

## Mitigating Factors

Mitigating factors are characteristics of an individual and/or circumstances surrounding an incident which may lessen the severity of any sanction being considered. These would include

- Age of the pupil
- The pupil's ability to understand the foreseeable consequences of their actions
- Whether the pupil has any additional support needs including behavioural problems, particularly if recorded in an Additional Support Plan
- The pupil does not pose a continuing risk to the safety of others
- Impact on the pupil's ongoing education and any specific plans put in place to support him/her
- Where the behaviour was related to harassment by others for reasons of disability, gender, race, religion or sexual orientation

## Exclusions

The normal test for exclusion is that the school

*“is of the opinion that the parent of the pupil refuses or fails to comply, or to allow the pupil to comply, with the rules, regulations or disciplinary requirements of the school”*

Or

*“that in all the circumstances to allow the pupil to continue in attendance at the school would be likely to be seriously detrimental to order and discipline in the school or the educational well being of the pupils there”.*

Mitigating factors may not apply in such circumstances. The policy on Exclusions can be viewed on the website.

## Anti-bullying

Bullying involves some form of hurtful abuse of power usually purposeful and/or repeated

- Name calling or abusive comments
- Ignoring and excluding others
- Pressuring others to behave in a particular way
- Damaging, stealing or extorting possessions
- Physical assault, threats
- Using technology such as the internet and mobile phones to harass, insult or ridicule others in or out of school

Pupils are taught about anti-bullying and also receive guidance in their planners.

All promoted pastoral staff are trained in restorative practices and solution oriented approaches.



## Big Friendly Giants

The BFGs are a group of S6 students who offer support and advice to younger pupils. It is a drop-in club where pupils can socialise and play games. The senior students are trained in restorative approaches and can offer advice or will know when an issue has to be referred on to pastoral staff.

A number of P6 'buddies' are also trained in elementary restorative practices so that they can support younger Primary children in the playground.

**Jordanhill**

**A Safe School**

**Developing Relationships  
and  
Positive Behaviour  
through  
Restorative Approaches**

**A Guide for Parents**

[www.jordanhill.glasgow.sch.uk](http://www.jordanhill.glasgow.sch.uk)

## Safe School Policy

At Jordanhill School we seek to provide a safe and supportive environment which will maximise your child's learning and staff effectiveness.

Specifically, we seek to *foster an atmosphere of diligence, tolerance, co-operation and mutual respect* as set out in the School aims.

We expect that all members of the School community - employees, pupils and parents - will respect the policies and procedures of the School at all times.

Throughout this guide "parents" refers to biological/adoptive parents and guardians.

improving relationships and  
promoting positive behaviour  
in Scotland's schools



## Web links

For further insight into the detail of some of the issues raised in this leaflet please visit

### Scotland's Antibullying Service

[www.respectme.org.uk](http://www.respectme.org.uk)

### Positive Behaviour website

<http://www.educationscotland.gov.uk/supportinglearners/positivelearningenvironments/positivebehaviour/index.asp>

### Working together to improve school discipline

<http://www.scotland.gov.uk/Resource/Doc/182068/0051716.pdf>

### Practice for Positive Relationships

<http://www.scotland.gov.uk/Resource/Doc/182858/0051876.pdf>

## Building a Safe and Supportive School

Safe and supportive cultures are at the heart of all our efforts to promote pupil success. These are expressed in detail through a range of school policy statements and parental leaflets which can be found in the **Parents** area of the web site. For example,

- Equality Schemes
- Behaviour Management
- Anti-bullying

The School recognises that parents are the first and primary educators of their children. This includes responsibility for their social development, behaviour and discipline. We encourage a partnership with parents to support pupils' social, emotional and academic growth.

At Jordanhill we embrace a progressive approach to behaviour management. For most pupils effective discipline is ensured through classroom programmes which are interesting and challenging with clearly stated outcomes and expectations and which are well matched to the needs of the learner.

In reinforcing appropriate behaviour the School uses a wide range of positive practices. We utilise a continuum of interventions, supports and consequences to address inappropriate behaviour. These include

- Restorative Practices
- Staged intervention strategies
- Solution Oriented Approaches
- Promoting positive emotional health and well-being

At all times we seek to promote positive behaviour and citizenship.



## Restorative Practice

Restorative approaches seeks to develop the school ethos, policies, and procedures to reduce the possibility of conflict or harm arising and to restore good relationships where there has been conflict or harm.

Restorative practices cover a range of strategies including

- Restorative conversations when teachers or peer mediators intervene in a situation
- Developing a restorative climate in schools with activities such as peer support and circle time
- More formal restorative meetings and conferences involving all those affected by an incident, including families where appropriate

Restorative practice is **NOT** a no blame approach.

It **IS** about holding people accountable for their actions - making them accept responsibility - but supporting them in learning what they have done to others.

It **IS** about helping people to find a way forward and to behave differently next time.

Restorative Practice works alongside the School's discipline policy and sanctions will still be applied when this is appropriate subject to any **mitigating factors** which may apply (see over).

The School's expectations of pupil conduct are set out succinctly in

- S3-S6 Planner - *Partnership for Success*
- P4-S2 Planner - *Classroom Ground Rules and the **READY** routine; Building Positive Relationships*

A fuller statement can be found in the *Behaviour Management Policy* on the web site.