

**Auchenharvie Academy**

**Promoting Positive Relationships**

Auchenharvie Academy is actively pursuing a positive ethos, within a nurturing environment, which makes our young people aware of the options open to them and the consequences, both positive and negative, of their action thus encouraging everyone to make the right choices for the right reasons.

The principal aim of the initiative is to create conditions where all young people and staff act positively, irrespective of the young person’s academic abilities or progress.

**Launched August 2017**

**Reviewed August 2018**

**In Auchenharvie Academy** Positive Relationships and the school’s values are at the heart of the school and are seen as underpinning all successful learning and teaching. This is a whole school policy which aims to promote positive relationships throughout the school and with its partner agencies.

**This links in with:**

* **Auchenharvie Academy’s vision**

To provide an equitable and excellent learning environment for ALL pupils which enables them to achieve their potential and supports them into appropriate positive and sustained destinations.

* **Auchenharvie Academy’s values**

**Respect** – strong relationships based on mutual respect. Every member of our school must respect each other’s rights to feel safe, be treated with courtesy and consideration and have the right to learn and work.

**Equality** – all members of the school community should be valued and supported equally. All young people must be treated fairly and equally, and in turn are expected to treat others in the same way.

**Determination** – all members of the community should work as hard as they can to achieve the highest possible outcomes.

* **Nurture**

A whole school ‘nurturing’ approach is key to ensuring that every young person in Auchenharvie Academy feels valued, cared for, listened to and respected. All members of staff have a responsibility for ensuring that every classroom provides a safe, welcoming and nurturing environment where positive behaviour and relationships based on trust and respect are promoted. Research shows us that when children have safe and secure relationships with staff in schools, learning is optimised. Better Relationships, Better Learning, Better Behaviour (Scottish Government, 2013).

* **Restorative Practice**

This is used when dealing with challenging behaviour and conflict. The focus is on building, maintaining and if necessary, repairing relationships rather than managing and controlling behaviour.

* **Wellbeing Indicators**

The indicators are used by staff, young people and partner agencies to assess progress as well as the supports needed for people to feel safe, happy and successful in school.

* **Rights Respecting School - United Nations Convention on the Rights of the Child**

Article 29: 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/carers, their own and other cultures, and the environment.

* **Whole School Learning and Teaching Policy**

To ensure consistency across all subject areas so that the merit focus is included in the **Starter** and pupils informed about their successes eg merits in the **Plenary**.

Our young people’s chances of success and happiness in life, both at school and beyond, depend considerably upon their ability to make **responsible choices**.

Successful implementation of this initiative depends upon partnership, trust and support among staff, pupils and parents/carers. The support links with parents/carers are seen as a central key to positive relationships in Auchenharvie Academy.

The Positive Relationships initiative has **3 main elements**:

* Expectations
* Rewards/celebrating success
* Consequences and choices

**Expectations**

Young people, parents/carers and staff accept a shared set of expectations.

These expectations are based on mutual respect.

**Celebrating success**

In order to encourage our young people **to make responsible choices** a system of rewards is in place. Through this young people will be supported to engage positively with staff and their peers and show commitment to developing their skills for learning, life and work. These rewards are being developed in conjunction with the views of our young people.

**Consequences**

For every wrong choice there is a consequence. The focus of these consequences will be restorative with supports from staff, parents/carers and partner agencies as appropriate. This is to reinforce positive behaviour so that high quality learning and teaching can take place.

**Expectations**

A positive ethos is essential and will only be successful if this is promoted by

our **routines and interactions with all pupils.** To achieve this we have clear expectations for everyone in Auchenharvie Academy.

At Auchenharvie Academy we believe that every pupil should receive the best possible education and be prepared for life after school. We have high expectations of all pupils and staff to give our young people every opportunity to succeed.

**Expectations of ALL:**

* Arriving to school and class on time, fully prepared to participate both individually and as part of the wider school;
* Modelling appropriate behaviour at all times, in all areas of the school;
* Meeting our high expectations in everything that we do;
* Communicate in a polite and respectful manner;
* Respect the rights of others to learn and the whole learning environment;
* Expect to be listened to and listen to others in return;

**Expectations of young people:**

* Show commitment and determination
* Speak to staff if you need help;
* Behave appropriately and in an acceptable way in all areas of the school community;
* Try your very best;

**Expectations of staff:**

* welcome and include all young people;
* have high expectations of all learners;
* in all classrooms set a climate, pace and opportunities for achievement.
* awareness of pupil’s needs and responding to these in a sensitive manner;
* nurturing in your approach to developing positive relationships;
* looking for opportunities to celebrate success; display pupil work and recognise positive behaviours;
* comments should be centred around learning rather than behaviours
* allow young people to reflect and re-engage after difficult situations
* be clear and decisive
* use humour to good effect and when appropriate

**Expectations parents/carers:**

* Working in partnership with staff to help address the needs of their children and develop strategies for ensuring high levels of success;
* Expect to receive regular information on their child’s progress; be consulted on any decisions and to be treated as a partner in their child’s education;
* Ensure that their child arrives at school on time, appropriately dressed, equipped and ready to benefit from the day at school;
* Make sure that their child attends regularly and communicate with the school if their child is absent;
* Support their child and the school during restorative practices; to help them understand how inappropriate behaviours can negatively impact other young people and staff;
* Communicate with the school regarding anything which may affect their child's education or welfare;
* Encourage and support their child to take pride and interest in his/her work at home as well as at school;
* Engage positively in the life of the school;

**Celebrating Success**

A central part of the Positive Relationships policy is celebrating success and recognising the everyday achievements of all children and young people who follow our expectations all of the time and always put in their best effort.

**Merits**

In Auchenharvie Academy we will use Merits as one of the ways to regularly celebrate learners’ successes and effort with regards to positive relationships.

Merits will also allow us to track success areas for our children and will be part of the tracking and monitoring process.

A merit is an electronic record of a success or achievement for a learner. It is recorded on SEEMIS. We use merits in Auchenharvie Academy to:

* Encourage learners to want to do well in their learning and to make responsible choices with regards to their behaviour.
* Celebrate the everyday success and achievements of our learners.
* Support a range of celebrating success initiatives.
* **Issuing a Merit**

Merits can be awarded for a range of reasons. The main criteria are that a learner has **maintained, improved or excelled** with regard to their behaviour and/or effort in some way. Merits should not be removed once issued.

**Please note there are categories for issuing merits and staff can select more than one category and allocate this to pupils.**

Staff will also consistently recognise **responsible choices**, **positive behaviour and achievement** in a variety of ways.

**Examples of good practice in the classroom:**

* verbal, visual and written praise e.g. stamps, stickers, reward charts and schemes (e.g. secret student)
* merits
* praise postcards linking to school values and certificates

**Examples of good practice at Faculty Level:**

* pupil of the month celebrations
* corridor displays
* praise postcards relating to school values
* texts to parent to recognise achievement
* other rewards as appropriate

**Examples of good practice at whole school level:**

* rewards events
* celebrating achievement on central notice boards
* celebrating success assemblies
* Class Chat; school website and social media
* Issuing merit reports and contacting parents to share their child’s successes.
* Prize Giving.

**Choices and Consequences**

**Restorative Practice**

At Auchenharvie Academy staff are encouraged to adopt a restorative approach to dealing with challenging behaviour and conflict focusing on building, maintaining and, if necessary, repairing relationships rather than managing and controlling behaviour.

The principles of restorative practice are closely linked to the school’s values, with a particular focus on respect and equality.

**Principles of Restorative Practice:**

* Fostering strong relationships. This includes staff working with other staff, young people working together with other young people, and young people and staff working together as a team.
* Respecting other people, their views and feelings.
* Being responsible for our actions and their impact on others.
* Empathising with other people’s feelings.
* Being fair and committed to equitable processes.
* Everyone in school being actively involved in decisions about their own lives.
* Encourage members of the school community to effectively resolve and learn from conflict in a way which maintains relationships.

**Why should we use restorative approaches?**

Young people seek fairness from adults who are dealing with 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 young people, staff and parents/carers can be part of a fair process, while helping all involved to understand the impact of their behaviour on others.

**How can we use restorative approaches?**

Restorative approaches can be used at all levels in school. The approach involves including the young person(s) and staff 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 a task that encourages them to reflect on an incident and think about what went wrong and how their behaviour may have affected their learning as well as that of others. Pupils are encouraged to identify a suitable outcome with support and discussion. This will involve the teacher and will be facilitated by the FH or PT PC/SLT when appropriate. The timing of when this should be done is important and initially it may be that a reflective space is provided.

**Restorative Conference**

A group discussion, often used with a whole class, where the teacher facilitates an organised and calm discussion. 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.

Reflective Cycle

The cycle below represents how class teachers should respond to negative choices with regards to behaviour.



Following the stages ensures consistency to promoting positive practices across the school. By being represented in a cycle, class teachers and young people will be fully aware that each new lesson is a new beginning and through making appropriate choices at each stage, young people can be encouraged to not move on to the next stage of the cycle.

Stage 1 Verbal reminder to young person by class teacher as to the expected and acceptable classroom behaviour.

Stage 2 Issue young person with a time out either by moving seat or having a restorative conversation outside the classroom (whichever is appropriate).

Stage 3 Demerit awarded via SEEMIS and young person made aware of this.

Stage 4 Young person sent to FL/Good Neighbour for reflective exercise. (FL will send a referral to Pastoral Care for information only following a young person being sent to them for reflective exercise). FL will facilitate a restorative conversation between young person(s) and class teacher before they return to class. Please refer to the guidance on restorative meetings.

*It is important at this stage that both FH and class teacher remind themselves of the young person’s needs, supports and strategies.*

Stage 5 If Stage 4 is unsuccessful or/and the situation escalates the Faculty Leader will focus on restorative strategies but also has the following options:

* Faculty monitoring
* Reflective time during interval or lunch
* Removed from class and supported within faculty.

Stage 5 will mean an automatic referral to the Depute Head Teacher for the young person’s House Group.

Stage 6 Referred immediately to Depute Head for appropriate interventions.

 **The interventions could involve:**

* + - **Parental meeting either by telephone or face to face which could then lead to a TAC meeting.**
		- **SLT monitoring that is checked at interval and lunchtime and end of the school day.**
		- **Extended reflective time in a space which allows pupils to complete subject specific tasks. The length of this reflective time will depend on incident. There will not be any access to social media during this time and staff will be alerted to this. A reflective exercise will be completed by the child with support from House DHT and discussions will take place involving those affected by the incident.**
		- **Parents/carers are involved in this process and kept updated.**
		- **Formal exclusion is a very last resort and is in full consultation with the HT.**

**After Stage 5 or Stage 6 Faculty Leader or DHT, as appropriate, will facilitate a restorative conversation between the Class Teacher before the young person returns to class.**

**Demerits**

A demerit is an electronic record of continued low level disruption during a lesson. It is recorded using SEEMIS. We use demerits in Auchenharvie Academy to:

* Make learners aware that their poor choices are not acceptable and to encourage them to follow the school and class expectations.
* Record low level disruption and provide Faculty Leaders, PTs Pastoral Care and SLT with an overview of individual learners’ behaviour and areas for focus across the school.
* Be as proactive as possible to ensure that strategies and supports are in place, keep the parent/carer fully updated.
* Motivate learners to take responsibility for their choices, as they form part of our Celebrating Success schemes.

**Issuing a Demerit**

A demerit is Stage 3 on the Positive Relationships Choices and Consequence cycle and it should be used when appropriate and in line with the policy.

Where a demerit is issued, it can be entered onto the system during or after the lesson.

**Reminder**: Demerits must not be issued for non-completion of homework, latecoming and not bringing PE kit.

However, a learner can also “work off” the demerit in the course of a period. This will allow staff to encourage learners to improve their behaviour throughout a lesson.

As noted, Demerits can be removed. This is normally used where a pupil has improved throughout the course of a lesson by making better choices and follow expectations after an isolated incident or negative start to the lesson. Class teachers can use this as a way to encourage learners to make better choices.

**Monitoring Demerits**

Demerits will be monitored on a regular basis at both Faculty and Whole-School level. This will allow us to support learners by being more proactive.

* **Faculty Level**

Demerits will be monitored by Faculty Leaders to identify any areas of concern or improvement for individuals and classes and also to ensure that all staff are using the system. FHs will receive regular updates detailing the merits and demerits issued by their staff which will allow discussing to take place. They will make appropriate proactive interventions each month, including:

* Discussions with staff individually and at Faculty Meetings
* Faculty Monitoring Cards.
* Pupil Interviews
* Check-ins with pupils when in Faculty

Faculty Leaders will determine their own criteria as each Faculty and each subject could potentially demand different criteria for intervention. This is a tool to support Faculties and Faculty Leaders in a way that works for them.

* **Whole-School Level**

In addition to the Faculty Level interventions, SLT and PTs Pastoral Care will also carry out regular reviews. Each house will be issued with a merit/demerit report for discussion. The HT will be issued with a summary report which will detail staff use of system. This will allow successes to be highlight but also allow patterns of behaviour to be identified and a picture of what each child’s behaviour is. The aim is early intervention and get pupils, parents and carers on board as quickly as possible.

* A timeline for merit/demerit reports will be devised for session 2018/2019.
* The use of this system will not be the only indicator used to decide on rewards as it is essential that children’s circumstances and patterns of improvement are taken into consideration.

**Please note that all the instructions for the Merit/Demerit are detailed in Appendix 1**