The Barony Campus

Promoting Positive Relationships

Framework and Guidance

Supporting our nurturing community

Rationale

Throughout The Barony Campus we aim to create an environment where young people feel safe, supported and encouraged to do their absolute best. Central to achieving this aim is the creation and maintenance of positive relationships between young people and staff who work together to create an environment where the highest levels of respect, achievement and behaviour are expected. As a school community, we believe strongly that successful relationships are built by creating and sharing rapport, trust, compassion and quality teaching and learning experiences between our young people, our staff and our community. These relationships are all the more important when we consider the often challenging and changing circumstances many young people face as they grow through adolescence and into their teenage years. Much has therefore been invested in ensuring our staff are trained and skilled at acknowledging and responding to pupils' individual needs so as to maintain the highest of standards of support, teaching, learning and behaviour.

The Barony Campus therefore adopts a Positive Relationships Policy developed in consultation with our pupils, parents, carers, staff and partners.

Background

Whilst our community has a long history of providing quality and personalised experiences to young people, our vision for The Barony Campus has been designed to reflect international, national and local polices and legislation such as The United Nations Convention of the Child (UNCRC) 1989; GIRFEC 2012; The Children and Young People's Act 2014 and East Ayrshire's commitment to The Relationships Framework to name but a few. We are also proud that we are recognised as a Rights Respecting School which places the child and the Rights of the Child at the centre of our approach. We have designed our school curriculum and ethos around the implementation of Nurture and Restorative Practices, as described in greater detail later in the document.

School Values

Taking cognisance of the legislation and policies outlined above, allied with a comprehensive consultation process, our pupils, staff, parents and partners agreed upon our 3 core values before the opening of our new campus in 2020:

- Respect

- Achievement

- Equity

As a campus we ask our pupils and staff to demonstrate these values at all times and every opportunity throughout our school day.

Respect- We are all expected to show respects for ourselves; other people's feelings and belongings; our school building and the staff who provide opportunities to learn. High levels of mutual respect between young people and staff are of paramount importance to the success of our school.
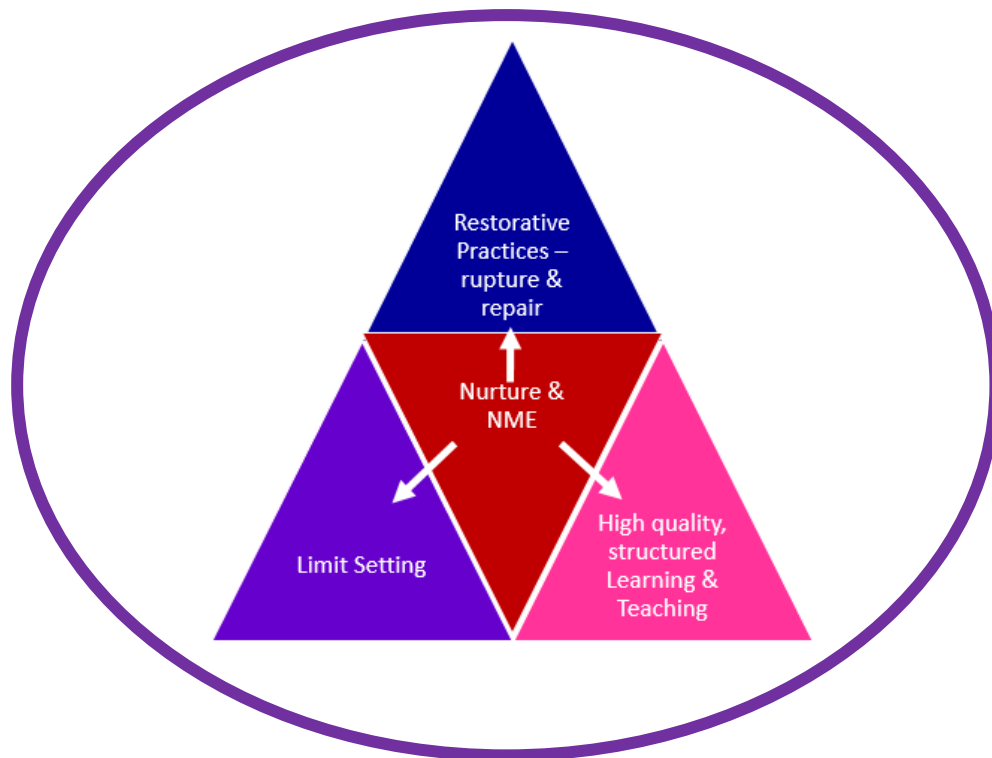
Achievement- We are all expected to work as hard as we can to fulfil our potential. Our young people are expected to show the highest standards of uniform, attendance and behaviour so they can focus their attention in class and on their learning.

Equity- We must work hard in school to ensure that each young person has the same opportunity to succeed as others. Whilst many young people will face challenges during their school career, we hope that, with support, they can be equipped to embrace and conquer these challenges. As a school, it is our job to provide individualised and relentless support whether these challenges are learning based, emotional, physical or financial.

Summary

Whilst our vison and values are clear, staff throughout the campus know that a learner's journey through their various stages of education and adolescence are never straightforward. At times, young people may forget about our agreed standards, expectations, vision and values and they can make poor decisions for a myriad of reasons. On these occasions, staff and pupils must be solution-focused and work together to continually promote positive behaviour and take positive steps to repair potentially damaging situations. At all times, staff and pupils are expected to work together to address issues, react to issues proportionately, improve understanding of expectations, restore relationships and move forward in a way that means all young people are included in their education.

## Relationships Framework and Approaches.

Nurture and Neursoquential Model of Education (NME)

At the heart of our Relationships Framework are the Principles of Nurture, which effectively capture many of the components of GIRFEC, and support us in placing pupils' wellbeing at the centre of everything we do. Our understanding of the implementation of nurture links directly to Education Scotland's Nurture Framework.

A nurturing approach recognises that positive relationships are central to both learning and wellbeing. A key aspect of a nurturing approach is an understanding of attachment theory and how a child's early experiences can have a significant impact on their development. It recognises that ALL school staff (and partners) have a role to play in establishing the positive relationships that are required to promote healthy social and emotional development and that these relationships should be reliable, predictable and consistent where possible. A nurturing approach has a key focus on the school environment and incorporates attunement, warmth and connection alongside structure, high expectations and a focus on achievement and attainment. Education Scotland

The Six Principles of Nurture:	
The Six Principles of Nurture: • Children's learning is understood developmentally. • The classroom offers a safe base. • The importance of **nurture** for the development of wellbeing. • Language is a vital means of communication. • All behaviour is communication. • The importance of transition in children's lives.	
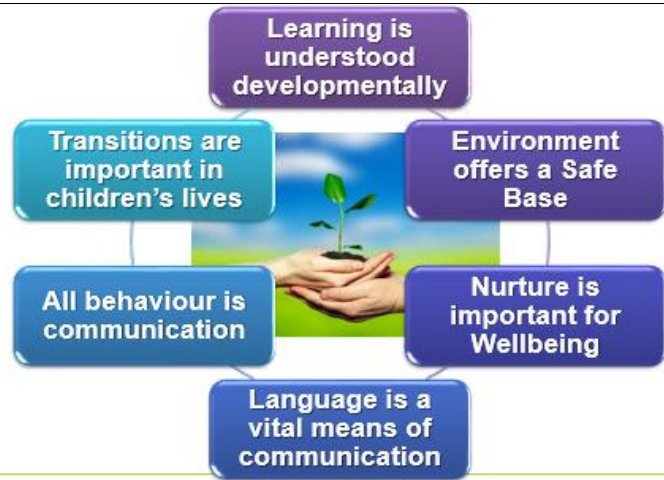
Appendix I provides a fuller exploration of how staff can employ these principles throughout The Barony Campus

The Neurosequential Model of Education (NME)

NME also aligns closely with the Nurture Principles and allows us to deepen our understanding & practice in relation to being respectful of children's neurobiology & decreasing the likelihood of challenging behaviour. NME understands that through challenging life experiences, pupils can struggle to manage their emotional responses, which can present itself as sadness, anger, irritability, frustration or being withdrawn. This can often impact on a young person's ability to function in the classroom. All staff in our school will continue to be trained in NME and this policy will be updated to reflect this learning.

High Quality, Structured Learning & Teaching

Throughout The Barony Campus, we pride ourselves on the professionalism of teachers and the high-quality teaching and learning they provide. By engaging in thorough planning and preparation, teachers are able to create courses and lessons which engage, stimulate and focus the minds of young people. Staff are continually provided with information about pupils' prior learning and differentiate their teaching and assessment approaches accordingly. Information is also provided to staff on the individual needs of pupils. Staff take this information and create highly specialised approaches to cater for the learning, physical or emotional needs of young people to ensure personalisation, inclusion and engagement. Staff are also encouraged to engage in dialogue with pupil support staff and external partners to inform their approach for each pupil.

To help ensure pupils have similarly high-quality experiences in each class, teachers at The Robert Burns Academy are asked to constantly reflect on what we have agreed are the components of an 'Excellent Lesson'. This approach ensures that despite a rich variety of subjects, each lesson has a similar structure and teaching and assessment approaches which create consistency across the school. By creating consistent experiences across the school, pupils are more able to settle into classes and have a better understanding of staff expectations, routines and protocol.

To improve consistency and predictability as pupils move around the school all staff are also encouraged to promote the use of 'Visible Consistencies'. These are:

1) Meet and greet: staff in C block will stand at the door and greet pupils as they enter. Practical subjects in B block will have pupils lined up and staff will greet them at the door as they enter.
2) After meet and greet: pupils will be seated with equipment out and outdoor clothing off before lesson starts
3) End and send: Pupils will be seated and dismissed in groups.

Staff are entrusted to make these approaches visible and continually remind pupils at the beginning and end of each lesson so that each pupil understands what is expected.

Restorative Approaches

Throughout The Barony Campus, we implement restorative approaches to behaviour management. These focus on building, maintaining and, if necessary, repairing relationships rather than managing and controlling behaviour through the use of sanctions or punishments. This approach seeks to reduce the frequency and intensity of any misbehaviour over time by supporting a child or young person to understand why the behaviour was problematic, how it impacted on others, what could be done differently next time, and how a rupture to the relationships between all involved could be repaired.

The principles and values of restorative practice can be closely linked to the commitment which The Barony Campus staff have made to Nurture and Attachment theory. Restorative practices also support Articles 12 and 28 of the United Nations Convention on the Rights of the Child. These state that discipline in schools must respect children's dignity and their rights, and that young people have the right to express their views and feelings in all matters affecting them. **Appendix II** provides more detailed information on the implementation of restorative approaches across our campus.

Limit Setting

We recognise that whilst we aim to promote positive behaviour and progress based on rich relationships, there may be occasions where staff may have to deal with disruption and poor behaviour. This may be low level disruption to learning or it may be more significantly challenging behaviour, often linked to a child's additional support need or current circumstances. Research shows that the teachers who are most successful in addressing such behaviours are those who are authoritative, have high expectations of their pupils but also show warmth, care and empathy when incidents occur. Our teaching staff are therefore expected to be able to set appropriate limits within their classrooms. Children and young people will regularly be explicitly taught what is and what is not acceptable within the learning environment.

In taking account of the theory and practice described above and demonstrating our core school values in all that we do, we understand that insightful and informed responses to challenging behaviour can have a greater, longer-lasting impact on young people than punitive measures in isolation. Our staff understand that each circumstance is unique, as is each child, and will require an equitable response to reduce the likelihood of the behaviour occurring again in future. Our approach to promoting positive behaviour must, like our teaching, be bespoke to each learner and reflect their individual circumstances, in keeping with our professional standards.

Challenging behaviour

Where, despite, a focus on the above, a small number of children and young people continue to exhibit a pattern of behaviours that do not evidence respect, achievement and equity, staff may need to act dynamically and timeously in order to ensure the safety and quality of the learning experience for that young person or the others affected. **Appendix III** describes the responses which may be made in such circumstances. For the majority of occasions, low level poor behaviour will be resolved quickly by skilled staff so that young people can move on with the lesson. However, there will also be some occasions when serious or sustained poor behaviour requires additional action by classroom teachers themselves or with additional support from middle or senior manager or in a small number occasions multi-agency partners.

At all stages, and where appropriate, referrals may be created and recorded on our SEEMIS system as described in **Appendix IV.**

Whilst young people may be temporarily extracted from classes, all staff, as informed and caring adult professionals, must support young people in returning to class, help them repair possibly strained relationships, renew and refine supports to them and re-integrate them back into our school community. This expectation is clearly stated in the United Nation's Rights of the Child Convention and in the Scottish Government policy 'Included, Engaged and Involved, Parts 1, 2 and 3'

Conclusion

Throughout The Barony Campus we continue to have the highest expectations of young people and continually remind them to strive to show respect, achievement and equity on a daily basis. Our Relationships Framework, like our young people, will continually change and evolve as we look for new ways to support our young people and staff. Through continued consultation, statistical review of behavioural patterns, training and research, we aim to keep abreast of the most up to date approaches in partnership with staff from Education Scotland and Educational Psychological services in order that we can provide the best possible support for our young people as they progress through our school towards adulthood.

The Six Principles of Nurture

1) The Classroom Offers a Safe Base

Classroom routines can increase pupil confidence and comfort levels since learners know what is expected of them in different situations. Set routines are especially helpful when working with young learners requiring extra support in regulating their emotions. This then allows a positive experience for both pupils and staff, ensuring pupils are able to build strong relationships with their teachers and peers.

Routines reduce pupil distractions, make the classroom environment predictable and secure, and reduce the likelihood of misbehaviour. A predictable and secure environment benefits all pupils but is particularly valuable for pupils with additional support needs. Ultimately, creating and implementing routines in line with the school ethos saves time – and this means that pupils can spend more time focusing on what matters most: their learning.

In addition, research shows that routines are important in developing pupils' emotional self-regulation – the ability to control their emotions. It is therefore important to develop routines which help young people control their emotional response to issues such as boredom or frustration, so that they are better able to concentrate, learn and succeed in the classroom. Routines help young people to redirect their attention and minimise stress, so staff investment of time in establishing and reinforcing routines pays dividends in creating a positive learning environment.

Consistency is key to ensuring these routines are well established and become the normal pattern for pupils to expect. If pupils experience the same routine across the school, regardless of the subject, they will be better equipped to make positive choices, follow instructions, meet expectations and be ready to learn.

What we can do:

1. Meet and Greet – a positive start promotes a positive ethos. Staff in C block will stand at the door and greet pupils as they enter. In B block (HE, Art and Music), pupils will line up and staff will greet them at the door as they enter. Pupils to be seated with equipment out and outdoor clothing off before lesson starts (agreed through staff consultation September 21).
2. Provide a Lesson Starter – allows pupils to settle quickly and expectations are obvious.
3. Share Learning Intentions – pupils know what to expect for the period giving them a greater sense of purpose.
4. Give clear instructions and time limits with appropriate time for questions.
5. Revisit Learning Intentions – brings pupils together to establish what learning has taken place.
6. Provide a Plenary – brings the learning to an end.
7. End and Send – pupils should be packed up, sitting in seats, and allowed to leave group by group to ensure a controlled exit onto the corridor. This also allows teachers to support a smooth period changeover as they are able to support pupils in the corridor, and begin meeting and greeting their next class

2) Language is understood as a Vital Means of Communication.

Language is an extremely powerful tool, and one of the most important things we can use to support our pupils and build strong, positive relationships. The language and tone we use when we communicate with pupils and colleagues can shape both our thinking and our feeling. They therefore have a massive effect on subsequent decision and choices.

What we can do:

Listen and acknowledge emotions

By listening to pupils and validating their emotions, pupils will feel valued, safe and secure, particularly when pupils hear staff acknowledge how they are feeling i.e. I understand you are feeling angry/upset/worried

'**Name it to tame it'** (Siegel & Bryson, 2012)

This is useful in helping young people feel listened to and understood. Naming and addressing the particular issues (anger, frustration, anxiety etc.) helps the young person know that you are aware of what they are experiencing and are prepared to help them, for example: "You seem really frustrated by this maths problem. A lot of pupils find this section difficult, but I can help you get much better at this". It also helps them to process and work through how they are feeling, and makes their heightened emotions feel less frightening and out of control.

Use the language of teamwork

Using words to reinforce belonging can help a young person feel less alienated. *Let's see what we can do/ we can fix this/ where will we start?* By using teamwork language, the pupil will feel connected to you, and will be more likely to work with you to resolve and regulate their emotions.

Connect before you correct

A young person who is making poor choices needs care and support to make better choices. They will be more receptive to support if they know and feel we care and are there to help and guide them towards making a better choice. Remaining calm and consistent will reassure the pupil, and by using their name, acknowledging they are stressed, as well as using teamwork language, will further support them and allow them the opportunity to feel in control and able to follow guidance.

Make time and space for talking

Sometimes it may not be appropriate to continue a conversation at that moment. Allow the young person to understand the reason(s) why this may be the case but provide reassurance they are valued by agreeing a time to return to the conversation. This may take the form of a time out/redirection to task/allowing the pupil to visit the toilet/ask them to return at interval etc. before picking up the conversation again. In order to build and maintain trust, it is vital we keep our word and return to the conversation as discussed.

3) All Behaviour is Communication

At a fundamental and operational level, a person's behaviour is a way of communicating needs or wants in response to an environment. Behaviour allows communication 'beyond words'. What we often don't realise is that when someone is 'misbehaving', shouting or aggressive in nature, they are trying to tell us something that is often difficult to communicate with speech.

What we can do:
- It is important to remember that our instincts will direct us to feel negative emotions towards a pupils' actions and choices which are not meeting our expectations.
- It is even more important that we regulate our emotions by remembering this pupil is trying to communicate and is struggling to do so.
- We can support the pupil and de-escalate the situation by ensuring we **focus on the pupil and not the behaviour**.
- Use the key points from how we can use language to support our pupils, allowing the pupil to feel valued, safe and secure.

4) **The Importance of Nurture for the Development of Wellbeing**

   In order for young people to thrive, we must meet their wellbeing needs. One of the most effective ways to do this is to create an environment where the successes of our young people are celebrated regularly and genuinely. This allows pupils to enjoy their achievement, thereby boosting their confidence and self-esteem. At The Robert Burns Academy we have discrete Nurture/Health and Wellbeing classes timetabled throughout the week for pupils who require it and respond to it most.

However, our aim is to have a nurturing environment evident in **all classes and public spaces** within the campus.

What we can do:
- Show young people we care about them as a person, not just about their progress as a pupil in one specific subject
- Show compassion and empathy, especially in challenging circumstances when they need it most.
- Celebrate achievement – not just attainment
- Make pupils feel valued for attempting difficult tasks
- Acknowledge the hard work taking place
- Reward pupils and allow them to feel good about what they have achieved.

5) Children's Learning is Understood Developmentally.

All young people are different. They learn at different rates and face different barriers to learning at different stages. Individuals should feel appropriately supported and challenged along their learning journey. In a nurturing environment such as our school, staff provide support, guidance and model positive relationships.

What we can do:
- Using prior knowledge of pupils, ensure learning and teaching is tailored to meet their needs (appropriate differentiation) and to challenge them.
- Tasks should be aimed towards motivating, inspiring and allowing pupils to achieve success.
- Instructions should be clear, concise and should always allow time for questions and clarification.
- Classroom assistants should be asked to support pupils appropriately.
- Extension tasks should be available to ensure pupils are not bored or feeling as though they are wasting time.
- Tasks should have clear outcomes and manageable time limits.
- Individual feedback should be positive with next steps made clear and achievable.

6) The Importance of Transition in Children's Lives

Our pupils are constantly in transition – from primary to secondary and beyond; from period to period, subject to subject; at change of timetable. For some pupils, this can be a huge challenge as many factors are changing significantly, and they do not feel in control of the changes. This can result in pupils who are dysregulated and in a highly emotional state. As staff, we can support pupils through transitions – no matter how insignificant they may seem – by continuing our strategies to build positive relationships.

What we can do:
- Get to know our pupils – extremely important in making them feel valued and cared for.
- Read any information shared about a pupil who may be new to our class – including their learning needs.
- Speak to colleagues about the pupil to learn about supportive strategies which the pupil responds well to.
- Have a seating plan ready, ensuring pupils are comfortable and are clear about where they sit each period.
- Quickly establish our classroom routine to create a safe base.

For many pupils their transition goes beyond the classroom. Often their personal lives are in a constant state of flux-their living arrangements, family dynamic and identity can often change and create a cycle of uncertainty in their lives. Staff should continue to keep abreast of pastoral information that is available to them by reading the most up to date information and engaging in dialogue with Pupil Support Staff, who in turn will disseminate relevant and appropriate information for external agencies.

Principles of restorative practice:

1. Fostering strong relationships. This includes staff working with other staff, pupils working together with other pupils, and pupils and staff working together as a team.
2. Respecting other people, their views and feelings.
3. Being responsible for our actions and their impact on others.
4. Empathising with other people's feelings.
5. Being fair and committed to equitable processes.
6. Everyone in school being actively involved in decisions about their own lives.
7. Returning issues of conflict to the people who are directly involved.

Values of Restorative practice:

1. Young people are social beings; they prefer to feel they belong rather than to feel isolated or rejected.
2. Young people develop a sense of fairness, justice, right and wrong.
3. Young people change and their behaviour can change.
4. The way staff work with and relate to a young person can influence his /her feelings, thoughts and actions.

Why should we use restorative practice?

Pupils seek fairness from adults who are dealing with disciplinary issues. Whether they are a perpetrator or victim, their focus is not on winning or losing, but on trusting in a fair process. Restorative approaches help ensure that pupils, staff and parents can be part of a fair process, while helping all involved to understand the impact of their behaviour on others.
Restorative approaches can:
- help develop a whole school positive ethos,
- encourage members of the school community to consider each other's rights and how certain behaviour and action can impact on rights,
- encourage members of the school community to effectively resolve and learn from conflict in a way which maintains relationships,
- support any necessary sanctions by processes of learning and reconciliation.

How can we use restorative approaches?

Restorative approaches can be used at different levels in school:
- as a preventative measure: to promote positive relationships within the whole school community,
- as a response: to deal with problems and repair relationships when difficulties arise,
- as part of support and intervention for more long term and persistent difficulties.

The approach involves including the pupil in finding a solution to the problem, rather than imposing solutions which are less effective, less educative and possibly less likely to be honoured. Instead of asking 'Who's to blame and how are we going to punish them?' focus is put on reasons, causes, responsibilities and feelings. Those involved are asked questions such as 'Who has been affected and how?' and 'How can we put right and learn from this experience?'

Restorative Interventions

Best results come from restorative meetings/conversations where the individuals involved are given the opportunity to discuss the incident, recognise what has gone wrong, talk about how they feel and adopt a solution focused approach to come up with a suitable outcome and way forward for all.

Examples of restorative interventions which can be used in the classroom to deal with minor incidents and arguments:

Empathic Listening. When a teacher asks the pupil simple questions in a non-blaming way and tries to understand their feelings. This can encourage young people to say more about their situation.

Restorative Discussion. Can be used one to one with a pupil or with a group of pupils. The teacher asks helpful questions such as:
- "Can you tell me what happened?"
- "What were you thinking/feeling at the time?"
- "How are you feeling now?"
- "Who else do you think has been affected by this?"
- "What do you think would be a way to make this better?"

Reflective Exercise. Pupils complete an exercise which encourages them to reflect on an incident, think about what went wrong and consider how their behaviour may have affected their learning as well as that of others. Pupils are encouraged to identify a suitable outcome and way forward to repair any damage done and ensure that there is no repeat of the incident. Staff could use reflective exercises as the starting point for restorative conversations or meetings.

Circle Time. A group discussion in a circle, often used with a whole class, where the main rule is that everyone may speak when they have the "talking object" which is passed around. Staff can use this format to facilitate a class discussion about a particular issue, or just to find out anything that is worrying or upsetting class members.

Examples of interventions which can be used to deal with more serious incidents. These are usually facilitated by a member of the Guidance or Senior Leadership Team:

Restorative Conference. All those affected by an incident, including the victim(s), offender, school staff and any relevant others come together for a structured meeting. In this meeting, which is managed by a skilled facilitator, everyone takes turns to explain what impact the incident had on them, and they jointly decide what should be done to repair the harm. A video to demonstrate a restorative conversation is included: https://www.youtube.com/watch?v=JfiGiA2bpoY

Indirect Mediation. An approach which can be used when there is genuine reason why the parties cannot meet together but some form of communication would be beneficial. The adult who is dealing with the incident transfers messages between those involved.

Appendix III   **Responses to misbehaviour**

1)   Low level misbehaviour.
The Robert Burns Academy staff have identified the following as low-level misbehaviours which happen regularly enough to interrupt teaching and learning:

- unauthorised use of mobile phones
- talking to friends
- shouting out
- talking over the teacher
- not having material/resources.

For such incidents teaching staff * may employ one or more of the following strategies as appropriate:

Teaching staff responses.

- restorative interventions
- verbal warning
- moving pupil to a different seat in the class
- moving pupil to corridor for a few minutes for 'time out'
- reflective exercise (appropriate for individual circumstances i.e., ASN requirements)
- asking pupils to ensure their phone is out of sight or leave at the front of the class. Pupils should get phones back at the end of the period.
- generating a letter of underachievement
- reflect on their own practice and/or resources to identify possible reasons for misbehaviour

If low level misbehaviour persists, classroom teachers should generate a referral to the departmental Principal Teacher for discussion and support.

*(*Classroom Assistants will support pupils with behaviour but will not be expected to enforce any of the actions on misbehaviour. Classroom Assistants should inform teachers of incidents of misbehaviour. Where they are working with a pupil who has been extracted, Classroom Assistants should inform the teacher, principal teacher or SLT member responsible for the extraction.)*

2)   Serious misbehaviour:
Serious misbehaviour may occur when young people become defiant or ignore reasonable teacher instructions. This may lead to significant disruption to teaching and learning for the rest of the class. During these occasions teaching staff will:

- contact the Principal Teacher of Curriculum in the first instance and provide details of the incident. This should be done by phoning/ speaking to the PT for support at the time.
- the Principal Teacher of Curriculum may temporarily remove the pupil from the classroom. This may be for a few minutes, the remainder of the period or a number of periods depending on the incident.

  The Principal Teacher will decide how best to resolve the situation. This may include using one or more of the following strategies:

Principal Teacher of Curriculum responses.

- refer to classroom teacher strategies (above)
- interview pupil
- department behaviour timetable
- temporary removal to another classroom
- reflective exercise
- maintaining a departmental behaviour log
- contact with home via letter of concern (liaise with PTG first)
- further sanctions appropriate to the department and developed through discussion with staff*

*Please note that restorative practice must be used to support any necessary sanctions by processes of learning and reconciliation. The aim is always to engage the young person, resolve the issue and return the young person to their traditional class as soon as is appropriate.

Once Principal Teachers act upon referrals from classroom teachers, they should pass this on to the DHT of the corresponding house explaining what action they have taken. If it is resolved the referral should be marked 'for information' only. If the situation has not been resolved the Principal Teacher should detail in the referral that further support is required from the DHT.

3) Very serious misbehaviour may include:
- verbal abuse including swearing at teacher
- physical abuse
- threat of physical abuse
- serious disruption to learning and teaching

In these situations, the Principal Teacher will:
- remove the pupil from the classroom or location of the incident and inform the pupil's Depute Head Teacher
- if the DHT is unavailable, staff will phone the school office
- office staff will contact an alternative member of the Senior Leadership Team

For such incidents the Depute Head Teacher may employ one or more of the following strategies as appropriate:

Senior Leadership Team responses:
- refer to classroom and Principal Teacher strategies (above)
- temporary removal from subject/situation in consultation with PT subject
- reflection time at intervals, lunchtime or after school**
- flexible curriculum arrangements
- meet with parent and Principal Teacher of Pupil Support
- remove whole school privileges i.e., school excursions, extracurricular activities
- referral to external agencies such as Education Psychologist, counselling service
- consulting with Campus Based Police Officer
- arrange a Team Around the Child meeting
- act on SHE reports
- complete Risk Assessments as appropriate

- internal exclusion with DHT or Head Teacher
- exclusion as directed by the Head Teacher***

**Please note that if reflection time is being used as a sanction, pupils should not be detained for the entire interval/lunchtime. Pupils should be given time to eat lunch and use the toilet. Some time should also be spent engaging pupils in restorative discussion so that they can learn from the incident and have the opportunity to repair any harm caused. The parent/guardian must give permission for any detention at the end of the school day.

*** Exclusions will be used only as a last resort. Exclusions of young people who are Looked After and Accommodated can only be used in agreement with Head Teacher and senior colleagues from the Local Authority.

Appendix IV   **Using referrals**

The purpose of the referral system is to share information between class teacher, PT Curriculum, DHT and PT Guidance surrounding concerns over pupils' progress, for example, attendance, effort, application, homework or behaviour. All classroom teachers are expected to implement strategies to support pupils, take appropriate action and detail this within the referral. This information sharing system allows PTs and DHTs to have an overview of barriers to pupil progress and to identify patterns across different subjects. Staff are therefore required to keep them informed via the referral system, even if they feel that they have resolved the incident themselves. It should be clear from a referral what action has been taken by each member of staff involved, unless the referral is for information only (e.g., attendance concerns).
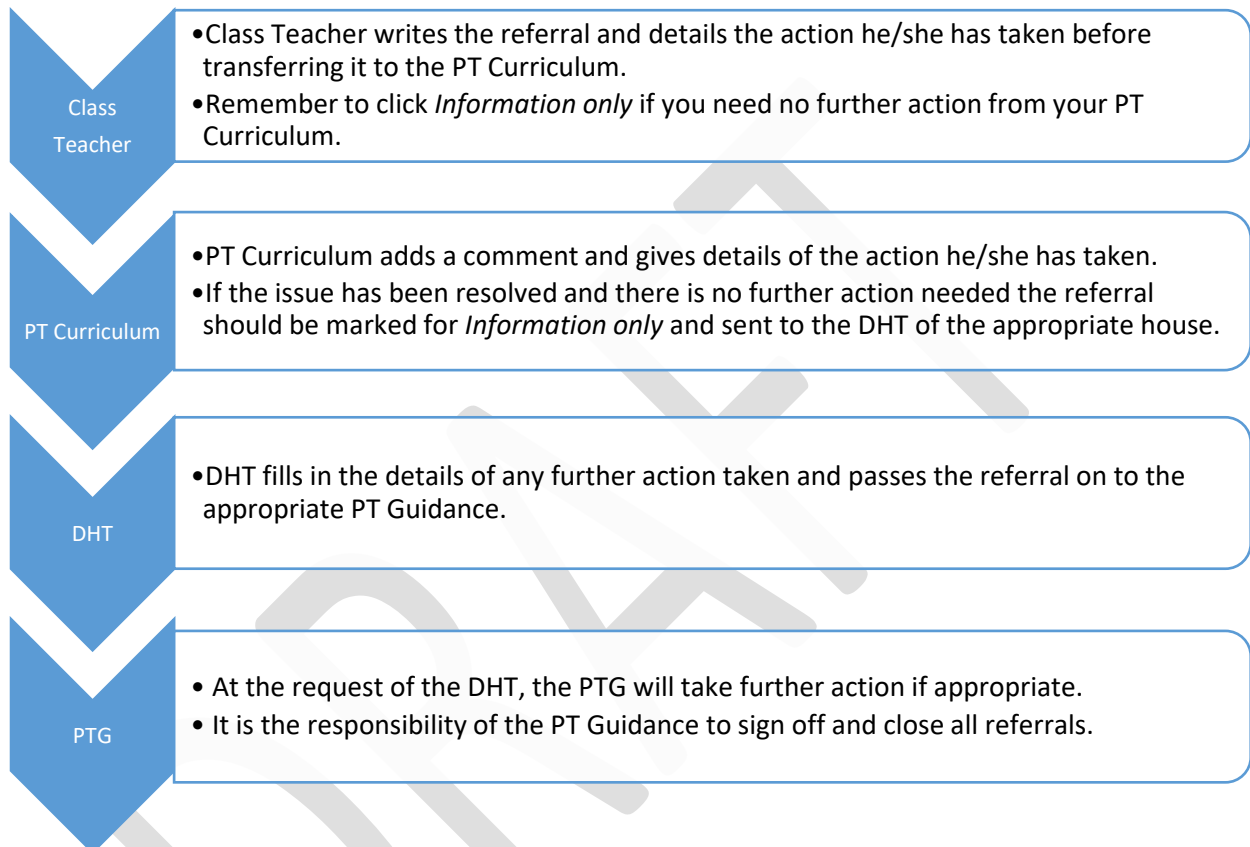
It is important to remember that a referral is not a sanction or a threat. In addition, parents/carers can request to see referrals at any point and referrals are often shared with other agencies. Professional language and tone must therefore be used when writing a referral. Referrals should be concise and only contain relevant detail. For the purposes of tracking and identifying areas of concern, only one reason for the referral should be selected. This should be the main reason. If multiple reasons are selected, this is recognised as multiple referrals and skews the data which is used at all levels to analyse misbehaviours and effect improvement.

In the event of a serious incident that staff feel needs immediate attention, staff should contact a member of SLT by phone. Although this should subsequently be noted in a referral, it is important that such incidents are responded to quickly. If the information relates to a pastoral/wellbeing issue, staff should email PTGs directly rather than completing a referral.

- If the referral concerns an incident within subject classes, class teachers should pass on the referral to the Principal Teacher of that particular subject.
- If the referral concerns an incident within a PLP class or out with class time/in corridors, the referral should be made to the DHT in charge of the corresponding house.
- Referrals should not be passed on to the child's PT Guidance. PTGs see the referrals at the final stage and close them off so they have an overview.

Referral Flowchart

To create a referral, log in to Seemis and select Application>Behaviour> Referral System> Create and Manage Referrals> select 'create a new referral'.

Class Teacher
- Class Teacher writes the referral and details the action he/she has taken before transferring it to the PT Curriculum.
- Remember to click *Information only* if you need no further action from your PT Curriculum.

PT Curriculum
- PT Curriculum adds a comment and gives details of the action he/she has taken.
- If the issue has been resolved and there is no further action needed the referral should be marked for *Information only* and sent to the DHT of the appropriate house.

DHT
- DHT fills in the details of any further action taken and passes the referral on to the appropriate PT Guidance.

PTG
- At the request of the DHT, the PTG will take further action if appropriate.
- It is the responsibility of the PT Guidance to sign off and close all referrals.

Anyone involved in a referral can view progress at any time using the instructions below. It is good practice to check outcomes regularly. To view a referral or see action taken on Seemis, staff should go to Behaviour> Referral System> Manage referrals, change the option at the top to 'Referrals I am involved in' and then click 'next'. A green circle with exclamation mark at the top of the click and go screen indicates that a referral requires action

<u>Lochnorris Primary School</u>

At Lochnorris, we follow the East Ayrshire Relationship framework to build positive and trusting relationships with pupils. To promote positive behaviour across the school we reinforce achievements in class, wider school and the community. We promote positive behaviour through the use of class charters, class points charts, class rewards and VIP awards that relate to our school values.

We use a whole school house system to promote positive behaviour. Pupils earn tokens for their allocated house by displaying the school values of: Achievement, Equity and Respect. The promotion of positive behaviour allows for children to reach our campus vision 'Where we belong; where we reach our potential.'

Pupils can earn rewards for displaying:

Achievement in the curriculum and wider school
Showing respect towards pupils and staff
Promoting equity
Displaying positive behaviour
Demonstrating diligence
Showing initiative

Our senior leadership team consists of a Head Teacher, 2x Depute Head Teachers and 2x Principal Teachers. Every child is allocated a house when they enrol at Lochnorris Primary. Our five houses are Knockroon, Lugar, Underwood, Terringzean and Broomfield. The Head Teacher has overall responsibility for pastoral care across the whole school. Every member of the SLT is allocated to a house and is responsible for pastoral care and guidance in their house.

The relationship framework is based on the principles of nurture, which includes the components of GIRFEC which feature in the campus policy.

All staff in Lochnorris believe that all behaviour is communication. We use restorative conversations to address behaviour and to identify the main cause of dysregulated behaviour. All our staff are trained in conducting restorative conversations with pupils. If a pupil displays dysregulated behaviour on a recurring basis this should be reported to the pupil's head of house. Repeated and serious behaviour will be recorded by the Senior Leadership Team in SEEMIS pastoral notes. The SLT will put targeted interventions in place to support a pupil displaying dysregulated behaviour.

All incidents of bullying behaviour or alleged bullying behaviour should be referred to the Senior Leadership Team.

Where we belong; where we reach our potential

Achievement: Equity: Respect

Appendix V-   Links to documents which inform our Relationships Framework and Guidance.

International legislation

- The United Nations Convention on the Rights of the Child UNCRC

National Policy Framework

- Included, Engaged and Involved.

Parts 1-Promoting and managing school attendance Included, engaged and involved- Part 1
Part 2-Preventing and managing school exclusions Included, engaged and involved- Part 2

- GIRFEC https://www.gov.scot/policies/girfec/

- The Promise https://thepromise.scot/

- Rights Respecting Schools https://www.unicef.org.uk/rights-respecting-schools/

- GTCS Professional Standards GTCS Professional Standards

- Developing a Positive Whole School Ethos and Culture: Relationships, Learning and Behaviour *Whole school ethos*

Local Policy

- EAC Relationships Framework EAC-Relationships framework

- EAC Education Wellbeing Renewal Wellbeing renewal

Suggested reading
- **'Brainstorm' Dr Dan Siegel**

- **The boy who was raised as a dog- Dr B.Perry**

- **When the adult changes, everything changes-Paul Dix**