,

## Lateness at School

The City of Edinburgh Council expects all children to arrive in school on time each morning (8:30am is the school start time every day) and our records indicate that your child has been late on several occasions.

Please find enclosed an attendance report for your child which details their attendance and recorded lateness so far this session. We will continue to monitor your child's attendance at registration first thing each morning and look forward to seeing an improvement.

We know that persistent lateness can have a significant impact on learning, friendships and achievement and we are keen to support you to ensure your child attends school on time. Please do get in touch with your child's Pupil Support Leader who will be pleased to share the supports we can offer.

Yours sincerely,



# Improving Outcomes/ Priorities

Dear Parent/Carer,

## Attendance in School

The City of Edinburgh expects children's attendance to be 95% or above and our records show that your child's attendance has now fallen below this threshold.

Please find enclosed an attendance report for your child which details their attendance so far this session. We will continue to monitor your child's attendance and look forward to seeing it improve, please let us know if we can support you in any way.

We know that low attendance has a significant impact on learning, friendships and achievements and we are keen to support you to ensure your child attends regularly. Please do get in touch with your child's Pupil Support Leader who will be pleased to share the supports we can offer to maximise school attendance.

Yours sincerely,



# Improving Outcomes/ Priorities

## Attendance Certificates

- Head Teacher Award
- House Head Award



## Improving Outcomes/ Priorities

### Promoting Positive Attendance/ Improving Attendance

Balerno High School will seek to embed an early intervention strategy to promote school attendance for all pupils to ensure they are included, engaged and involved. The entire Support Team and DHTs will commit to the following (but not limited to) as part of this strategy:

- Promoting positive family involvement
  - Phone/ email conversations
  - Attendance at YPPMs/ Home-School Meetings
  - Signposting via Support section of school website



# Improving Outcomes/ Priorities

## Promoting Positive Attendance/ Improving Attendance

Balerno High School will seek to embed an early intervention strategy to promote school attendance for all pupils to ensure they are included, engaged and involved. The entire Support Team and DHTs will commit to the following (but not limited to) as part of this strategy:

- Pastoral Support
  - PSE Curriculum
  - Pupil check-ins
  - Person-Centred Plans for all pupils referred to Home-School Link and/ or EWS
  - Access to Hub
  - Class Packs





# Improving Outcomes/ Priorities

## Promoting Positive Attendance/ Improving Attendance

Balerno High School will seek to embed an early intervention strategy to promote school attendance for all pupils to ensure they are included, engaged and involved. The entire Support Team and DHTs will commit to the following (but not limited to) as part of this strategy:

- Health and Well-being
  - Access to counselling
  - Multi-agency support
  - Hub referrals
  - Mental Health First-Aiders



## Improving Outcomes/ Priorities

### Promoting Positive Attendance/ Improving Attendance

Balerno High School will seek to embed an early intervention strategy to promote school attendance for all pupils to ensure they are included, engaged and involved. The entire Support Team and DHTs will commit to the following (but not limited to) as part of this strategy:

- Behaviour Approaches
- Restorative conversations
- Equity Profiles
- Case Conferences



## Improving Outcomes/ Priorities

### Promoting Positive Attendance/ Improving Attendance

Balerno High School will seek to embed an early intervention strategy to promote school attendance for all pupils to ensure they are included, engaged and involved. The entire Support Team and DHTs will commit to the following (but not limited to) as part of this strategy:

- Reward Systems
- Attainment Awards
- Hot Chocolate Nominations and Winners
- Attendance Certificates



## Improving Outcomes/ Priorities

### Promoting Positive Attendance/ Improving Attendance

Balerno High School will seek to embed an early intervention strategy to promote school attendance for all pupils to ensure they are included, engaged and involved. The entire Support Team and DHTs will commit to the following (but not limited to) as part of this strategy:

- Curricular Flexibility
- Flexible Timetables
- Alternative Timetables
- Hub Time



## Improving Outcomes/ Priorities

### Promoting Positive Attendance/ Improving Attendance

Balerno High School will seek to embed an early intervention strategy to promote school attendance for all pupils to ensure they are included, engaged and involved. The entire Support Team and DHTs will commit to the following (but not limited to) as part of this strategy:

- Links with FE and Other Organisations
- Interventions List
- SCP
- Supported SCP
- ASL Referrals



## Improving Outcomes/ Priorities

### Promoting Positive Attendance/ Improving Attendance

Balerno High School will seek to embed an early intervention strategy to promote school attendance for all pupils to ensure they are included, engaged and involved. The entire Support Team and DHTs will commit to the following (but not limited to) as part of this strategy:

- Buddying and Mentoring
  - Peer Buddy System
  - Mentoring



## FAQs

**Q. When does the school day start and finish?**

A. The school day starts at 8.30am each day and ends at 3.30pm Monday to Thursday, and 12.30pm on a Friday.



## Q. What and when is KAT?

A. KAT is Key Adult Time and takes place every morning except a Tuesday. It takes place for the first 10 minutes in the morning (20 minutes on a Friday). This allows us to register pupil, have check-ins with them, deliver assemblies, promote opportunities and celebrate successes.





## Q. What do I do if my child is going to be absent or has an appointment?

A. Each day your child is going to be absent, you should contact the school office on 0131 477 7788 and leave a message on the Absence Line. If your child has an appointment, please contact the office on the same number or send your child with a note to the office before the appointment. Please do not email members of staff to alert them to absences or appointments as this might not be seen in time.



## Q. What is period-by-period registration?

A. Teachers mark pupil present, late or TBC every period. If a pupil fails to show for class, an alert will be sent out via our Group Call parent/ carer communication system. Similarly, you will receive a message before lunch to indicate if your child has been late to school.



**Q. What do I do if I'm worried about my child's attendance.**

A. Communication is key. If you have any worries or would like support with attendance, please contact your child's Pupil Support Leader.



## Q. How will I be kept informed of my child's attendance?

A. With every school report, you will receive a copy of your child's attendance record. 2 weeks before the end of each term (4 times per year), you will receive communication if your child has under 95% attendance. If your child's attendance falls below 85% attendance without good reason or support from home, we have a statutory responsibility to make a referral to the Educational Welfare Service who can support families with improved attendance. Where late-coming is a concern, you will receive communication alerting you to this and offered support.



**Q. What if my child is representing a team or group at an organised event?**

A. Young people who represent a team, their school or nation at any events will be supported. These absences will be marked as authorised.



## Q. Can I book a holiday during term time.

A. Holidays during term time are discouraged. They will be marked as unauthorised. A pupil who is absent for a 2-week holiday can only ever achieve a maximum of 94.7% attendance which is below the threshold of excellent attendance.



**Q. What do I do if we have to take our child out for family circumstances, religious observance, or to return to country of origin for care or domestic circumstances?**

A. School can approve exceptional circumstances for up to a maximum of 10 school days. Approved absences can include religious observance, weddings, funerals, and other exceptional domestic circumstances. For periods of more than 10 days, approval from City of Edinburgh Council is required who will approve or reject your request for authorised absence. To make any request, please contact your child's Pupil Support Leader via email or letter.



# N5/Higher/AH Assessment/Prelim Feedback

Please use the form link below to provide feedback for the recent assessments/prelims for N5, Higher and Advanced Higher.

<https://forms.office.com/e/FKsSMYK15s>

