



# **Breadalbane Academy**

## **Relationships Policy Updated February 2022**

**(Primary section under review.)**

## 1. Rationale

Positive relationships are about creating an ethos within our school where our pupils are encouraged to make good choices about their behaviour and these choices are acknowledged in a variety of ways. This policy stresses the need to be positive in our approach as a starting point at all times, but also aims to describe the procedures we have in place for dealing with situations where behaviour falls below expectations.

**For any such policy to be effective, it must be consistently applied by all teachers.**

### 1.1 Restorative Approaches

The school is in the process of introducing restorative practice approaches, and this policy may be updated at some point to take account of any relevant changes to classroom practice. In the meantime, staff will be guided in their approach by the following statements which describe the principles of restorative practice:

- *When a situation continues to occur, we are inquisitive and concerned about what needs to happen rather than blaming the child, parent or teacher.*
- *Working restoratively is about strengthening relationships and building community within the classroom and the wider school community.*
- *No significant learning occurs without a significant relationship.*
- *Wherever possible, zero tolerance is defined “we don’t accept that behaviour in our school”, rather than “we will exclude pupils based on that behaviour”.*
- *There is an attitude of persistence among staff that means that the school is unwilling to give up on difficult pupils or wants to get rid of them at the earliest opportunity. Young people are not demonised.*
- *We do not expect to see a behaviour that we have not first taught.*
- *When pupils cannot read, we teach them to read; when pupils cannot write, we teach them to write; therefore, when pupils cannot behave we first seek to teach them to behave.*

### 1.2 Positive Reinforcement

It is vital to use positive reinforcement to encourage pupils to behave appropriately and to encourage ongoing appropriate behaviour. Approaches aimed at developing pupils’ self-esteem and creating a positive classroom atmosphere are most likely to assist teachers in developing positive relationships with pupils.

### 1.2.1 Positive Reinforcement in the Primary

Throughout the primary various incentives are used:

- Well Done Tickets.
- Gold Cards (for earning 10 well done tickets).
- Pupil of the Week.
- Golden Time. This is earned over the week; each pupil starts the week with 5 minutes and can earn a further 5 minutes every day
- House Points.
- Green slip home informing parents of good news.
- Stickers and stamps.

Individual teachers may also use personal points, table points, etc.

### 1.2.2 Positive Reinforcement in the Secondary

Secondary teachers will use the following whole school approaches towards promoting positive behaviour:

- Verbal Praise- staff will encourage positive behaviour through regular praise. As well as supporting the behaviour of the pupil in question, such praise also identifies a model of acceptable behaviour for others to aspire to and so helps set standards in class.
- Outstanding Merits- these will be given to pupils daily where they have displayed excellent effort in class, produced work of a very high standard or made outstanding progress. This will generate a Groupcall to allow parents and carers to share this success at home.
- Pupil of the Week Merit – these will be given to pupils on a weekly basis where they have consistently demonstrated a positive attitude within school or shown dedication by going over and above expectations either in class or out with lessons. This will generate a Groupcall to allow parents and carers to share this success at home.
- Themed Merits – **Subject teachers are asked to nominate pupils each term in S1-3 for merits in the following categories:** Successful learners; Confident individuals; Responsible citizens, and Effective contributors. Pupils achieving the required number of themed merits will be presented with certificates at assemblies.

## **2. Expectation for Pupils**

### **2.1. General Expectations**

In Breadalbane Academy we expect pupils to reflect the values of respect and ambition in the way they conduct themselves in lessons. These should be in evidence in the following respects:

- Coming to class expecting to learn
- Coming to class prepared with books, equipment etc.
- Arriving on time
- Being attentive and following instruction given by teacher
- Not talking over the teacher or otherwise distracting the class
- Being respectful towards the teacher and other pupils at all times
- Treating school property with respect
- Not eating or chewing gum in class
- Only using mobile devices when given the permission of the teacher.

### **2.2 Health and Safety/COVID Pandemic**

The health and safety of all is a paramount concern in Breadalbane Academy and we are committed to ensuring our school is a safe place to work and learn for all in our community. During the COVID pandemic, pupils play a particularly vital role in ensuring the well-being of those in our school and those in the wider community. All pupils must at all times:

- Follow instructions from teachers regarding safe use of equipment and accommodation
- Follow all instructions relating in particular to COVID-19 including:
  - Maintaining 2 metres or more distance from adults
  - Wearing a face covering when moving around the building or in communal areas (secondary only)
  - Wearing a mask in class where this is required by an additional risk assessment
  - Sanitising/washing hands at times designated by staff
  - Taking all precautions to avoid spread of COVID e.g. coughing sneezing into a handkerchief or elbow, not shouting.

## **3. Expectations for Teachers**

As well as clear expectations for pupils, an effective behaviour management policy depends upon clear expectations in terms of what pupils can expect from staff. Pupils and parents can expect teachers to carry out their responsibilities and duties in a professional manner, including in the following ways:

- being aware of information which has been provided on individual pupils by the Support for Learning Department /Guidance Team, and noting where and why flags appear on SEEMIS.
- being prepared for lessons: good behaviour management depends on a high level of organisation, and lessons should always aim, through planning, to meet the needs of all pupils.
- having clarity in lesson structure - particularly in terms of beginnings and endings. Clarity about classroom procedures will assist staff in creating an ordered learning environment for pupils in which expectations are clear.
- setting high standards and applying them consistently.
- Being clear with pupils about the rules of the positive behaviour management policy and supporting this by clear display of the 'levels summary' poster (appendix 1)

#### 4. Supporting positive relationships in Class (Primary)

The primary relationships policy is based on the following Golden Rules:

<b>Do</b>	be kind	<b>Don't</b>	be unkind
	be gentle		be rough
	think of others		be rude
	work hard		be selfish
	look after property		be lazy
			misuse property

Should a pupil break a Golden Rule the following system should be followed:

Level	Action	What does this mean?
1	<b>First Formal Warning</b>	A verbal warning is given, explicitly stating that if the behaviour continues or happens again that day a yellow card will be issued.
2	<b>Yellow card</b>	If the behaviour continues a yellow card is issued to the pupil along with a yellow card slip to be taken home for parents to sign. A yellow card means that only 2½ minutes of golden time can be earned that day. Once the behaviour improves the yellow card is taken away.
3	<b>Orange Card</b>	Should the behaviour continue the pupil is issued with an orange card along with an orange card slip to be taken home for parents to sign. An orange card results

		in no golden time being earned that day. Once the behaviour improves the orange card is taken away.
<b>4</b>	<b>Red Card</b>	Should the behaviour continue the pupil is issued with a red card along with a red card slip to be taken home for parents to sign. A member of the senior management team is contacted to speak to the pupil. The SMT member will contact parents, either through a SMT slip or phoning home. In some cases, pupils may be withdrawn from class by SMT for a period of time, not exceeding two hours..

Should a pupil get three yellow cards in the one day a member of the senior management team is contacted to speak to the pupil. The SMT member will contact parents, either through a SMT slip or phoning home.

Should a pupil not return a signed slip the class teacher should contact the parents to ensure they are aware of their child's behaviour.

In cases where a pupil has a behaviour protocol these should be read alongside the relationships policy.

## **1. Supporting positive relationships in Class (secondary) – stage responses**

### 3.1 Informal Relationship Management

It is expected that each class teacher will continue to manage and teach their classes using the skills and techniques that they have developed during their teaching career. Each teacher is unique and will have developed many personal techniques for dealing with their pupils. This will include setting standards and reminding or warning pupils of them, without recourse to formal logging. Teachers should only introduce formal consequences when their normal strategies have had no effect and the work of the class or that of an individual is being affected.

### 3.2 Formal Relationship Management Levels

When a pupil's behaviour has persistently fallen below expectations, either in the course of a single lessons or over a number of lessons, a teacher can decide to move into formal levels of behaviour management. In advance of moving into the formal behaviour levels, pupil will be told what behaviour is not acceptable and warned that the teacher is about to move to a formal stage.

- Department Level Responses

Level	Action	What does this mean?
1	<b>First Formal Warning</b>	<p>If a pupil persists in behaviour that falls below school expectations, the teacher will say what behaviour is not acceptable and inform the pupil that they are being given their first warning.</p> <p><i>First formal warnings should be logged in SEEMIS with a referral FYI to the PT.</i></p> <p>The teacher may move the pupils at this point.</p>
	<b>Second Formal Warning</b>	<p>If the behaviour continues after a formal warning, the teacher will say what behaviour is not acceptable and inform the pupil that they are being given their second formal warning.</p> <p><i>Second formal warnings should be logged in SEEMIS with a referral FYI to the PT.</i></p> <p>The teacher will:</p> <ul style="list-style-type: none"> <li>• Arrange for a 'stage 1' groupcall message to go home</li> </ul> <p>They may also:</p> <ul style="list-style-type: none"> <li>• issue a departmental detention.</li> <li>• move the pupils at this point.</li> </ul>
2	<b>Refer to PT</b>	<p>If there is no improvement in behaviour, the teacher will refer the pupil to the principal teacher.</p> <p><i>A referral to PT should be logged in SEEMIS. The PT will then refer to Guidance for FYI, who may wish to have an involvement at this stage.</i></p> <p>The PT will take the following steps:</p> <ul style="list-style-type: none"> <li>• Speak with pupil</li> <li>• Send 'Stage 2' letter home</li> <li>• Telephone parents (checking first with Guidance)</li> <li>• Support class teacher to undertake circle analysis</li> <li>• Add pupil to DM standing item – 'Stage 2 pupils'</li> </ul> <p>The PT may also:</p> <ul style="list-style-type: none"> <li>• remove pupils from class for period and up to one further period.</li> <li>• Issue a department behaviour monitoring card.</li> </ul> <p><b>Pupils should not spend any longer than one period in an alternative classroom without the matter being agreed with SMT.</b></p>

- SMT Duty Call

For very serious breaches of discipline, where an immediate response is deemed necessary by the PT, the SMT should be called to deal with the issue.

The PT calling for SMT should record this incident by making a SEEMIS referral to the Year Head. Depending on the seriousness of the incident, immediate actions could skip WS level below.

- Formal Behaviour Response Levels – Whole School

It is expected that the vast majority of issues will be dealt with at PT level, but when this is not possible, behaviour issues should be referred through SEEMIS to Year Head.

Level	Action	What does this mean?
3	WS Stage 1	<p>Where a pupil's behaviour continues to fall below school expectations, despite the input of the department, PTs may escalate the matter to SMT.</p> <p><i>Referral to <u>Year Head</u> should be logged in SEEMIS</i></p> <p>The Year Head will take the following action:</p> <ul style="list-style-type: none"> <li>• Send a 'WS Stage 1' letter home.</li> <li>• Contact parent by phone.</li> <li>• The pupil will be put on a whole school behaviour monitoring card for a period of no less than one week, which will be checked by Year Head and register teacher weekly.</li> <li>• Add pupil's name to standing item 'WS1' at house team meeting.</li> </ul> <p>The Year Head may also:</p> <ul style="list-style-type: none"> <li>• Issue an SMT detention</li> <li>• Arrange any necessary restorative conversations</li> <li>• Create a CYPP if one does not already exist</li> </ul>
4	WS Stage 2	<p>If the pupil's behaviour continues to fall below school expectations the Year Head will take the following actions:</p> <ul style="list-style-type: none"> <li>• Discuss with HT</li> <li>• Send 'WS Stage 2' letter</li> <li>• Invite parents for a meeting, which may include HT, to review actions to date and agree next steps.</li> <li>• Add pupils name to standing item 'WS2' at house team meeting.</li> <li>• Create a CYPP if one does not already exist</li> </ul> <p>The Year Head may also:</p> <ul style="list-style-type: none"> <li>• Seek supports from partners</li> <li>• In the case of extreme and persistent misbehaviour, and in discussion with the Headteacher, <u>exclude</u> pupil.</li> </ul>
5	WS Stage 3	<p>Where the school has exhausted the steps available within this policy, the Year Head will:</p> <ul style="list-style-type: none"> <li>• Refer to integrated team, formally seeking support of other partners.</li> <li>• Continue to pursue existing sanctions.</li> </ul> <p>The Year Head may also:</p> <ul style="list-style-type: none"> <li>• Call a professionals meeting</li> <li>• Make a referral to the Transition Panel.</li> </ul>

## 2. Consistent Application of Policy

As well as sharing the policy with pupils, staff should ensure that they are seen to follow it consistently. This is not only fair, but will make actions taken far easier to justify to pupils or parents at a later stage, if required.

In particular, teachers should avoid issuing 'blanket' consequences to a whole class. Similarly, staff should always work through the levels and avoid any temptation to escalate in way that misses out steps, unless the extreme nature of the behavior demands this approach.

### **3. General Principles of Classroom Relationships Management**

Teachers will:

- Establish clear, predictable routines and use them to manage the class
- Describe what they want rather than what they don't want
- Keep the focus on successful learning
- Maintain a classroom which is bright, tidy and welcoming
- Greet classes in a positive way, setting high expectations from the outset
- Attempt to capture pupil interest and stimulate their enthusiasm
- Provide clear instruction, including sharing of learning intentions for the lesson.
- Deal with latecomers in a way which minimises disruption to others
- Be fair and consistent in implementing discipline within their classroom
- Strive for an atmosphere of trust and respect
- Encourage both boys and girls to think and answer
- Separate the behaviour from the person and not personalise the situation
- Never try to insult or humiliate pupils
- Focus on solutions

### **8 Behaviour not compliant with COVID regulations**

The school can only safely remain open to pupils and staff if all member of our community follow the guidance designed to keep us safe. Should a pupil be unable or unwilling to follow such guidance, the following steps will be taken:

- Initial warning/discussion with SMT (this stage may be by-passed if the incident is consider sufficiently dangerous.
- Review of current arrangements for pupil's presence in class and creation of a risk assessment identifying risks presented and controls to be put in place. This risk assessment to be created in discussion with relevant staff.
- If risk assessment for continued presence proves ineffective, consideration given to an alternative learning arrangement within the school.
- Where pupil's continued presence in school is considered to present an ongoing unacceptable risk to the school community, the pupil will be excluded until such time as an alternative educational provision can be identified and enacted.

## **BA Relationships Policy**

### **Appendix 1**

#### **Breadalbane Academy School PBM Policy – School Trips and Opportunities**

##### **1. Overview**

An integral part of pupils experience at Breadalbane Academy is to participate in a range of opportunities within the school as well as representing the school through a variety of excursions throughout Scotland and Europe. It is expected that pupils are working to the best of their ability within school to allow them to participate in these opportunities.

##### **2. Expectations**

Pupils wishing to represent the school should meet the following requirements:

- Behaviour in school is of a high standard showing respect to all members of staff and pupils alike consistently.
- Pupils are up to date with work in all subjects including tests and homework.
- Pupils must return the appropriate paperwork by the deadline set prior to the opportunity.
- Pupils who miss class due to representing the school must catch up on work missed and seek support from their teacher.
- Pupils are committed to school teams or clubs and attend regularly.
- Pupils are expected to wear school uniform unless otherwise stated in letters prior to the excursion or opportunity.

##### **3. Next Steps**

There may be times that pupils do not meet these standards may not be permitted to represent the school until they have caught up in school and are consistently acting appropriately around the whole school.

- Should this be the case, the trip organiser will liaise with a member of SMT to discuss the situation on an individual basis. This will allow an appropriate outcome to be made.

- Issues surrounding the potential exclusion from a school trip will be communicated with parent or guardian in ample time prior to the trip although there may be exceptions in extreme circumstances.