

## **Breachin High School**

### **Positive Relationships and Behaviour Policy**

Article 28 (right to education)

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

**May 2023**

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**Reviewed November 2023 & February 2024**

## Rationale

Effective learning and teaching occurs in a well ordered environment where everyone knows what is expected of them and works together. To achieve high standards we need to work consistently to support our pupils to meet our high expectations. Effective learning and teaching also depends upon a foundation of good working relationships between pupils and staff.

## Vision

Brechin High School will be recognised as a centre in excellence and wellbeing, where only the best is good enough.

# The Brechin Standard

Pupils	Teachers
Staff and pupils respect learning and each other	Staff and pupils respect learning and each other
Arrive to class on time prepared for learning	Lessons are well prepared, interesting and enjoyable
Listen to what people have to say	Teachers give you feedback to support you in making progress
Prepare to be challenged in order to learn	Teachers will have varied resources in lessons
Work to the best of your ability in each lesson	Teachers create positive relationships with pupils by listening and being fair

## Aim

The aim of this policy is to support both staff and pupils to create a whole school learning environment which creates and fosters a respect for learning.

## Objectives

- To ensure that high standards and expectations are set for all pupils.

- To support pupils in achieving high standards of behaviour enabling effective learning and teaching to take place.
- To empower teachers by providing a supportive framework for positive behaviour management.
- To promote a consistent approach to behaviour management throughout the school.
- To engage parents/carers as partners in promoting and supporting good behaviour.
- To restore relationships through the use of restorative practices.

## **Key Principles**

- Behaviour management is the responsibility of everyone at Brechin High School.
- By being consistent and working together we support our learners, our families and our colleagues
- Behaviour management cannot be separated from effective learning and teaching. Effective learning and teaching is easier to achieve when we have a positive ethos, positive relationships and good discipline.
- Every pupil in Brechin High School is entitled to education of the highest quality and where pupils are educated in a well ordered stimulating environment this entitlement is enhanced.
- Our aim is for Brechin High School pupils to learn in an environment where relationships are valued, strengths are identified and focused upon, and genuine interest is demonstrated.
- Every member of our community is of equal worth and is entitled to respect.
- We are committed to working in partnership with parents/carers and relevant outside agencies to assist our pupils achieve high standards of behaviour.
- We are committed to the systematic and regular monitoring, evaluation and review of standards of behaviour in the school and the impact of the policy itself.

## **Our Approach**

- As a school we need a clear, consistent and collaborative approach to building, maintaining and restoring positive relationships, while promoting positive behaviour across our whole school community. Developing good relationships and positive behaviour in the classroom and wider school community is essential for creating the right environment for effective learning and teaching. A positive and inclusive learning environment allows all pupils to fulfil their potential and progress to a positive post school destination.
- Our policy provides information, guidance and advice for all members of the school community on how to achieve this. The policy does not exist in isolation, it links with Angus Council policies and national legislation and guidance, including Getting it Right for Every Child (GIRFEC).

- The information in this policy is intended as a brief guide to illustrate courses of action that can be pursued while working with learners who might need some guidance, assistance or counselling to amend their behaviour or patterns of behaviour.

## 1. Roles and Responsibilities

### All staff

At all levels staff have a specific responsibility to work within the Positive Behaviour and Relationships Policy and to ensure that it is implemented consistently and fairly.

### Teachers

All teachers will help to establish and promote a positive school ethos by:

- Being prepared for all lessons and having thought carefully about the content of each lesson, taking into account Brechin's Framework for Learning. They must ensure that they know their learners and are mindful of their needs and individual pupil profiles. Teachers should be proactive in terms of dealing with behaviour and implement strategies within their classroom and faculty to deal with the behaviour of young people in a positive way.
- Regularly reinforcing the expectations of behaviour and acknowledging success wherever possible. At the start of every lesson staff should have clear routines that begin at the classroom door to remind pupils about expectations.
- Using respectful language and relationships. This begins at the school/classroom door with a warm welcome and fresh start each period. Staff must model the positive behaviour and kindness that we want to see in our young people. Staff should address instances where pupils are not being respectful in their use of language or interaction with others, whether this is in class or in communal areas.
- Staying in class. Staff must ensure that they remain in class during lessons so that pupils are not left unattended. This should help to maintain good order in the classroom. It is also the responsibility of staff to make sure that learners remain in class and are not allowed out of class without good reason.
- Having high expectations of pupils' behaviour which allows effective learning and teaching to take place.
- Being aware of pupils' needs and using identified strategies to support and encourage positive behaviour.
- Using restorative approaches to address issues.
- Tracking and monitoring pupil behaviour and progress.

- Evaluating practice, and accessing support from colleagues and opportunities for CPD.

### **Support Staff**

All support staff have an important role in supporting the implementation of the positive relationships and behaviour policy.

Classroom support staff will:

- Discuss and agree with the class teacher their roles and responsibilities in class including the management of pupil behaviour.
- Provide appropriate levels of intervention to support the pupil as an independent learner.
- Support pupils' prompt arrival to and preparation for classes, as agreed with the class teacher.

### **Principal Teacher (Curriculum)**

The Principal Teacher has a further responsibility to encourage and support colleagues, and are responsible for monitoring and evaluating the application of the policy in their own faculty. Faculty policies should reflect the whole school policy by setting out high expectations for behaviour, giving opportunity to regularly reinforce these expectations of behaviour, and using restorative practices to address issues when appropriate.

The Principal Teacher will:

- Ensure that every teacher introduces and implements the Positive Behaviour and Relationships policy and procedures with pupils.
- Ensure that the policy and procedures are implemented consistently by providing support and advice to staff.
- Induct new staff to the policy and procedures.
- Work with Pupil Care and Support staff and Additional Support Needs Staff to implement appropriate actions.
- Use learning visits to monitor and provide supportive feedback in relation to classroom management.

- Discuss behaviour and relationships as a standing item at faculty meetings, share and analyse relevant data, and agree action with staff.
- Discuss and agree CPD needs via the review process.

### **Pupil Care and Support Staff**

Pupil Care and Support (PCS) staff have an important role to play through early intervention with pupils before their behaviour gives serious cause for concern. The matter should be discussed with the relevant member of the Senior Management team and an agreed course of action implemented. PCS staff will provide initial support for pupils and will involve the parents at an early stage if the concern persists.

### **The Senior Leadership Team**

The SLT will provide advice and assistance whenever necessary to all members of staff. The tenor of the advice and assistance will be to empower the member of staff and to emphasise to pupils that they must co-operate with staff. The SLT will work with all staff to achieve the school's commitment to sustain high standards of behaviour, giving advice and support.

## **2. The Relationship with Parents/Carers**

Parents/carers will be provided with a range of information to give them a clear understanding of the school aims, positive behaviour policy and expectations. We recognise the major positive influence parents/carers can have on pupil behaviour and we undertake to provide parents/carers with regular timely information on their child's behaviour, effort and motivation. Parents/carers will be consulted at an early stage when a pupil's behaviour, effort or motivation is causing concern.

## **3. Expectations of Pupils**

- **Ready to learn:**

Young people must arrive on time for each class and have a positive mindset for the lesson ahead. They should come prepared with the equipment they need for that class - this should be carried in a school bag. If a pupil has forgotten equipment they should tell the teacher at the start of the lesson. They should enter their classroom and get organised for the lesson, following established classroom routines - this will include settling quickly, putting mobile phones and airpods off and away, outdoor jackets off, hoods down

and taking equipment out. No one should be eating or drinking anything other than water.

- **Respectful language and relationships:**

Young people must use an appropriate tone and respectful language towards each other and all members of staff, whether in class or in communal areas. Young people should treat each other the way they want to be treated themselves and act in a kind and supportive manner. Young people should keep hands and feet to themselves and behave in a safe and respectful way.

- **Stay in class:**

Young people need to be in class in order to learn and must get into good habits regarding such things as going to the toilet at break/lunch and filling water bottles at break/lunch. Pupils will not be routinely allowed out to the toilet during class time unless there is a medical reason or desperate need. If a young person is allowed out of class, the teacher should ensure that they have a pass to display as required. They should leave their mobile phone in their school bag in the classroom and return to class as quickly as possible.

#### **4. Positive Approaches**

All members of the school are expected to help maintain an atmosphere conducive to learning with courtesy and consideration for others as basic requirements. We recognise the importance of teaching behaviour explicitly through the curriculum and implicitly through example. The object of positive behaviour management is not to punish or to keep the child under control but to help them learn how to behave more acceptably. Encouragement and praise are an essential part of positive behaviour. Verbal praise and encouragement should be used often and in every lesson, praising effort rather than ability or result alone.

**Pre-empt the Behaviours** - Always try to pre-empt the behaviours of children. Try to recognise behaviour patterns and triggers which can often lead to inappropriate behaviours being displayed. When planning lessons try to think of possible triggers, and be prepared with a behaviour plan.

**Clear Expectations** – Staff should make their expectations of behaviour clear to pupils from the very beginning and involve them in discussion around the classroom rules and what they mean in their classroom. Classroom rules should be displayed clearly at all times and pupils should be referred to these rules on a regular basis to remind them of the standard expected. Staff should model these rules through their own behaviour.

**Praise** - This includes making a determined effort to highlight good behaviour and using encouraging language and actions to acknowledge it, for example commending a group of pupils who are working well rather than chastising a group who are not.

## 5. Restorative Approaches

Many discipline issues result in interpersonal conflicts which leave people feeling angry, hurt and resentful.

When this happens the people involved need:

- A chance to tell their story and express their feelings.
- To understand how the situation happened and how it can be avoided in future.
- To feel understood and to find a way to move on and feel better about themselves.

Restorative approaches allow for conflict to be dealt with in a way that meets these needs. The aim is to repair harm, rebuild relationships and help people to find solutions for themselves. This can change choices people make in the future as mutual respect and consideration develops.

Restorative enquiry is the key skill in all Restorative Approaches. It makes use of key questions which keep the door open to communication and encourage reflection, ownership and responsibility, i.e.

- What's happening?
- What were you thinking when it happened?
- Who's been affected?
- What needs to happen to put things right?

Staff are encouraged to use these questions and approaches when dealing with conflict.

## 6. Recognising and Responding to Poor Behaviour

Consequences are part of our strategy to influence and reinforce positive pupil behaviour. Consequences are used to:

- Respond to specific instances of misbehaviour.
- Give a clear message to pupils that disruptive, distracting or dangerous behaviour will not be tolerated.
- Improve pupil behaviour.

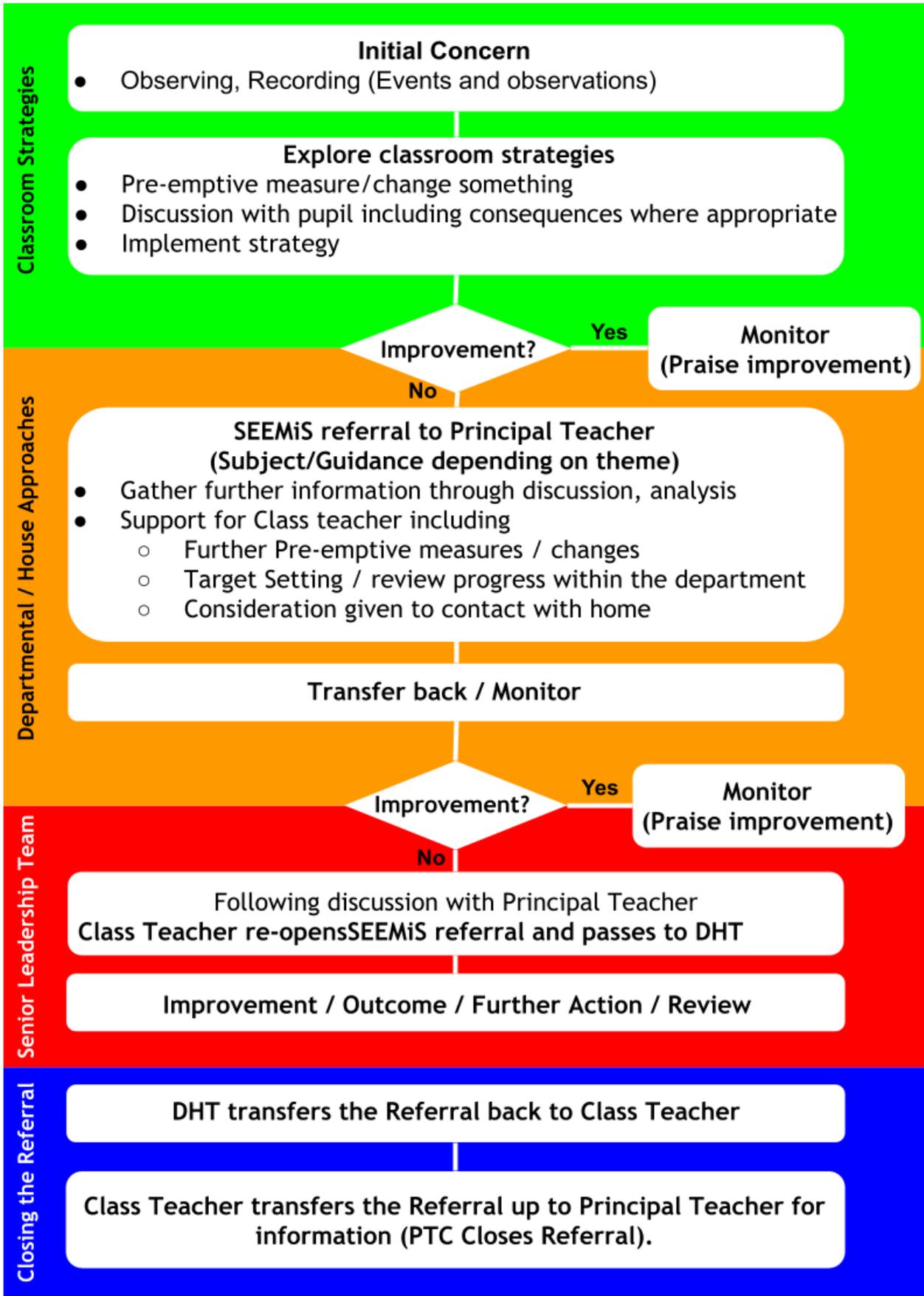
It is important that pupils understand and accept the purpose of consequences. It is equally important that consequences are seen to be complementary to our system which recognises positive behaviour and hard work, and values positive relationships. It is also important that as far as possible consequences are applied consistently and fairly.

### **Managing Behaviour**

- It is not a hierarchy and should be used flexibly to best meet learners' needs.
- If we want improvements in consistently positive behaviour, we need to be consistent in challenging negative and acknowledging positive behaviours.
- Crucially, we also need to model the behaviour we want to see from our students:
  - ✓ Be nurturing - listen to students:
  - ✓ Be trauma informed - use a calm and respectful tone;
  - ✓ Be calm - de-escalate and do not focus on secondary behaviours:
  - ✓ Be present - don't hold onto or bring things up from the past

If pupils are to be removed from class the expectation is that they will be provided with and encouraged to complete work to ensure they don't fall behind, or participate in a reflective exercise. We will continue to model the importance of using time effectively for elearning.

Good record keeping is a vital part of being able to deal with behaviour in a positive, constructive way. This will allow PT PCS, PT ASN or DHTS to easily access the full picture of a learner's behaviour, and be able to communicate with home with confidence. SEEMiS referrals should be used to ensure good record keeping.



### **Actions available to all teachers**

- Reminders of expectations
- Refer to Pupil Profile for strategies
- Verbal warning
- Re-location within classroom
- Time out for reflection (good neighbouring)
- Teacher led restorative conversation
- Detention (at interval or lunch)
- Involvement of PTC
- Referral to PTC
- Discussion with PT PCS

### **Further actions available to PTC**

- Department target sheet
- Contact with parent/carer by groupcall or phone
- Re-location within department/short term removal from class
- PT led restorative conversation
- Referral to DHT
- Call to SLT, if learning and teaching cannot continue or there is a serious health and safety risk

### **Further actions available to PT PCS**

- Daily target sheet
- Weekly communication booklet
- Parental meeting
- Amend timetable to include access to Learning Hub or planned activities in Nurture Hub (with SLT agreement)
- Amend Pupil Profile with updated strategies
- Arrange for additional support from SPSAs
- Referral to other agencies: Educational Psychologist; CAMHS; School Nurse; Social Work; CLD; and other partners.

### **Further actions available to SLT**

- DHT led restorative conversation
- DHT target slip
- Alternative to Exclusion (using time in DHT office and/or Learning Hub)
- Exclusion: as a planning tool to allow time for amendments to support package to be put in place

### **Please note**

- If a detention is issued to a pupil, staff must e-mail the School Office so they can notify the parent by text message. Please copy the appropriate PCS teacher into this email.
- After school detention should not be issued to any pupil requiring transport home from school. Parents should be notified beforehand if an after school detention is to be issued to a pupil.