

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, their own and other cultures, and the environment.

	<b>TRINITY HIGH SCHOOL RENFREW</b> <b>Nurturing Positive Relationships Policy: Steps to Success</b>	 <i>Achieving Excellence Together</i>
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# Steps to Success

*All Behaviour is Communication!*

## Trinity High School Vision

Our vision for Trinity High School is to work continuously to develop a community of people committed to academic and personal excellence and to maximise the potential of all young people in the school. This philosophy puts Children's Rights, as set out in the UNCRC at the heart of school ethos and resonates deeply with the Gospel Values that underpin our inclusive Catholic ethos. Furthermore, it sits within the wider national policy contexts of 'Getting It Right for Every Child' (GIRFEC), 'Included, Engaged & Involved Pt 2' and 'Delivering Excellence and Equity in Scottish Education'.

We do this through the provision of dynamic and strong educational opportunities and supportive, yet challenging learning experiences for all. This is done in a caring, nurturing, inclusive and safe community. Both pupils and staff are encouraged to work in a manner which promotes mutual respect both within school but also within the multi-cultural society in which we are based. Trinity High School also recognises the importance of close links with families, parishes, and other partners to enhance and continually improve the work of the school. Learning within the school community is personalised according to need, with a clear targeted approach focused on closing both the poverty and the attainment gap. Difference and diversity are valued, and young people are prepared to become Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens of the future.

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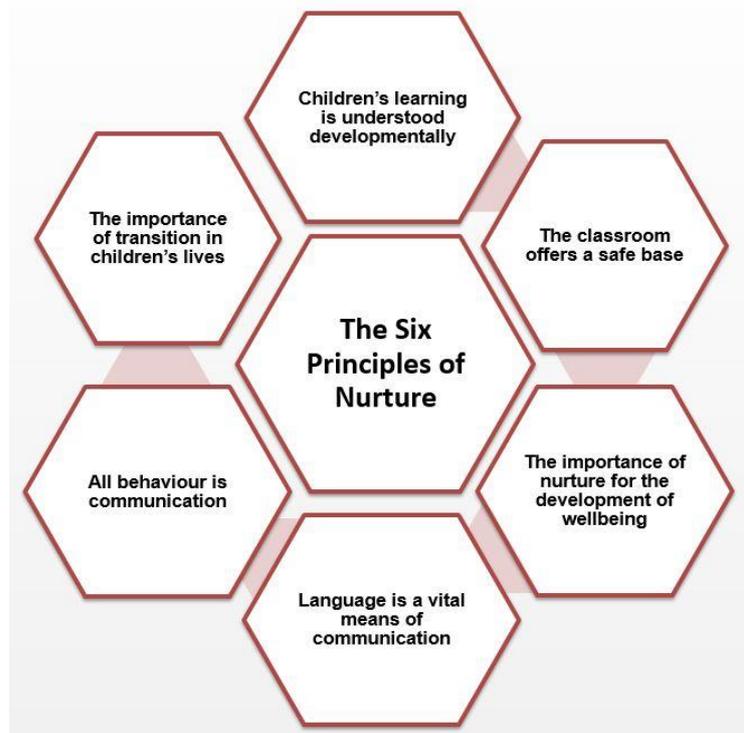
Unicef works with schools in the UK to create safe and inspiring places to learn, where children are respected, their talents are nurtured and they are able to thrive. The Rights Respecting Schools Award embeds these values in daily school life and gives children the best chance to lead happy, healthy lives and to be responsible, active citizens. **Trinity High School is proud to call itself a Rights Respecting School.**



GIRFEC is central to all government policies which support children, young people and their families and is delivered through services and people who work with families. The GIRFEC approach is based on values and principles which support children's and parents' rights. It was developed by people who work with children and young people and reflects feedback from families. **Trinity High School keeps the GIRFEC approach central to assessing and supporting the wellbeing of all children and young people.**



In a nurturing school staff know about the impact of early relationships and have an understanding that children come to school with different social skills and abilities to understand and regulate their emotions. Staff understand the need to differentiate and teach these skills as well as academic skills. They develop practices which embed the six Nurture Principles outlined below and which support wellbeing and resilience in children and young people. Nurturing relationships remain crucial when a child comes to school and throughout their time in school and is a whole school approach. **Trinity High School is committed to encouraging and developing nurturing relationships and practices in everything we do and in every area of our school.**



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## Trinity High School Approach to Nurturing Positive Relationships 'Steps to Success'



We promote the core values of the school among our pupils, staff, parents, partner agencies and the local community. We believe that it is only by working together that our school can **ACHIEVE EXCELLENCE TOGETHER.**

'Steps to Success' is a whole school policy, which focuses on the importance of **positive relationships** in setting the climate of the classroom, effective classroom management and consistent, high quality learning and teaching. Where staff and learners work together to set aspirational goals in terms of both behaviour and learning to ensure equity and excellence for all.

Trinity High School is actively pursuing a positive ethos throughout the school, emphasising the importance of **positive relationships** in encouraging pupils to make the right choices for the right reasons.



**Sharing & Promoting Success**

- Digital Newsletter
- Annual Awards Ceremonies
- Certificates

**Celebrating Success**

- Twitter posts
- Digital screens
- Values badge

**Departmental Recognition**

- Pupil displays
- Departmental awards, eg. 'Star of the month', etc.

**Class Recognition**

- Praise
- Stickers
- Praise postcards/letters
- House Points

**Informal Warning**

- Verbal warning
- Move of seat
- One-to-one discussion

**1st Formal Warning**

- Reflective exercise
- Class detention
- Referral to PT - for info.

**2nd Formal Warning**

- Referral to PT - Discussion with PT
- Departmental detention
- Departmental monitoring card
- Referral to PTP - for info.

**Final Formal Warning**

- Referral to DHT
- Removal from class
- Parental discussion
- Planned time out
- Referral to EST
- Pupil support card
- Detention
- Restorative meeting
- Exclusion



# STEPS TO SUCCESS



**Article 28: Right to an Education**  
Every child has the right to an education

**Article 29: Goals of Education**  
Education must encourage a child's respect for human rights

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## **The Steps to Success Policy has three main elements:**

### **1. Expectations: Promoting Positive Ethos**

Staff and pupils behave in a respectful and considerate manner towards each other at all times. This includes the provision of incentives and rewards for positive behaviour (House Points) that are promoted as vigorously as sanctions are against inappropriate behaviour. When behaviour is inappropriate or challenging, this will be addressed using the staged intervention strategy summarised later in this policy.

#### **Whole school initiatives aimed at encouraging a positive ethos within our school:**

- Principles of Nurture
- House Group Points
- Departmental Recognition of Achievement
- Leadership roles
- Community Prayer
- Pupil Council
- Awards ceremonies
- Extra-curricular activities
- School trips/outings
- Charity events
- Values Badges
- Targeted Nurture/Inclusion Support
- 'Every Child Deserves a Champion' self-referral system
- Staff & Pupil Wellbeing activities
- Teacher Learning Community
- Digital Newsletter and Twitter

#### **Good Classroom Management – Staff:**

- Supervise the entry and exit of each class and help with supervision in corridors & social areas
- Ensure pupils remove their outdoor clothing, earphones and mobile phones
- Ensure materials are accessible in order to make a prompt start to the lesson
- Ensure homework planners/Satchel One & Microsoft Teams are used appropriately
- Have high, but realistic expectations and share these with pupils
- Treat pupils consistently and fairly
- Encourage pupils to be respectful and work co-operatively

#### **Encouragement of pupils – Staff create a positive and inclusive learning environment each period by:**

- Using encouragement and praise
- Valuing each pupil's contribution to the lesson
- Being aware of any Additional Support Needs
- Commenting positively in pupil jotters, on homework exercises etc.
- Displaying examples of pupil work
- Supporting and participating in school reward/recognition of achievement schemes

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### **Appropriate Curriculum – Teachers:**

- Share learning intentions - make clear to the class the purpose and content of the lesson
- Involve pupils in the creation of success criteria
- Provide appropriate materials and equipment for the lesson to meet individual needs
- Ensure pupils understand tasks
- Use a variety of teaching resources
- Vary the structure of lessons – AifL strategies, cooperative learning, whole class, group work, individual work, learners leading learning
- Vary the lesson pace and content
- Provide quality feedback
- Re-visit learning intentions
- Set clear and explicit goals for homework
- Engage in regular learner conversations about progress and next steps

## **2. Recognition of Achievement & Celebrating Success**

The school is committed to celebrating achievement and recognises the motivating factor of **praise** in positively influencing a pupil's behaviour and in raising a pupil's self-esteem, engagement and consequently raising attainment.

Staff can make use of praise postcards, stickers, and departmental recognition awards to recognise achievements of pupils at any time. **House Points** should be awarded regularly to recognise pupils who make a positive contribution to the classroom environment and to the wider life of the school. These can be awarded directly to pupils by issuing a token or electronically to the shared spreadsheet.

Class teachers can select any of the following areas to award House Points:

- Consistently good effort
- Independent learner
- Outstanding work
- Improvement in attitude/behaviour
- Improvement in attendance/timekeeping
- Reflecting school values
- Homework (for consistent attempts or completion of homework to the best of your ability)
- Representing the school in the wider community

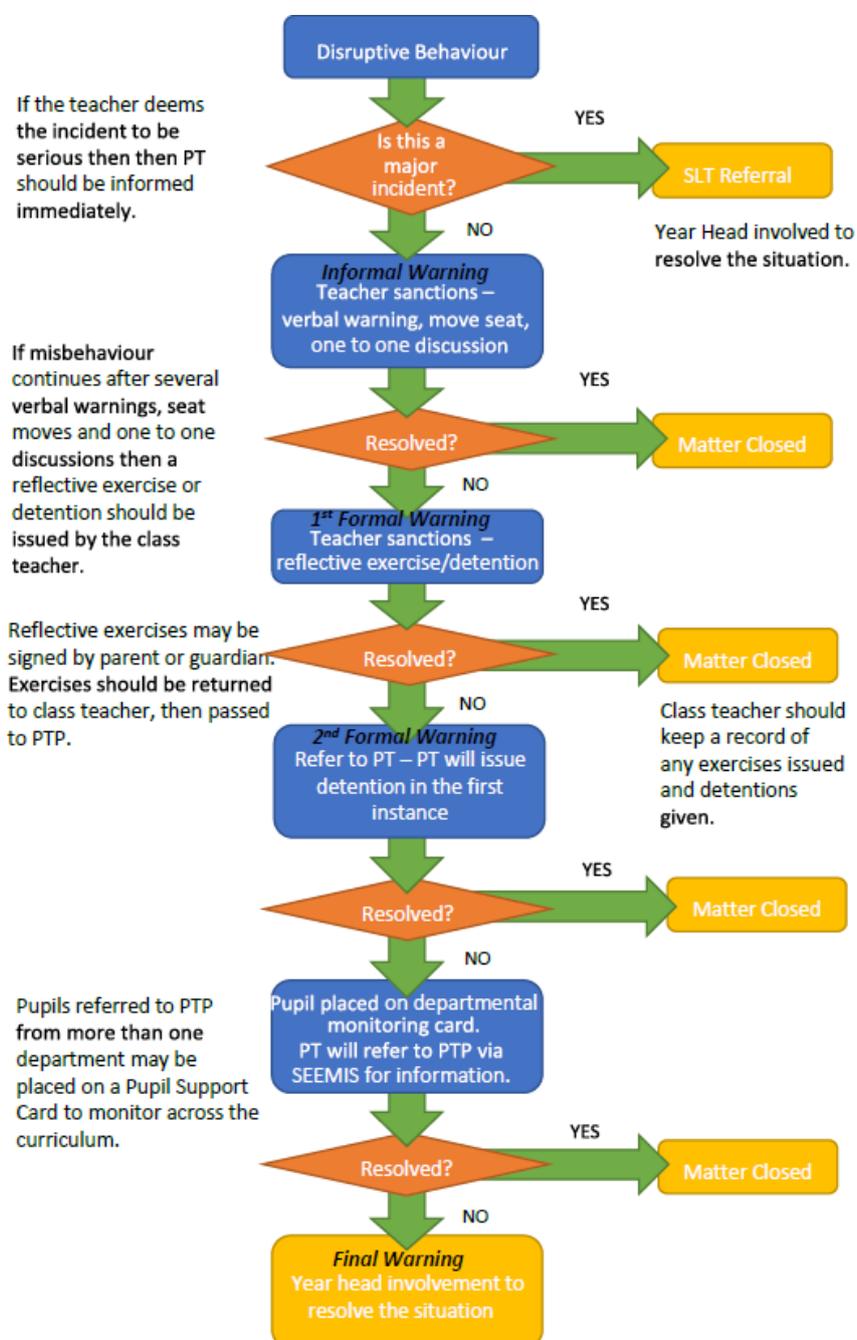
Departmental and whole-school contributions of pupils can also be celebrated via Twitter and the monthly digital newsletter, and pupils who actively demonstrate the school values of Community, Achievement, Respect or Equality may be suggested for a Values Badge. Academic success and wider achievement is formally celebrated at Junior and Senior Awards Ceremonies annually.

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### 3. Supporting Behaviour – A Staged Intervention Approach

As a school we must recognise that any successful policy will be based on **consistent practice**. In our ‘Steps to Success’ policy pupils are **encouraged** to see that they have choices and that while one course of action will undoubtedly lead to negative consequences there are many more alternatives which will attract positive recognition.

The interventions are part of a staged hierarchy. **The severity of the sanction does not change the behaviour; consistency does.** The focus is on understanding how something has gone wrong, how relationships can be repaired and providing support when needed.



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There are a **range of supports and sanctions** available to try and re-engage pupils:

- Rights or values-based discussion
- Move of seat
- Reflective exercise
- Restorative conversation
- Time-out card
- Detention
- Extraction work in Departmental Base/ classroom
- Extraction work in Inclusive Support Hub
- Referral to Principal Teacher (Curriculum)
- Referral to Principal Teacher (Pastoral Support)
- Referral to Extended Support Team (EST) for targeted support:
  - Nurture
  - Inclusion support
  - Support for Learning
  - Home Link
  - Exchange Counselling
  - Employability support
  - Art Therapy
  - Mindfulness
  - Seasons for Growth
  - Anxiety Management
  - Anger Management
- Parental contact (phone call, email, letter)
- Team Around the Child (TAC) meeting
- Integrated Assessment (with other agencies)
- Alternative curricular projects

**The importance of nurture and positive relationships for the development of wellbeing for ALL in our school community is at the heart of our policy.**