



Taylor High School
Relationships Policy

Rationale for Relationships policy

In the context of education, influencing, teaching and/or supporting positive behaviour may involve a vast range of skills from helping a young person to regulate their emotions through to proactively helping them learn new more positive ways to behave. ALL adults in an educational establishment know why relationships are important in creating a learning environment and take personal responsibility for building and maintaining relationships with learners, parents and each other. In this way adults can model the behaviour they would like to see.

Relational approaches are often mis-perceived as the 'soft' option that allows disrespectful or irresponsible behaviour to go unchecked. If implemented properly, however, they involve equal measures of challenge and support and create boundaries based on shared expectations or values which are proactive, preventative and positive.

Recent legislation has enshrined in law the duty to get it right for every child. The GIRFEC approach contained within the Children and Young People (Scotland) Act 2014 determines eight areas of wellbeing which are the basic requirements for all children and young people. These are set within the context of the four capacities of Curriculum for Excellence. Every member of staff within Taylor High School is legally required to ensure that our pupils are safe, healthy, achieving, nurtured, active, respected, responsible and included. Further details are available within teachers' professional standards, as well as national guidance/legislation; e.g. UNCRC; ASL Act.

All who work with children and young people within Taylor High School and across North Lanarkshire schools must demonstrate a professional and personal commitment to meeting the needs of all children and young people. We continue to fully embed the nurture principles, through our understanding of attachment, the teenage brain and our awareness of adverse childhood experiences. It is planned that further training opportunities are implemented for staff on Nurturing and Restorative Approaches, along with Relational Approaches, Solihull with the continued support from, amongst others, our Educational Psychologist.

In THS, we strive to be a consistent and positive part of young people's lives for their learning and wellbeing. This consistent approach by all staff will ensure that there is a community working together to ensure that all young people start the day on a positive note.

High standards, strong relationships and positive behaviour are essential to create a positive environment to learning. The THS Good Lesson provides us with a goal to enable this to happen. This policy aims to set out three school rules to ensure all are respected, responsible and ready for learning.

The three rules should be referred to in every conversation with young people when promoting our standards.

Ready- Ensuring all young people are ready for learning with the understanding of the principles of GIRFEC in mind (e.g. child focused, an understanding of wellbeing, tackling needs early, working together):

- Ready physically – prepared for school; materials; in on time to be settled etc.
- Ready mentally – time to change gear (e.g. from lunch); focused; settled.

Responsible – promoting the participation of young people in the life of the school.

- Understand options and the impact of decisions they may have for self or others.

- Making responsible choices to ensure the safety of themselves and others.
- Engaging with learning in class and beyond, to support achievement and next steps.
- Taking responsibility for their actions and move forward in a safe and positive way.
- Participation in restorative conversations
- Confidence in developing greater independence in the face of adversity.

Respectful – promoting an ethos of respect for all the school community.

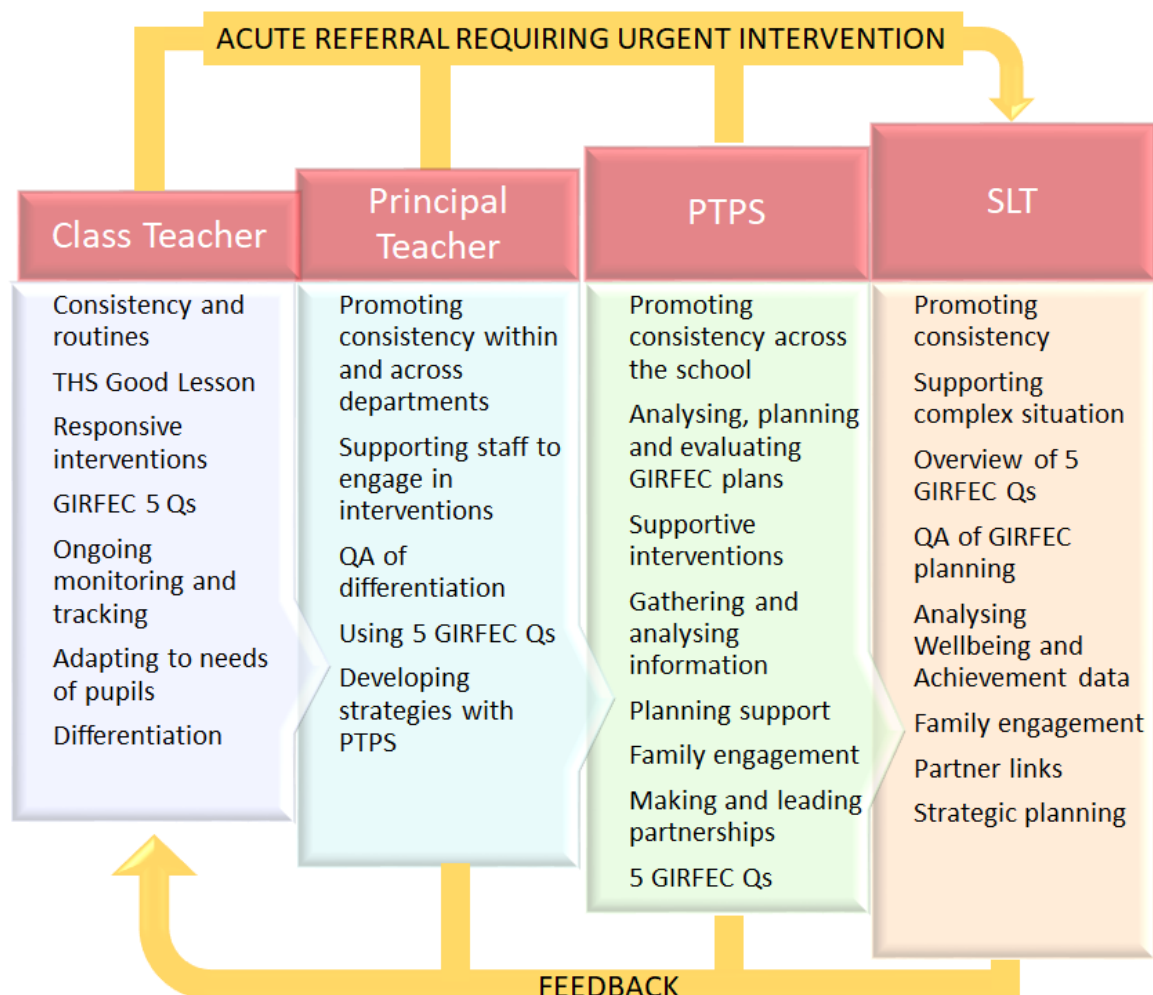
- Respectful towards self
- Respectful towards adults
- Respectful towards young people
- Respectful towards our community

Staged Intervention

A range of universal approaches are outlined within this document to support us all to be Ready, Respectful and Responsible. Taylor High school's interim Ethos and Relationships policy is based on staged intervention at its core: support must be always in line with GIRFEC values and delivered in the most inclusive and least intrusive way. All adults should be familiar with the 5 GIRFEC questions:

- What is getting in the way of the child or young person's wellbeing?
- Do I have all the information I need to help this child or young person?
- What can I do now to help this child or young person?
- What can my agency do to help this child or young person?
- What additional help, if any, may be needed?

Staged Intervention Model



Staged Intervention List

Some strategies to teach, support and model RRR to meet pupils' needs and help them to get it right:

Classroom Teacher

| Preventative Approaches | Responsive Approaches |
|--|---|
| <ul style="list-style-type: none"> • Knowing young peoples (interests; skills; achievements; triggers) • Meet and Greet • Development of class contract with young people in the class (standards etc) • Opportunities to repeat/rehearse expected standards of behaviour with young people (through L&T and learner conversations) • Knowing SFL/ASN information about young people in assigned classes and adjusting learning content, environment or teaching approach as required. • Learning, which is differentiated, varied, accessible and meaningful. • Clear communication of instructions and agreed expectations. • Calm environment • Seating plans • Understanding what key ASNs look like in a class setting and how best to engage (e.g. ASD; ADHD etc) • Meaningful praise • Encouragement • Humour • Ensure pupil understands a 'clean slate' approach after an issue is resolved. • Unconditional positive regard • Curious concern • Prioritising better behaviour • Recognition Boards • Deliberately notice things about students to reinforce positive relationships. • Map rules, routines, success criteria clearly for specific activities that may become difficult to manage e.g., co-operative learning tasks, experiments. | <ul style="list-style-type: none"> • Remain calm – scripted responses. • 5 GIRFEC Questions • Show caring curiosity and safely enquire with the pupil (avoiding 'why?') • Noting patterns of behaviour (e.g. time of day; triggers etc) • Restorative enquiry: explore what happened; what the trigger/motivation was; identify who has been affected and how; what is needed to repair the harm. • Explanation of why a behaviour needs to change. • Explanation of what happens next in the pupil's chosen path of behaviour (natural/logical outcomes of the chosen behaviour) • Warnings • Calm voice • Calming/de-escalation techniques • Moving seat • 'Parking' issues until the end of the period to avoid interrupting L&T for the rest of the class. • Support conversation (without audience e.g. at end of period/break/lunch - may be perceived as detention) • Non-verbal signs to stop/engage. • Consultation with PT or PTPS • Referral to PT • Explicitly showing care/concern • Scaling conversations • Target setting and reviews with feedback • 30 second interventions* • High visibility and presence to ensure that standards are applied consistently (including corridors) |

Early intervention is important to help prevent escalation. By being certain in your approach you can calm an uncertain situation.

Interventions should be relevant, meaningful and proportionate. As a relational school we aim to maintain relationships and trust, try to avoid resentment even when holding young people to account.

Principal Teacher

- Review class-level strategies in light of needs
- Review of pupil's barriers to learning / ASN condition
- High visibility and presence to ensure that standards are applied consistently (including corridors)
- Review learning materials and approach to differentiation
- Learner conversation to set and review targets.
- Dept monitoring card.
- Extended support meeting (without audience e.g. at end of period/break/lunch - may be perceived as detention)
- Temporary move to a different class to support learning/engagement.
- Restorative enquiry: explore what happened; what the trigger/motivation was; identify who has been affected and how; what is needed to repair the harm.
- Observation of pupil in situ
- Identify CLPL needs/opportunities.
- Involve young people meaningfully in developing or reviewing a plan.
- Scaling conversations (rating conversation 1-10 to identify strengths and weaknesses; can be focused on learning; behaviour; contribution to class etc)

Pupil Support / SFL

- Review class and dept level strategies in light of needs
- Pupil interviews to meet every pupil (universal)
- Know pupils very well – meet every morning, cohort for check-ins etc.
- High visibility and presence to ensure that standards are applied consistently (including corridors)
- Learner conversations and check-ins/drop-ins to class
- Involve pupils meaningfully in developing or reviewing a plan.
- Provide clear and updated information about pupils' needs and current interventions in place.
- Restorative enquiry: explore what happened; what the trigger/motivation was; identify who has been affected and how; what is needed to repair the harm.
- Regular review of pupil progress (attendance; referrals; effectiveness of interventions); round robin
- Agree a bespoke plan for when things aren't going well – anticipate an approach or routine for a time when it doesn't go well.
- Pre-arranged library support
- Time-out card
- One-to-one support
- Mentoring support
- Specialist intervention (internally provided or through partnership engagement)
- Temporary removal from a class to access support.
- PTPS Monitoring Card (with targets and daily check-in/review)
- Engagement with parent/carer to undertake or review wellbeing assessment/plan.
- Ensure parents know PTPS is first point of contact.
- Nurture
- HART/GIRFEC/RfA
- Alternative provision (learning or support)
- Scaling conversations
- Adaptation to the curriculum

Senior Leadership Team

- Review class, dept and PTPS strategies in light of needs
- High visibility and presence to ensure that standards are applied consistently (including corridors)
- Timetabling issues reviewed.
- Accommodation issues reviewed.
- Alternative provision (learning and support) – review proposals from PTPS
- Assemblies to reiterate standards.
- Immediate intervention in escalated situations (contain immediate situation and engage with PT to follow-up)
- Parental meeting
- Change of class
- Removal from a class to access support.
- Restorative enquiry: explore what happened; what the trigger/motivation was; identify who has been affected and how; what is needed to repair the harm.
- SLT Monitoring Card
- Exclusion
- Review PTPS preparation for Needs Based Pathway Review

Ensuring consistent standards and quality across the school

Meet and Greet (READY) - Mornings and changeovers.

Senior leaders are positioned at main entrances to meet and greet young people (mornings)

Principal Teachers of curriculum are visible in their corridors meeting and greeting the young people; in split-site faculties, arrangements are agreed within the team to ensure high visibility and presence.

Staff are at the door of their classroom in time for the beginning of the lesson, greeting their students. Where staff are moving around the department PT or SLT are welcoming the class into the room and ask them to get "Ready".

Explicitly continuing to promote a positive and welcoming environment for all (as is our tradition).

Punctuality (READY)

Rationale: Late coming disrupts learning. While it is understood that there are genuine reasons for late coming (meetings, self-regulation, emergencies), when it becomes a regular pattern, it can have a negative impact on learning.

- Remind students when entering the class to knock on the door to ensure the teacher is aware.
- Quick welcome and wellbeing check-in
- Promote readiness by getting young person to work quickly.
- Check in with the young person at a suitable time to ensure there is a reasonable reason for being late.

Pupil support and admin should review late coming via SEEMIS; if any patterns are noticed, especially in Registration, all colleagues should highlight this to the PTPS in the morning or by email.

Mobile Phone Use

Mobile phones should not be used in class unless instructed by the teacher for educational purposes. In these circumstances, provision should be made for those without data, signal or use of a device. Care should be taken when allowing use of mobile phones, considering implications on the cost of the school day and potential financial or poverty challenges.

Pupils should not leave class to go to the toilet with mobile phones. Suggested approaches to this can be leaving it in their bag or on the teacher desk. Where warnings have been repeated and the issue persists, one solution could be that teachers request the mobile phone be placed on their desk until the end of the lesson to support the learning. In some instances, it may be stated in a GIRFme plan to allow the use of mobile phones. Staff can also use their judgement when extended pieces of work are taking place that pupils listen to music.

Prioritising Better Behaviour

Rationale: Poor behaviour can overtake the learning that is going on. All behaviour is communication. While it should be addressed it is important to recognise, acknowledge and promote positive behaviour choices with young people. By having scripted responses, we as a school community can be more consistent.

Two options script:

1. Offer practical solution to the behaviour e.g., move to another area, can I help you get a blazer....
2. Stop and remind student of the agreed behaviour. e.g., we should be respectful to each other, is that displaying a responsible way of behaving?

Where possible avoid prolonged dialogues with pupils.

If a young person responds inappropriately use a standard response e.g. You know the expectations and standards regarding ...(issue) Thank you for listening and taking this on board.

Recognition (Responsible)

In class identify behaviours you want to see, e.g., show working, try to use an evaluative word, when you are tired keep trying, language, raise your hand to speak out. Pursue the behaviour you want to see and recognise young person's achievement (age and stage appropriate).

Use things such as, praise cards, certificates, stamps to identify when learners show the desired behaviours, remember bad behaviour does not cancel out the positive.

Rationale:

Being confident in supporting positive behaviour for all is essential.

30 second interventions

Limit formal one to one interventions during lessons to 30 seconds by using scripted language.

Create your own response to young people along the lines of:

This is what I want to see today.... not

End it with "Thank you for listening".

Take a note of the behaviour and discuss it at a time when you and the young person are calm.

Ensure you follow up on this.

Extended Support Meetings

Rationale: These one-to-one meetings are vital when pupil's cross boundaries and need time out with the classroom environment to connect, understand and plan a way forward.

During this time, we help pupils express their feelings and points of view, listening to and empathizing with the pupil. This co-regulation calms their nervous system.

When the pupil is calm, staff then explain why the behaviour is not okay and help the pupil problem solve the situation.

We may discuss alternative ways of addressing the situation in an age- appropriate way and get their input and ideas.

These 'time-in' meetings will always involve a two-way conversation where we actively listen to what the pupil is saying and respect the child's perspective and feelings. Staff will use their relationship with the pupil to share their concerns with such behaviours with a focus on standards and expectations and plan going forward.

Restorative follow-ups

Rationale:

Any person who has been involved in a situation can lead a restorative conversation with young people:

The following process should be adopted to ensure young people can join back in the learning. It is often beneficial to have this meeting in a time that suits the adult.

Follow the process (training available):

1. What happened? (....and then what happened?)
2. What were you thinking at the time?
3. What have your thoughts been since?
4. Who has been affected by this? How have they been affected?
5. What do you think needs to happen now?

