

# Rosshall Academy



## Promoting Positive Relationships Policy

Updated June 23

**Respect Kindness Ambition Equality**

## Our vision and values

Rosshall Academy is committed to creating a nurturing environment where excellent behaviour is recognised and rewarded, and positive relationships are the norm. Every member of our school community is expected to maintain high standards of personal conduct, to accept responsibility for their behaviour, and to encourage others to do the same. This policy is designed with our core values in mind:

**Respect**  
**Kindness**  
**Ambition**  
**Equality**

By working together as a community – staff, families, and learners – we can ensure positive relationships, celebrate excellent behaviour, and manage poor behaviour when it arises. By demonstrating our core values, we can work towards our shared vision:

**Together we aspire, we learn, we care, we achieve.**



**Respect    Kindness    Ambition    Equality**

## Our Aims

- To build a **nurturing community** that values kindness, ambition, respect, and equality
- To **promote positive relationships** among all members of our school community
- To ensure **that all learners are treated fairly**, shown respect, and feel valued
- To create a culture of **excellent behaviour**
- To help young people **make good choices** regarding their own behaviour and to be responsible for the consequences of it
- To **support all staff** in managing behaviour
- To provide a **clear and consistent structure** that ensures all of the above

## Our Rights

- The **best interests of the child must be a top priority** in all decisions and actions that affect children (UNCRC Article 3)
- **Every child has the right to an education.** Secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights (UNCRC Article 28)
- Pupils are entitled to a **safe and orderly learning environment**, with effective teaching and support to assist them in achieving their full potential
- Staff are entitled to work in an **environment free from violence and disruption**, and to appropriate access to training and support on behaviour matters

## Our Responsibilities

- **Educate the whole child** and develop their personal and social skills to ensure their wellbeing and that of others
- Provide a **safe and stimulating learning environment** that will enable young people to reach their full potential
- Ensure young people have regular opportunities to develop **an understanding of their rights and responsibilities**
- Help young people to develop **an awareness of consequences**
- Develop a desire in all young people **to participate positively in their education** and to take responsibility for their learning and progress
- Commit to **continuous professional development** in line with GTCS Standards
- **Keep this policy under review** and update as required to reflect the needs of our community

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## Our Expectations

We expect all members of the Rosshall Academy community to be:

<b>Ready</b>	<b>Respectful</b>	<b>Safe</b>
Arrive on time	Be kind	Take care of yourself
Attend every lesson	Show good manners	Take care of others
Wear school uniform	Be honest	Take care of our surroundings
Arrive prepared for learning, with correct equipment	Be a good role model	Take responsibility
Remove jackets and put phones away in bags	Always do your best	Don't be afraid to ask for help
Listen, and follow instructions	Support the learning of others	Follow rules and procedures



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## Our Visible Consistencies

**Visibly consistent** adult behaviour is vital to promoting positive relationships and behaviour within the classroom and across the school. Positive strategies are used **consistently** so that young people are clear on our expectations across the school.

All staff support colleagues in promoting positive relationships:

1. **Meet and greet** young people at the door at the start of each lesson
2. Have clear and **consistent** routines at the start and end of each lesson
3. **Model** positive behaviour and relationships
4. **Plan learning** that is engaging, challenging, and meets the needs of all learners, as per Rosshall Academy's Teaching and Learning Toolkit
5. Use praise to **recognise and celebrate good behaviour** and engagement in learning
6. **Remain calm**, and aim to defuse challenging behaviour with positive reinforcement
7. Use school **'stepped sanctions'** consistently and appropriately, giving 'take up time' between each step
8. **Follow up** every time, retaining ownership of behaviour management and engaging in reflective dialogue with learners

Middle leaders (Faculty Heads and Principal Teachers) – as above and also:

9. **Meet and greet young** people at the beginning of the school day
10. Be a **visible presence** in the department
11. Ensure teachers have access to **relevant and up-to-date information** regarding the needs of pupils in their class
12. **Support staff** in dealing with challenging behaviour and debrief as appropriate
13. Support staff in managing learners with **complex needs**
14. Celebrate learners and staff whose efforts go **above and beyond** expectations
15. **Encourage use of praise** and merits to recognise excellent behaviour
16. Maintain good **communication** links with families
17. Ensure **staff training** needs are identified and addressed
18. **Respond quickly** to staff concerns around behaviour, including referrals
19. **Monitor behaviour referral data** to target and assess interventions

Senior Leaders (Depute Head Teachers and Head Teacher) – as above and also:

20. **Meet and greet** young people at the start of the school day
21. Be a **visible presence** around the school, particularly at changeover times, break, and lunch.
22. Support staff and middle leaders in managing learners with **complex needs**
23. Offer staff an opportunity to **debrief** following a behaviour incident
24. Regularly **review provision** for learners who fall beyond the range of written policies
25. Regularly **review policy** to ensure it meets the needs of our school community

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## Stepped Sanctions

Within the classroom, staff will use the following steps when a young person is not meeting behaviour expectations:

1. Redirection	Gentle encouragement, a discrete 'nudge' in the right direction such as drawing attention to those learners who are meeting expectations.
2. Reminder	A reminder of our school expectations, delivered discretely and positively where possible.
3. Warning	A clear verbal warning, delivered discretely where possible, making the learner aware of their behaviour and clearly outlining the consequences if it continues.
4. Reflection time	Give the learner a chance to reflect away from others, within the classroom if possible, or outside the classroom for a brief period of time. Individual faculties may have arrangements for reflection time.
5. Restorative conversation	Upon returning to class, the teacher will have a restorative conversation with the pupil, reminding them of expectations and focusing on encouraging positive engagement in the rest of the lesson.
6. Seemis Referral (see Appendix 1)	If the above steps have not resulted in improved behaviour and engagement, then Seemis referral should be written by the class teacher and sent to the relevant Faculty Head, for follow up. Referrals should be written as soon as practical following an incident. Please see Appendix 1 for guidance on writing Referrals.
<b>Serious behaviour incidents</b>	
SLT On-Call (see Appendix 2)	Serious behaviour incidents should be referred directly by phone to the member of SLT on-call for that period, who will attend the class to offer support. A Seemis referral should be written by the class teacher as soon as practical following the incident. Class teacher may generate an incident report depending on the nature of the incident.

## Additional Strategies and Sanctions

Middle leaders and SLT should support classroom behaviour management strategies with additional strategies and sanctions as appropriate. Class teachers will be kept informed about strategies being used:

- Target card
- Detention
- Facilitate a restorative meeting between teacher and pupil
- Telephone meeting with carer
- Formal meeting with carer
- Temporary accommodation of pupil in a different class or different area of the school
- Implementation of wider support strategies as per Staged Intervention model (SIIM/JST)
- Exclusion

Families are crucial in promoting positive relationships within the school, and Rosshall Academy believes in a partnership approach that means staff and carers communicating clearly and working together to ensure the best outcome for young people.

## Celebrating success

High quality learning and teaching is underpinned by excellent behaviour. Rosshall Academy is committed to recognising and celebrating excellent behaviour through the use of:

- Regular praise and positive comments
- Positive notes
- Communication with home to share praise for excellent behaviour and effort
- Department-specific initiatives such as Pupil of the Month
- House Points
- Merit certificates
- Reward events and trips
- Values ambassadors
- Whole school celebration events



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## References

- UN Convention on the Rights of the Child (UNCRC)
- Applying Nurture as a Whole School Approach – Education Scotland
- Developing a Behaviour Management Policy – NASUWT
- Supporting teachers, tackling indiscipline – EIS
- When the Adult Changes, Everything Changes – Paul Dix
- Promoting Positive Relationships – Glasgow Education Services
- GTCS Professional Standards for Teachers

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# Appendix 1

## Referral Guidelines

How to complete a referral:

1. Open Seemis and navigate to **Application > Behaviour > Referral System > Create Referral Later**
2. Search for the relevant pupil and click on their name under **Student List**
3. Complete the fields under **Incident Details** at the bottom of the screen and then click **Proceed**
4. Enter the relevant information on the **Create Referral** screen and click **Proceed**
5. Tick all of the boxes that apply under **Reasons**
6. Under **Description of Incident**, write a clear and concise summary of the incident that has taken place, mindful of the guidelines below
7. Under **Refer To**, select the relevant member of staff and then click **Proceed**

All referrals relating to behaviour should be forwarded to the immediate line manager (usually the Faculty Head), with the following exceptions:

- Incidents during please-take classes, which should be sent to the Faculty Head of the relevant department
- Incidents outside a department (e.g. in the social space or corridors), which should be sent to the pupil's House Head

All Seemis referrals should:

- Only be submitted when other stepped sanctions have been followed
- Be completed at the earliest opportunity following a behaviour incident
- Use factual language only
- Refer only to the current issue or incident
- Detail strategies already used by the staff member
- Not include personal opinion or recommendation

NB: note that Seemis referrals are **only** for issues relating to behaviour. Seemis should **not** be used to raise concerns about pupil wellbeing. Wellbeing concerns should be communicated directly to the appropriate staff member as per the school's guidance on Child Welfare and Safety.



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## Appendix 2

### SLT On-Call Guidelines

In the event of a serious behaviour incident within the class that is causing significant disruption, endangering staff or pupils, and requires immediate intervention from SLT, please refer to the SLT On-Call Rota below (also saved in [Staff > Dropbox > Timetable](#)) and call the member of SLT who is designated to be on-call for that period. If there is no response, please contact another member of SLT in the first instance, a member of the Pastoral Care team, or the school office.

	P1	P2	P3	P4	P5	P6	P7
<b>Monday</b>	W Stillie	R Guile	S Murphy	P Swan	G Higgins	K King	W Stillie
<b>Tuesday</b>	P Swan	S Murphy	W Stillie	G Higgins	R Guile	S Murphy	K King
<b>Wednesday</b>	S Murphy		K King	R Guile	W Stillie	P Swan	G Higgins
<b>Thursday</b>	G Higgins		S Murphy	K King	P Swan	R Guile	W Stillie
<b>Friday</b>	K King	P Swan	Pastoral Care	W Stillie	G Higgins	S Murphy	

R Guile	14449	H Gibson (HARRIS)	14471
G Higgins	14448	F Hanley (SKYE)	14472
K King	14446	G Lawson (BARRA)	14473
W Stillie	14447	N Simpson (LEWIS)	14470
S Murphy	14445	B Sherry (IONA)	14474
P Swan	14517		

*If the on-call DHT is unavailable, please contact another member of SLT*

**On Friday period 3:** Please contact the relevant Pastoral Care Teacher on a should urgent assistance be required.