

# Positive Relationships Policy



RESPECT    EQUALITY    ACHIEVEMENT    CREATIVITY    HAPPINESS

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## The Aims

This policy sets out what we at Sandwick Junior High School are committed to. The shared expectations of staff, of young people, of parents/carers and of our wider community have been discussed, reviewed and agreed upon.

Sandwick Junior High School's central focus is to continue to build and strengthen our positive ethos. Grounded in the school's core values of respect, equality, achievement, creativity and happiness, we will continue to strengthen and build a culture of success. This culture of success is backed by the belief of all staff that every young person can succeed.



Relationships are central to our approach to supporting young people. A restorative philosophy overarches our policy and actions. Our **Positive Relationships Policy** has been set out to ensure that within Sandwick Junior High School we have;

## 1. Clarity

We will be clear on school procedures and expectations. These will be shared clearly and explicitly at all times

## 2. Consistency

We will be consistent in our application and approach to enhancing relationships and improving the learning environment for all. The same rules will be applied fairly in the same way by all staff in all lessons and by all PTs and Senior Leaders in the school.

## 3. Communication

We will endeavour to communicate in a clear, detailed and timeous manner at all times. We have set out timelines for communication which will be adhered to. All new staff will be welcomed to the school, receive an induction and shown where to access key procedures and policy. We will also ensure that a detailed induction package is in place to support them.

## Clarity

As a school our aim is to promote behaviour that supports learning at all times.

We expect that:

1. All learners will be well supported to achieve their best;
2. All staff are supported to have the skill and confidence to take ownership of behaviour within the school;
3. All learners are encouraged to take part in lessons successfully;
4. Expectations and rules are set out clearly and applied consistently;
5. Everyone is treated with respect and dealt with fairly at all times.

# Consistency

## Visible Consistencies

We will shape visible, positive consistency throughout the school. There will be a commonality of approach by all staff across the school. We recognise that this will only occur if positive and consistent routines and actions are carried out and insisted upon by all staff across the school. When young people go over and above, this will be recognised consistently across the school. Similarly, when expectations are not met, staff at all levels will address this in a consistent manner using the steps and strategies outlined in Appendix 1.

We have three simple, concise and easy to implement consistencies we have agreed to implement:

1. We will acknowledge everyone positively
2. Staff will 'Meet and Greet' pupils at classroom doors
3. Refer to 'Ready, Respectful, Safe'

## Rules

We do not have an exhaustive list of rights and responsibilities. There are only three, based on our values, which run across our school community. This will be the framework, which all staff will consistently refer to:

- **Ready** to learn
- **Respectful** to others
- **Safe** in what we do

These help give a balance of consistent practice while enabling all staff to make reasonable adjustment according to context, teaching style, approach and personality.

In order to ensure everyone is successful, we will check, remind, address and re-engage any young person who displays behaviour which interrupts learning. We will exhaust all possibilities to check, remind, address and re-engage young people in their learning before we liaise and ask for the assistance of others.

We will check small behaviours with small, reasonable consequences which have a restorative ending. If young people do not follow our reasonable and clearly explained instructions, we have steps to remind, address and re-engage (see appendix 1).



## Communication

We will communicate in a clear, detailed and timeous manner at all times. We recognise frustration can increase when information is not passed on/available. The following guidelines have been put in place and we aspire to work to these guidelines at all times:

### Class Teacher – Pupil Communication

- Positive, inclusive and respectful language will be used at all times by everyone
- Appropriate time will always be given to complete tasks both within and out with class according to young person's needs
- When a timeout is necessary, no young person will ever normally be asked to stand outside a classroom for longer than **5 minutes**.

### Class Teacher – Principal Teacher

- Regular updates will be discussed between CT/PT
- Cause for concerns will be discussed daily
- Cause of Concern letters will be issued within **2 school days** of the event by PT Pupil Support (Secondary) and DHT (Early Years and Primary)
- When the Principal Teacher becomes actively involved with a young person, **weekly updates** will be provided to class teacher verbally.

### Classroom Management

All classroom teachers are responsible for behaviour management. Effective behaviour management is based on the teacher's ability to successfully create a well-managed, structured classroom environment so that learning can occur. Teaching a number of children with different needs, behaviours and attention spans can be challenging. However, when a positive learning culture is created, the children will learn better because they will know what is expected of them.

## Principal Teacher – Depute Head Teacher

- Referral to a DHT (for action) will be answered and discussed between PT/DHT and plan fed back to the class teacher by PT within **3 school days**
- Secondary - when Depute Head becomes actively involved with a young person, a **fortnightly update** will be provided to Principal Teacher, this may be verbally or via email. The PT will then communicate the outcome and actions to the class teacher.

## Positive Recognition

Our first attention will always be towards positive effort, behaviour and attitude across the school. All staff will recognise, communicate and share this verbally with young people on a daily basis. All staff will also be able to recognise positively young people by sending home a *Praise Postcard*.



### PRAISE POSTCARD PROCEDURE

When a young person has demonstrated effort, behaviour or attitude over and above expectation staff members should recognise this verbally initially. Staff members also have the opportunity to recognise and communicate this home to parents/carer via a postcard. When a member of staff wishes to do this they should:

Primary;

- Complete a 'Praise Postcard' and email it to parents/ carers.

Secondary;

- Complete a 'Praise Postcard'
- Notify the office staff for sending home to parents/ carers.
- Notify PT Pupil Support for Pastoral Notes.

## LEVELS

### FIRST LEVEL: Class Teacher Strategies

The following interventions could and should be tried by all class teachers prior to referral to the Principal Teacher:

\*Drive by check \* Caution \* Move seat \* Time out outside class for one to one conversation (max. 5minutes) \* One to One conversation had at end of period \* Ask young person to return at interval/lunch for a conversation \* Liaise with Pupil Support to phone home (secondary) \*Note in planner (primary) \* Cause of concern letter home (secondary)\* Class observation request (where appropriate) \*

#### Reminder

Always refer to/remind young people of 3 simple rules: **Ready, Respectful, Safe**. Delivered privately where possible – staff take initiative to try to prevent things escalating any further.

Strategies: Drive by check

“ I see/noticed you..... **I want to remind you** of..... Now I need you to.....”

“ I have heard what you said, now **I need to remind you** that you need to.....”

#### Caution

Clear verbal caution delivered privately, making the young person aware of their behaviour and clearly outlining the consequences should they continue.

Strategies: Move seat, move to back of class, ask to speak to them privately at your desk/bench/side of pitch when class are on task

“ This is your **second reminder** what I need you to do is....are you able to do this?”

“ I am disappointed that this is **the second time** I have had to speak to you.....I’d like you to join back in with the lesson now but I need you to....

“ What do you think you could do to avoid this happening a third time?”

“Think carefully about your next step”

### Time Out

Speak to the young person privately outside of the learning environment and give a final opportunity to engage in the work. Refer to previous examples of good work/behaviour that young person displayed.

Strategies: Stand outside the classroom, stay behind after class for 1 minute or come back and see me for 2 minutes at interval/lunchtime

“ I don’t like your behaviour today.....**this is the 3<sup>rd</sup> time** I have had to speak to you..... I believe that you can be a success but I need you to..... **there will be a letter issued** informing your parents/carers that it has progressed to this stage today.”

Follow Up; cause for concern letter sent if an ongoing issue. Referral completed ‘for information only’ to Principal Teacher.

\*\*\* ONLY MOVES TO NEXT LEVEL IF THERE HAVE BEEN TWO TIMEOUTS IN ONE WEEK \*\*\*

## SECOND LEVEL: Principal Teacher of Pupil Support (secondary) and DHT (early years/ primary)

**Early Years/ Primary** – DHT will engage young person in more medium term intervention in discussion with class teacher

**Secondary** - Principal Teacher of Pupil Support will engage young person in more medium term intervention in discussion with class teacher. PT Pupil Support will contact parent/ carers.

The following interventions could and should be tried by all Principal Teacher prior to referral to the Depute Head Teacher:

\*One to one conversation \* Daily/Weekly Check In \* Monitoring Sheet \* Email home \* Request Pupil Support to arrange parental meeting (secondary) \*Organise & Facilitate Restorative Meetings when needed

### Scripts/Mantra

"You need to realise that every choice has a consequence and recently your choices have resulted with you being here.....your choices going forward are....."

"If you choose to.....then this will happen....if you choose not to then this will happen....I'll leave you to make your decision"

Follow Up; Referral completed 'for information only' to DHT indicating that intervention is taking place. If no positive progress made referral should be completed to the DHT/ HT requesting action. This must be followed up with the PT discussing the referral with the DHT/ HT and together agreeing the best step forward. Decisions regarding who is feeding information/communicating action back to class teacher should be decided during these discussions.

\*\*\* ONLY MOVES TO NEXT LEVEL IF THE STRATEGIES ABOVE HAVE BEEN EXHAUSTED WITH LITTLE OR NO POSITIVE PROGRESS MADE \*\*\*

### **THIRD LEVEL: Depute Head Teacher (Primary ) and Depute Head Teacher (Secondary)**

Depute Head Teachers will become involved if a long term intervention is necessary or if external agency intervention would be appropriate.

Secondary—If a young person presents themselves to the Senior Leadership Teams (SLT) without PT intervention or communication then SLT will return the pupil to the department and/or Pupil Support.

The following interventions are available to all Depute Head Teachers and will be deployed based on the situation and the young person's needs:

\*Phone call home \* Daily Check In \* Monitoring Sheet \* Break/ Lunchtime Detention \* Parental Meeting \* Internal Day of Reflection \*

#### Scripts/Mantra

"Mr/Miss/Ms/Mrs have shared with me that things have not been going great recently in....is there something that is getting in the way/causing you distress/causing you to act in this way...."

"You need to realise that every choice has a consequence and recently your choices have resulted with you being here.....the next steps are...."

"We have reached a point where everything that has been tried so far has not had the desired impact.....I will now contact home and discuss this with your parent/carer....it is likely we will invite them in for a meeting"

"If you choose to.....then this will happen....if you choose not to then this will happen....I'll leave you to make your decision"

Follow Up; DHT will respond to initial SEEMIS referral via discussion with PT, outlining actions. Thereafter, if ongoing action is required, regular updates to Principal Teacher(s) will be provided via email/discussion.

## Head Teacher

The Head Teacher will be kept informed in order to liaise, advise and support in situations where it appears the Depute Head Teacher intervention is having little or no impact. For critical incidents, the Head Teacher will consult with the DHT and other appropriate staff. Ultimately, the Head Teacher will make the final decision as to whether a young person should be excluded and for how long.

### Critical Incidents

If the behaviour of a young person escalates to the extent where the health and wellbeing of others is at risk, an immediate call should be placed to the office for emergency support – specifically a member of SLT will then attend.



# Positive Relationships Policy

## Positive Recognition—all staff

Our first attention will always be towards positive effort, behaviour and attitude across the school. All staff will recognise, communicate and share this verbally with young people on a daily basis. Every lesson is a fresh start for pupils. All staff will also be able to recognise positively young people by:

- ⇒ Praise Postcard sent home
- ⇒ Nomination for Hot Chocolate Friday sent to DHT/ HT

## First Level—class teacher

The following interventions could and should be tried by all class teachers prior to referral to the Principal Teacher:

- Drive by check
- Caution
- Move seat
- Time out outside class for one to one conversation (**maximum of 5mins**)
- One to One conversation at end of period/ or ask young person to return at interval/lunch for a conversation
- Note in planner (primary)
- Liaise with Pupil Support to make phone call home (secondary)
- Cause for Concern letter home (secondary)
- Class observation request (where appropriate)

## Early Years/Primary—Depute Head Teacher      Second Level      Secondary—PT Pupil Support

Principal Teacher/ DHT will engage young person in more medium term intervention in discussion with class teacher and in direct communication with parent/carer.

Secondary—The following interventions could and should be tried by all Principal Teachers prior to referral to the Depute Head Teacher:

- One to one conversation
- Daily/Weekly Check In
- Monitoring Sheet
- Email home
- Request Pupil Support to arrange parental meeting (secondary)
- Organise & Facilitate Restorative Meetings when needed

## Depute Head Teacher – Primary      Third Level      Depute Head Teacher – Secondary

Depute Head Teacher/ Head Teacher will become involved if a long term intervention is necessary or if external agency intervention would be appropriate.

Secondary - If a young person presents themselves to the Senior Leadership Teams (SLT) without PT intervention or communication then SLT will return the pupil to the department and/or Pupil Support.

The following interventions are available to SLT and will be deployed based on the situation and the young person's needs:

- Phone call home
- Daily Check In
- Monitoring Sheet
- Break/ Lunchtime Detention
- Parental Meeting
- Internal Day of Reflection

## Fourth Level—Head Teacher

The Head Teacher will be kept informed in order to liaise, advise and support in situations where it appears the Depute Head Teacher intervention is having little or no impact. For critical incidents, the Head Teacher will consult with the DHT and other appropriate staff. Ultimately, the Head Teacher will make the final decision as to whether a young person should be excluded and for how long.

## Major Incident

- ⇒ Threatening or abusive behaviour (e.g. sexist or racist comments);
- ⇒ Violence towards others;
- ⇒ Serious breach of health & safety;
- ⇒ Vandalism.