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PROMOTING POSITIVE BEHAVIOUR, PROMOTING POSITIVE RELATIONSHIPS

CHS POLICY

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**COLTNESS HIGH SCHOOL**

**PROMOTING POSITIVE BEHAVIOUR, PROMOTING POSITIVE RELATIONSHIPS**

**RATIONALE**

It is important that all members of our school feel safe, valued and respected. It is important that as a school we actively promote positive relationships within our community. Positive relationships are characterised as those which foster mutual respect, co-operation and a sense of personal worth.

**PROCEDURES/ RESPONSIBILITIES**

The school would like to be afforded the opportunity of dealing with any issues that occur within its jurisdiction, which includes travelling to school. In certain circumstances we reserve the right to contact Police Scotland or NL Social Work if we feel that a situation warrants their input. The school is of the belief that pupils should take responsibility for their actions, including terms of damage to property. In line with this the school has a policy of asking pupils to pay for any damage they cause either through horseplay or malice. Pupils have a collective responsibility to each other and the school community in general. An example of this would be in relation to litter. If one of a group of pupils is littering in public then the group has an obligation as a collection of responsible citizens to ask their friend to stop doing this. If the person does not rectify their actions and subsequently a member of the public identifies them as a group, then it is not for the school to identify the sole perpetrator. Collective responsibility indicates that the group together, must accept the consequences of their actions as a whole. It would be the schools hope that the individual concerned would come forward or be coerced to do so. If this did not happen then the whole group carries the responsibility for the one culprit’s actions. All large organisations - Girls/Boys’ Brigade, Guides, industrial companies - need codes of behaviour which are necessary to ensure that everyone benefits from being part of that organisation. Schools are no different and we are fortunate in Coltness that the majority of our pupils follow our Positive Behaviour Code.

**Positive Behaviour Code**

The school’s positive behaviour code is designed to ensure that all pupils and staff can work in a pleasant and ordered society. The code requires pupils to show respect, self-control and a sense of responsibility to teachers and other pupils. Always show respect to yourself, others and to the school Always be on time for classes Always follow the dress code and remove jackets Always listen and follow instructions Always do your best, be prepared and take pride in your work

• Be prepared for school with all the correct equipment

• Remember that good behaviour in school means good references for work

• Be polite to everyone in school – we are all part of a team

• Eating is only allowed at intervals and lunchtimes and only in the foyer or packed lunch area.

• Wear your school uniform everyday (tie, shirt, trousers/skirt, blazer and shoes)

• Make sure your mobile phone is switched off and out of sight

• Our school is very full and this creates difficulties in moving around We ask all pupils to obey rules on stairs and in corridors for the safety of all people who use the building.

• Do not run

• Keep to the left

• Follow the rules of movement

• Line up in single file outside classrooms

• No pushing

Occasionally some pupils behave in an unacceptable way inside or outside the classroom and this is dealt with in the most appropriate manner using a variety of approaches. These may include the issue of a punishment exercise. An adult presence is provided at break times in terms of the Schools (Safety and Supervision of Pupils Scotland) Regulations 1990.

Some departments operate an informal ‘detention’ system at intervals and lunchtime but pupils should not be kept behind at the end of the school day without the permission of their parent/guardian. Whilst staff are reminded of this each session occasionally a pupil has missed school transport home because a member of staff has asked to speak with them at the end of the day. If this occurs pupils should go to the school office and alternative arrangements will be made to ensure they are taken home safely. The senior staff in the school operate a formal system of lunch and after school detention but after school detention is only in conjunction with parental approval. Please note that any pupil who receives school transport should always report to the school office if they ‘miss the bus’. They should never walk home. Minor difficulties are overcome by counselling (class teacher or Pupil Support teacher) or by traditional sanctions. Punishment Exercise forms are issued where appropriate and we ask parents to sign these and the pupil returns it to the main office. The sheet is filed to alert Pupil Support Staff, Senior Management Team, and Principal Teachers to difficulties:

• When the indiscipline arises through difficulties with learning, the Support for Learning Department may offer extra support

• Outside agencies e.g. Psychological Services may be involved if appropriate. Interviews may be arranged between parents and staff to discuss concerns

• However, where a pupil’s behaviour is such that the work of others is continually being disrupted, or their well-being is being threatened and the measures above are not proving successful, more serious action will be taken.

Ultimately a pupil may be excluded from Coltness. This is our final and most serious sanction.

The Depute Head teachers are responsible for discipline in the House to which they are attached:

Miss S Kelly, Arran House

Ms AM Higgins, Lewis House

Mr D Farr, Skye House

If you are concerned about any aspect of discipline the staff named above are those whom you should contact in the first instance. As always we seek the co-operation of parents in all matters of discipline and we make every effort to resolve discipline matters before they reach the latter stage. We wish to maintain the good disciplinary record associated with Coltness High School. Staff and pupils work within The Coltness Lesson and we hope that this will continue to encourage good working relationships.

It is important that all members of our school feel safe, valued and respected. It is important that as a school we actively promote positive relationships within our community. Positive relationships are characterised as those which foster mutual respect, co-operation and a sense of personal worth. This will develop the pupil’s self-esteem and will ultimately have an effect on their future success. The most reported cause of unhappiness in any school is bullying and to support our promotion of positive relationships, we have a zero tolerance approach towards alleged bullying. We allocate part of the PSE programme to this problem and we encourage pupils to report any incidence of bullying to staff, senior pupils or parents. We seek to involve parents of pupils at an early stage in the expectation that this will stop the behaviour continuing. Bullying is classified as the on-going deliberate use of power to hurt, frighten or belittle an individual and can take many forms, e.g. name calling, threats, and damage to property or physical abuse. It thrives on silence and the best way to stop it is to report it. Anyone affected by bullying should be confident that they will be listened to and that their concerns will be taken seriously.

Pupils can promote positive relationships by:

• Treating one another with respect

• Including and not isolating others from friendship groups

• Not ridiculing others

• Being polite and not abusive to others

• Listening to others and not interrupting

• Encouraging others to behave in a positive way

• Looking after and supporting one another

• Not ganging up on others

• Making sure they use social media positively and in an appropriate manner.

• Being prepared to support the school’s anti-bullying approaches.

There are many complex reasons for the presence of bullying in society in general and in schools in particular, but these should not deter us from attempting as much as possible to make its presence unacceptable in our school. It is our aim that everyone in the school, staff and pupils, should be treated with the respect which they deserve and that courteous behaviour is observed towards all members of the school community – both pupils and all school staff. Bullying is defined as the use of power to intimidate others in a variety of different ways.

This makes itself known in many ways:

• Verbal name calling

• Physical hitting, assaulting others

• Social isolation from a group

• Mental coercion into behaving in a certain way

• Posting of comments or videos on social media.

We deal with bullying in the following ways:

• Treating it seriously

• Creating a climate in the school where everyone feels valued

• Discourage bystanders from ignoring it

• Encouraging those being bullied to speak to someone about the situation

School Structures to deal with bullying include the PSHE Programme. Various units are included in the programme which are appropriate to different stages e.g. S1: Getting to Know You, Friendships, S3: relationships.

Pupil Support Staff teach the PSE programme to the group of pupils for whom they are responsible and are therefore in regular weekly contact.

Peer Tutors are Senior pupils who are assigned to assist S1/S2 and consequently build up a relationship with younger pupils.

‘Buddies’ are Senior pupils who are assigned to assist S1 pupils and meet with them on a regular basis.

**Practical Procedures**

• Identify those being bullied

• Identify the bullies

• Comfort and restore the confidence of the person being bullied

• Council and restore to acceptable behaviour the bully (including punishment if and where appropriate)

• Tackle the general situation via Pupil Support classes

**Role of those involved:**

**Pupils**

If the pupil is a victim of any form of bullying, he or she should tell someone as soon as possible. This person can be a Named Person, any other member of staff, another pupil, such as a Prefect and of course their parent. In order to allow the situation to be dealt with, we need to know what is happening. Any other pupil who witnesses an incident of bullying or knows of someone who is being bullied should report this either to their Named Person (i.e. Principal Teacher Pupil Support) or any other member of staff.

**Pupil Support Staff**

If a pupil reports an incident of bullying, the Named Person will listen sympathetically and investigate the circumstances. It is important that pupils know that any such complaints will be taken seriously and dealt with appropriately.

**Teaching or other staff**

If a pupil reports that he or she is being bullied or a member of staff witnesses some form of unacceptable behaviour, this should be reported to the Named Person as soon as possible. It is important that all such reports are treated seriously and sympathetically.

**Parents**

Parents are encouraged to communicate to the school any concerns which they have about the treatment of their children within the school. The first contact should be with the pupil’s Named Person (i.e. Principal Teacher Pupil Support) so that the situation can be speedily and sensitively resolved. Please remember that we need to know what is happening and the sooner we know the easier it is to deal with situations. Pupils must not be afraid to let teachers know what is happening and they need not feel that they are ‘grassing’. If they do not like to speak out in school we hope that they would tell their parents and then they can contact the school.

Pupil Support Staff

**Arran House**

Miss S Kelly (Depute), Mr B Pettigrew, Mr D MacPherson

**Lewis House**

Ms AM Higgins (Depute), Ms S Robertson, Mrs L Duncan

**Skye House**

Mr D Farr (Depute), Ms B Hillen, Ms S Cannon

Mr G Swinton – Home School Partnership Officer

Mr I Anderson- Home School Partnership Officer

Mrs E McQuaid – PT, Support for Learning Department