



Queen Margaret Academy Relationship Policy

V2 (June 2023)



Introduction

The Relationship policy at Queen Margaret Academy is designed to ensure high quality teaching and learning takes place in all settings. This policy outlines processes that take place to enhance positive relationships and ensure restorative practices take place when relationships break down.

Values

Everything we do at Queen Margaret Academy is underpinned by our 6 core values;

- Community - be proud to contribute
- Ambition – create your own future
- Responsibility – take ownership
- Equity – consider all
- Faith – lead and believe
- Respect – always see another perspective

Rationale

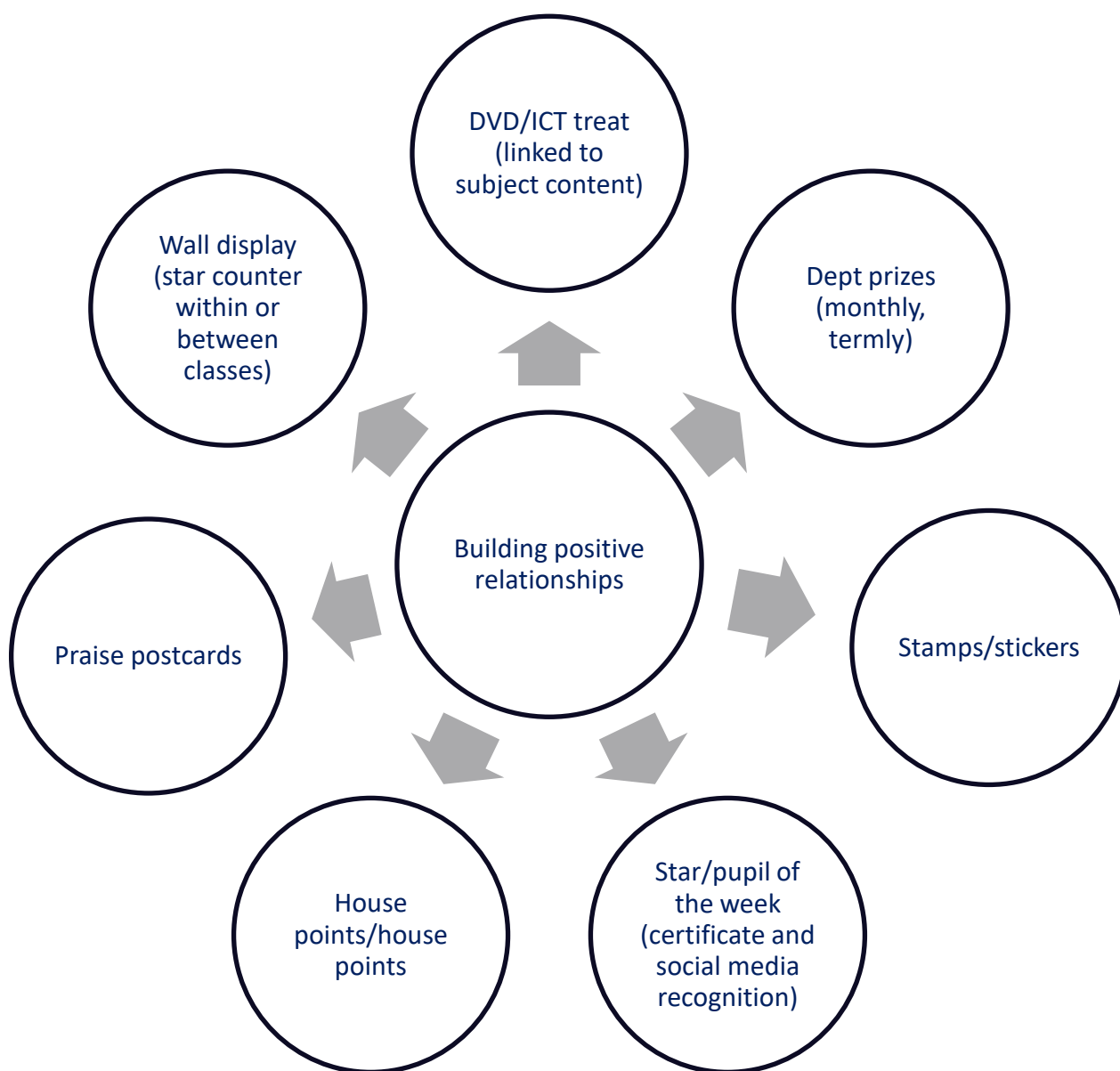
Expectations are centred around our school values and are made clear continuously throughout the year. This is done through assemblies, lessons and the daily bulletin. Students are encouraged to show respect to one another, staff and school property as well as take responsibility for putting things right when things go wrong. Queen Margaret Academy is proud of the standards we set for all young people. We expect all staff and students to follow this relationship policy to ensure teaching and learning, positive outcomes and strong relationships are maintained. Our classrooms are places for learning and so these standards must be upheld. We believe in a strong, consistent and fair approach to behaviour management and that positive relationships are the keystone to this.

Policy aims

- To ensure that there is a shared understanding of the expectations at Queen Margaret Academy
- To support and maintain positive relationships across the school
- To enable a consistent and fair approach to behaviour management

Creating positive relationships

As part of our approach to promoting positive relationships and/or acknowledging good or improving behaviour, each department in Queen Margaret Academy has adopted a minimum of 5 approaches. All staff will use positive language/verbal praise and positive comments on pupil work where applicable. In addition to this, all staff will issue at least 1 house point to a pupil in their lesson. Finally, departments will use a minimum of 3 strategies from the following to continue to develop positive relationships;



Recognising good behaviour

In order to promote good behaviour, the following processes will take place at Queen Margaret Academy;

On a daily/weekly basis;

- Teachers will issue a minimum of 1 house point per lesson. These are linked to the school values. Teachers will endeavor to tell pupil(s) when they have been awarded a house point in class
- Each Friday, pupils with 10 or more house points will receive a text

At the end of each month;

- Departments will celebrate success using a range of strategies from Page 4
- Pupils with 30 or more house points will be issued with a praise postcard from their Year Head
- Pupils who reach a significant threshold will receive a certificate
- Pupils with 40 or more house points will receive the monthly LOVE (living our values everyday) award
- 20 pupils with the most house points, plus 10 wildcards (pupils who have demonstrated at least 1 special act reflecting our values) will enjoy a celebration as a group

At the end of each term;

- 30 pupils with the most house points and all of the LOVE award winners from that term will receive a special reward, to celebrate as a group

At the end of the year;

- All house points will be added and the winning House will have an end of year reward and the presentation of the victory shield

Code of conduct

To enable high quality teaching and learning for all pupils the following code of conduct must be followed by pupils at Queen Margaret Academy;

- Pupils must come to school prepared to learn. This includes having the required resources for lessons. Pupils can see their guidance teacher if they need support with purchasing resources
- Pupils must wear full school uniform which excludes hoodies, white trainers and branded jumpers
 - Our uniform is as follows;
 - Black skirt or trousers
 - Black shoes/trainers
 - White shirt
 - Black jumper/cardigan
 - Blazer/jacket
 - School tie
- Pupils must arrive at school and classes on time so as not to disrupt learning for others
- Pupils must follow the teacher's instructions in class to ensure the safety of all and that teaching and learning time is maximised
- Pupils must not use their phones in class (unless instructed to do so by the teacher)
- Pupils must be respectful to one another, all school staff and the school property

Classroom Culture

At Queen Margaret Academy, we base our relationships on the 5 modules contained within the Classroom Culture program (CPI Classroom Culture Program). These 5 principals help underpin the relationships between pupils and staff, whilst assisting pupils and staff restore relationships when required. These are;

1) Consistent, calm behaviour

This module highlights the importance of remaining calm and self-regulate

2) Sustainable routines

This module looks at the importance of having strong, sustainable routines in the classroom to ensure consistency and a purposeful learning environment

3) First attention to best conduct

Teachers ensure they focus on the behaviour traits they wish to see and praise this

4) Scripted interventions

This module explains how teachers will react when a pupil's behaviour falls below the expected standard, ensuring a calm, and consistent approach is taken when challenging this behaviour.

5) Restorative approaches

Where behaviour has fallen below the standard, this module demonstrates how the relationship between teacher and pupil can be quickly repaired so a positive learning environment can be maintained

Behaviour management

Example behaviour	Consequence(s)	Person responsible
Pupil demonstrates good behaviour in class	<ol style="list-style-type: none"> 1) House point(s) issued 2) See positive behaviour strategies on page 4 for other approaches that will be taken 	<ul style="list-style-type: none"> • Pupil • Class teacher • PT • Year Head • Head Teacher
Persistently late to class	<ol style="list-style-type: none"> 1) Initial conversation between pupil and teacher to establish expectations 2) Wellbeing referral to PT Guidance 	<ul style="list-style-type: none"> • Pupil • Class teacher • PT Guidance
Failure to wear full uniform	<ol style="list-style-type: none"> 1) Initial conversation between pupil and teacher to establish expectations 2) Wellbeing referral to PT Guidance 	<ul style="list-style-type: none"> • Pupil • Class teacher • PT Guidance/Year Head
Persistently lacking in the required resources to learn	<ol style="list-style-type: none"> 1) Initial conversation between pupil and teacher to establish expectations 2) Wellbeing referral to PT Guidance 	<ul style="list-style-type: none"> • Pupil • Class teacher • PT Curriculum

<p>Failure to follow instructions on repeated occasions</p>	<ol style="list-style-type: none"> 1) Initial conversation between pupil and teacher to establish expectations 2) Pupil is moved seat within the class 3) Removed to work with PT 4) Detention with restorative task issued and text home with referral to PT 5) Refer to Year Head (referral on system) for repeated offence 6) Behaviour card to monitor behaviour across the school if there is no improvement 	<ul style="list-style-type: none"> • Pupil • Class teacher • PT Curriculum • Year Head
<p>Using phone in class</p>	<ol style="list-style-type: none"> 1) Initial conversation between pupil and teacher to establish expectations 2) Phone sent to the office and collected at end of the school day (text home) with referral to PT 3) Refer to Year Head for repeated offence (referral on system) 	<ul style="list-style-type: none"> • Pupil • Class teacher • Year Head
<p>Swearing in class</p>	<ol style="list-style-type: none"> 1) Initial conversation between pupil and teacher to establish expectations 2) Removed to work with PT 3) Detention with restorative task issued and text home with referral to PT 4) Refer to Year Head (referral on system) for repeated offence 5) Behaviour card to monitor behaviour across the school if there is no improvement 	<ul style="list-style-type: none"> • Pupil • Class teacher • PT Curriculum • Year Head

<p>Verbal abuse towards a pupil/staff member</p>	<ol style="list-style-type: none"> 1) Refer to Year Head (referral on system) 2) Year Head detention and contact home 3) Internal exclusion 4) Formal exclusion 	<ul style="list-style-type: none"> • Pupil • Class teacher • PT Curriculum • Year Head
<p>Willful damage to school property</p>	<ol style="list-style-type: none"> 1) Refer to Year Head (referral on system) 2) Year Head detention and contact home 3) Internal exclusion 4) Formal exclusion 	<ul style="list-style-type: none"> • Pupil • Class teacher • Year Head
<p>Physical abuse towards a pupil/staff member</p>	<ol style="list-style-type: none"> 1) Refer to Year Head (referral on system) 2) Year Head detention and contact home 3) Internal exclusion 4) Formal exclusion 	<ul style="list-style-type: none"> • Pupil • Class teacher • Year Head