

Breadalbane Academy



Relationships Policy Updated March 2024

1. Rationale

Positive relationships are about creating an ethos within our school - primary and secondary - 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 committed to restorative practice approaches. In all interactions, staff will be guided in their approach by the following statements which reflect 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.

The remainder of this policy is secondary-specific. Attached as Appendix 1 is the **Primary Relationships Policy** that we developed by primary staff sub-group in Session 22/23.

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

In Breadalbane Academy secondary 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.

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 2)

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

4. Supporting positive relationships in Class (secondary) – staged responses

4.1 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.

4.2 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	First Formal Warning	<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>
	Second Formal Warning	<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"> • Arrange for a 'stage 1' groupcall message to go home <p>They may also:</p> <ul style="list-style-type: none"> • issue a departmental detention. • move the pupils at this point.
2	Refer to PT	<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"> • Speak with pupil • Send 'Stage 2' letter home • Telephone parents (checking first with Guidance) • Support class teacher to undertake circle analysis • Add pupil to DM standing item – 'Stage 2 pupils' <p>The PT may also:</p> <ul style="list-style-type: none"> • remove pupils from class for period and up to one further period. • Issue a department behaviour monitoring card. <p>Pupils should not spend any longer than one period in an alternative classroom without the matter being agreed with SMT.</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"> • Send a 'WS Stage 1' letter home. • Contact parent by phone. • 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. • Add pupil's name to standing item 'WS1' at house team meeting. <p>The Year Head may also:</p> <ul style="list-style-type: none"> • Issue an SMT detention • Arrange any necessary restorative conversations • Create a CYPP if one does not already exist
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"> • Discuss with HT • Send 'WS Stage 2' letter • Invite parents for a meeting, which may include HT, to review actions to date and agree next steps. • Add pupils name to standing item 'WS2' at house team meeting. • Create a CYPP if one does not already exist <p>The Year Head may also:</p> <ul style="list-style-type: none"> • Seek supports from partners • In the case of extreme and persistent misbehaviour, and in discussion with the Headteacher, refer to <i>Fàs</i> 'alternative to exclusion' provision (SEE APPENDIX 3) or <u>exclude</u> pupil.
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"> • Refer to integrated team, formally seeking support of other partners. • Continue to pursue existing sanctions. <p>The Year Head may also:</p> <ul style="list-style-type: none"> • Call a professionals' meeting • Make a referral to the Transition Panel.

5 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 are 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.

6 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

APPENDIX 1

Primary Relationships Policy



We aim to:

- Recognise and reinforce behaviour norms
- Promote self-esteem and self discipline
- Teach appropriate behaviour through positive interventions

All staff will:

- Meet and greet pupils on arrival
- Refer to '**Ready, Respectful, Safe**'
- Model positive behaviours and build relationships
- Be calm and encourage pupils to make positive choices
- Retain ownership
- Follow up incidents every time
- Use restorative conversations to repair relationships and trust

Restorative Conversations

Restorative conversations are a core part of repairing relationships and discussions are structured in 5 steps: What's happened? What was each party thinking? Who feels harmed and why? What have each party thought since? What behaviours will each of us show next time?

Primary Relationships Policy Staff Guidance

1 Redirect

Gentle encouragement, a 'nudge' in the right direction.

2 Remind

A reminder of the expectations '**Ready, Respectful, Safe**' delivered privately to the pupil. The adult makes them aware of their behaviour. The pupil has a choice to do the right thing.

3 Caution

A clear verbal caution delivered privately to the pupil making them aware of their behaviour and clearly outlining the consequences if they continue. The pupil has a choice to do the right thing. Pupils will be reminded of their good previous good conduct to illustrate that they can make good choices.

30 Second Intervention

- a. Gentle approach, personal, non-threatening, side on, eye level or lower.
- b. State the behaviour that was observed and which rule/expectation/routine it contravenes.
- c. Tell the pupil what the consequences of their action is. Refer to '**Ready, Respectful, Safe**' and previous good behaviour/learning as a model for the desired behaviour.
- d. Walk away from the pupil; allow them time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

Resist endless discussions around behaviour and spend energy returning pupils to their learning/play.

4 Time Out

Speak to the pupil privately and give them another opportunity to engage. Offer a positive choice. Give the pupil time and space to reflect away from others.

5 Restorative Conversation

A restorative conversation takes place at the end of the period of learning/play. If the conversation is not successful, support should be sought from the line manager and a meeting should be scheduled with the pupil, the adult and the line manager.

6 Supported Restorative Conversation

The pupil, adult and line manager have a restorative conversation and discuss behaviour expectations. The pupil and adult discuss and agree targets. The plan is monitored by the line manager.

Serious Incidents

Serious incidents may lead to short term exclusions. Where appropriate, alternatives to exclusion may be considered (repairing damage, good deeds, intensive direct support).

APPENDIX 2

Breadalbane Academy School PBM Policy – Secondary 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.

APPENDIX 3

Fàs: Breadalbane Academy`s Restorative Support Programme

What is Fàs?

Fàs (Gaelic for Growth,) is Breadalbane Academy's 'alternative to exclusion' programme that follows a restorative approach, supporting pupils to identify the impact of their behaviour on themselves, on others and the learning community. The programme guides pupils to make better choices and to contribute to a successful learning journey. The *Fàs* programme is implemented when a pupil may be at the point of formal exclusion, and looks to prevent such exclusion, now and in the future.

Pupils spend a day in isolation within the Support corridor, supervised 1:1 by a staff member who talks them through a reflective and restorative exercise. Pupils reflect on their behaviour and the impact on their learning and on the experience of others, including staff and pupils.

During the *Fàs* day, mobile phones are handed into staff and arrangements are made for an alternative supervised lunchtime and break time from the rest of the school. Subject staff provide the work that the pupil would have completed within class and there is a further reflective time towards the end of the day, including time outside the building.

Where possible a *Fàs* day will either begin or end with a parental meeting.

If pupils do not agree to the terms of isolation, or do not follow the programme, then exclusion is reconsidered by Senior Management.

Our *Fàs* provision was introduced during Session 23-24 and has had led to a significant reduction in our school exclusions, and consequent disruption to learning that these can cause.