

Kirkintilloch High School

Positive Relationship Policy



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Kirkintilloch High School

Positive Relationship Blueprint

Visible Adult Consistencies	Core Expectations	Over and Above Recognition
<ol style="list-style-type: none"> 1. Meet and greet pupils at the classroom door 2. First attention to best conduct 3. Clean slate 	<ol style="list-style-type: none"> 1. Dream Big 2. Work Hard 3. Show Kindness 	<ol style="list-style-type: none"> 1. Appropriate use of praise 2. Reward (e.g. Visible recognition of best conduct, Friday 5s, praise postcards, Twitter, Celebration of Success events) 3. Publicly display pupil work 4. Fun days

A nurturing approach has been promoted as a key approach to supporting behaviour, wellbeing, attainment and achievement in Scottish schools in a number of policy documents... A nurturing approach recognises that positive relationships are central to both learning and wellbeing.

Applying Nurture as a Whole School Approach, Education Scotland

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.

UNCRC, Article 29

Stepped Interventions	Microscript: 30 second intervention	Restorative Questions
<p>Numerous 'drive bys' to have taken place before interventions</p> <ol style="list-style-type: none"> 1. A quiet private warning, using microscripts if necessary 2. Calm discussion in the corridor 3. Calmly move young person to another seat 4. Seek assistance from PT Subject 5. PT Subject to invoke on call protocol 	<p>I've noticed that... (identify behaviour) Remember that our core expectation is to be ... (respectful, ambitious, compassionate) You've chosen to ... Remember the time that ... (mention a positive behaviour/a success from the past) I know that you can do better It's time to get back to the learning and teaching</p> <p>During the next drive-by, give (small) praise if behaviour has been corrected</p>	<ol style="list-style-type: none"> 1. What happened? 2. What were you thinking at the time? 3. What have you thought since? 4. How did this make people feel? 5. Who has been affected? 6. How have they been affected? 7. What should we do to put things right? 8. How can we do things differently in the future?

Rationale and Aims

“No significant learning occurs without a significant relationship”, Dr James Comer

We have been guided in the development of this policy by the Education Scotland document, Included, Engaged and Involved, 2017, which clearly states the desire for there to be fewer exclusions from Scottish schools and explains “the need for learning establishments to place a greater importance on inclusion through effective learning and teaching; promoting positive relationships and behaviour; and employment of preventative approaches which reduce the need to consider exclusion.”

Kirkintilloch High School's core values are that of Respect, Ambition, Compassion, Fairness, Fun within a Supportive environment. All members of the Kirkintilloch High School community, does their utmost to live up to our motto, 'Dream Big, Work Hard, Show Kindness'. We strive to ensure that every pupil and staff member works within a positive learning environment and that every pupil will work with staff and others in a positive manner. Kirkintilloch High School is striving to enhance its Nurturing Approaches by ensuring the Nurture Principles (Appendix 1) are core to our daily interactions.

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. For schools, the Equality Act 2010 protects people from discrimination, harassment and victimisation on the basis of the following nine protected characteristics:

- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnerships
- Pregnancy and Maternity
- Race
- Religion and Belief
- Sex
- Sexual Orientation

Every member of staff within Kirkintilloch High School is legally required to ensure that our pupils are safe, healthy, achieving, nurtured, active, respected, responsible and included. All who work with children and young people within Kirkintilloch High School and across East Dunbartonshire 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 Emotion Coaching with the continued support from, amongst others, our Educational Psychologist.

BE FAIR
BE COMPASSIONATE

BE RESPECTFUL
BE AMBITIOUS

BE SUPPORTIVE
HAVE FUN

Working Together to Promote Positive Relationships

“I think probably kindness is my number one attribute in a human being. I’ll put it before any of the things like courage or bravery or generosity or anything else... Kindness – that simple word. To be kind – it covers everything to my mind. If you’re kind that’s it.”, Roald Dahl

In Kirkintilloch High School we believe relationships should be characterised by respect, kindness and compassion. All adults and young people have a responsibility to help each other to develop positive attitudes and behaviour, and to prevent bullying and allow everyone to learn. Everyone has the right to feel valued and respected, and to develop self-esteem, a sense of belonging, and a feeling of being safe.

Our responsibilities are set out in the United Nations Convention on the Rights of the Child:

Article 19 states **"Children have the right to be protected from being hurt and mistreated, physically or mentally. Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them."**

Article 29 states **“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.”**

Our staff have a responsibility to help young people to develop mature and happy relationships, which is an important part of the curriculum and central to their present and future success in life. Kirkintilloch High School is a place where young people can learn and practice the skills of positive interpersonal relationships.

Positive relationships among all members of the school community produce an environment that is conducive to all aspects of learning and without which learning can be greatly impeded. We aim to increase the effectiveness of preventative practice and use restorative practices to create a safe learning environment in which every young person and adult will thrive.

Staff/Colleagues:

- To dream big and have high expectations of themselves and all pupils
- Follow our positive relationship policy and be responsible for effective management of their classes
- To show kindness, be respectful towards pupils and use restorative practices (Appendix 2)
- Work hard to ensure that all lessons are effectively differentiated, are well planned and are part of a number of connected lessons
- Meet and greet pupils at the classroom door

- To support the movement of people around the school, please endeavour to be present at your classroom door at the change of period
- Display clear Learning Intentions and Success Criteria, which are revisited throughout the lesson and used to sum up at the end
- Make use of a range of activities to engage pupils
- Ensure that the classroom environment is conducive to effective learning; appropriate noise levels, organised and safe at all times
- Establish class systems and routines with pupils, which should include a seating plan
- Set achievable targets and goals with pupils
- Give clear, step by step instructions
- Give positive, specific and regular feedback to all pupils
- Avail themselves of the ASN requirements of all pupils and will provide specific support when required
- Ensure that each period is a fresh start for the pupil
- Find opportunities to create and build positive relationships

Pupils:

- To dream big and have high expectations of themselves
- Show respect for each other, staff and their school
- Come to school ready to learn with the correct resources
- Know that kind behaviour will be rewarded
- Work hard and know that they are responsible for their actions
- Contribute positively to their school community
- Express their views in an appropriate way
- Ensure that each period is a fresh start
- Find opportunities to create and build positive relationships

Parents:

Parents can support their child to be the best they can be. Working in partnership with the school parents can encourage their child(ren) to follow our school motto, 'Dream Big, Work Hard, Show Kindness', and to demonstrate our values of Respect, Ambition, Compassion, Fairness, Fun within a Supportive environment.

External agencies:

Staff within Kirkintilloch High School work alongside external agencies to ensure that every pupil receives the help and support they need to ensure that they are safe, healthy, achieving, nurtured, active, responsible, respected and included.

Social Area and Classroom Expectations

RESPECT FOR OUR SOCIAL AREAS AND CORRIDORS

- Remove out door jackets when in the school building.
- Engage in respectful language and actions at all times.
- Stay in social areas outside of class time.
- Put all litter in the bin.
- Eat only in designated areas, e.g. canteen.
- Corridor movement must be calm and remember to keep left.
- Treat everyone with kindness.

CLASSROOMS EXPECTATIONS

- Drink only water.
- Respectful language and actions should be used at all times.
- Eating? Use the bin.
- Arrive prepared to learn and on time.
- Mobile phones and headphones should be stored in bags or blazers unless otherwise advised by your teacher.

Rewards, Interventions and Responses

The pupils of Kirkintilloch High School receive recognition of their achievements and are celebrated on a regular basis.

In order to promote a positive ethos staff are encouraged to make use of the following tools to celebrate success where appropriate:

Rewards

- Visible recognition of best conduct
- Verbal and non-verbal praise in class and around the school
- Praise Postcards
- Friday 5s
- Department walls of achievement
- Assemblies
- End of term fun days
- Public displays of pupil work
- Hot Chocolate Friday
- Referral to PT Subject/PT Guidance/DHT to inform of best conduct and over and above behaviours
- Celebrating achievements in photographs in corridors, Twitter and school website
- Formal recognition of pupils at our annual Celebration of Success events

Staff are encouraged to refer to the following interventions with regards to supporting positive relationships within the school environment, ensuring that they are building positive relationships and are taking every possible step to engage pupils in their learning:

Interventions

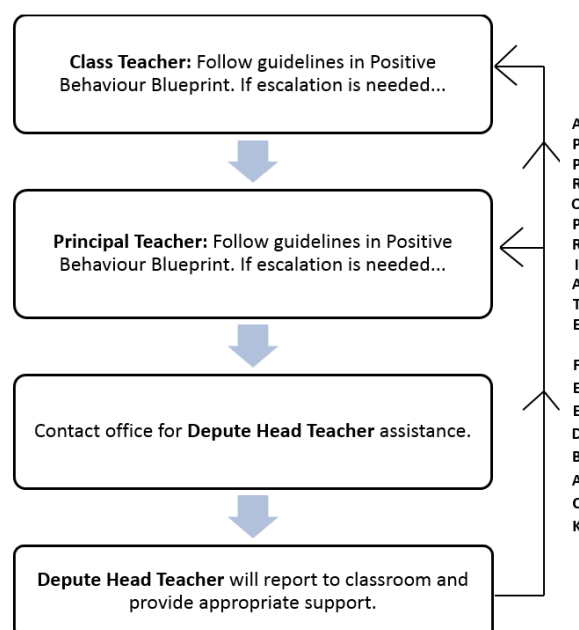
- Non-verbal communication can sometimes diffuse concerning behaviour
- Several 'drive-by' interactions to quietly ask if the pupil is OK
- A quiet, private dialogue, supporting/encouraging the pupil to amend their behaviour, making use of microscripts if necessary (Appendix 3)
- A calm discussion in the corridor to remind the pupil of expected behaviour
- Calmly move the young person to another seat, making use of de-escalation techniques
- Seek assistance from the Principal Teacher (Subject) who should, using their professional judgement, decide how best to manage the incident within their department, for example, hold a restorative conversation (Appendix 2), place onto departmental monitoring, host in own room, detention, etc.

- If all other interventions have failed to re-engage the young person, the PT Subject should seek assistance from the relevant Depute Head Teacher by invoking the on-call protocol as shown in the flow diagram below and detailed in Appendix 4.
- Detention is a strategy that a PT (Subject) can make use of, using their professional judgement. The reason for the detention should be clearly marked on the detention form. In addition, appropriate work should be appended to the detention form for the pupil to catch up on during the detention.
- To record when an intervention has been used, **proportionate** use should be made of the referral system, by referring to PT subject in the first instance, who, again using professional judgement, can make the decision to refer onward to PT Guidance and/or Depute Head Teacher

KHS On-Call Protocol

On-call is a method of providing colleagues with support and intervention in an emergency.

In an emergency, where there is risk, the on-call protocol should be employed by PT Subject (or by Class Teacher/other adult if PT Subject is not available), as shown opposite. A more detailed version of the protocol can be seen in Appendix 4.



Recording of interventions for disengaged pupils

We have a form to collate information about low-level engagement. This is used by staff and shared with middle management. This information is sortable so that PTGs and PTCs can harvest information about their house group or subject cohort and put relevant measures in place to support pupils to regulate their behaviour. To access this form click here: [Promoting Positive Relationships](#).

Responses

Punishments, whether right or wrong, can make children feel bad about themselves. This can hinder their ability to engage in their learning, including about their behaviour. Instead, responses for specific actions should be seen as constructive, relevant and as short as possible. A restorative approach aims to identify what is an appropriate response. Any response should always include an opportunity for reflection and be fair. Staff should be clear about behaviours that are unacceptable in line with the school values, and make clear to pupils what the response to these will be.

Responses could include:

- Positive, constructive dialogue
- Completion of a reflective task
- Involvement in a restorative dialogue/meeting
- Behaviour target sheet – PTG/DHT

Pupils will always be encouraged to uphold the school motto and values. All members of the Kirkintilloch High School community will be encouraged to behave to the highest of standards. The response will be specific to the presenting incident, prior knowledge of the context and at the professional judgement of the referral recipient.

Appendix 1: Nurturing Principles

THE 6 PRINCIPLES OF NURTURE



The following links provide some exemplification of what a nurturing classroom might look like:

[North Ayrshire: The Nurturing Classroom: Universal Approaches](#)
[Applying Nurture as a Whole School Approach: Education Scotland](#)
[Creating a Nurturing Environment](#)

Appendix 2: Restorative Practices

This is a way of working with people that creates opportunities to reflect on behaviours, the impact on others, and resolve conflicts by mutual agreement. (SACRO, 2009)

Restorative Approaches is a national tool which every authority is being encouraged to implement. Education Scotland has identified the key principles of Restorative Approaches. They are-

- Being responsible for one's own actions and their impact on others
- Respecting other people, their views and feelings
- Empathising with the feelings of others
- Being fair
- Everyone in school being actively involved in decisions about their own lives
- Returning issues of conflict to the participants
- Willingness to create opportunities for reflective change in pupils and staff

A restorative conversation could take place, as detailed in the book, When Adults Change Everything Changes by Paul Dix, "when trust is broken or when behaviour has gone under and below minimum standards. When tempers have frayed, when manners have disappeared or when things have been said that should not have been said."

It is a short discussion between two people. A member of staff leads the conversation using open questions and reflective listening. It begins with a review of what happened, discusses the consequences of a behaviour and ends with suggestions of how the relationship can be repaired and strategies to ensure that the issue doesn't happen in the future.

A restorative conversation is more than a process or a set of questions. The behaviour of the adult lies at the heart of it all.

The Restorative Five

Five questions are enough. Choose your five from the following suggestions.

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

"Children have the right to be listened to and to say what they think about things." (UNCRC, Article 12)

Appendix 3: Microscripts

Sometimes students will just require a respectful reminder to help them become re-engaged. This could be done by using a microscript, a 30 second intervention, that may save teachers from becoming engaged in a confrontation with a student.

Friendly reminders, given during drive bys, could be:

- I've noticed that ... (then identify the behaviour)
- Remember that our core expectation is to be ... (respectful, compassionate, ambitious)
- You've chosen to ...
- Remember the time that ... (mention a positive behaviour/a success from the past)
- I know that you can do better
- It's time to get back to the learning and teaching

Using the above microscripts carefully at a time of crisis for a child, could, as Paul Dix states, 'represent the difference between calm and chaos, confrontation and compliance, inclusion and exclusion.'

Joel Shimoji, in his book Restitution Field Guide, states that the 30 second interventions are 'fast and polite reminders designed to respectfully get people back on track.' Shimoji also notes that the way you communicate your message is important. Ten percent of the message is conveyed through words; 35% is conveyed through tone of voice; and 55% is from body language. 90% of any message is non-verbal.

Appendix 4: On call protocol

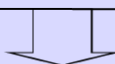
KHS On-call Protocol



On-call is a method of providing colleagues with support and intervention in an emergency

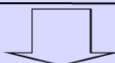
Classroom Teacher:

For routine issues, colleagues should follow the interventions detailed in the Positive Relationship Policy, including, a quiet private word with the young person using microscripts if necessary, a calm discussion in the corridor, moving the young person to another seat. In the event that the interventions put in place by the class teacher, have not resulted in the pupil becoming re-engaged, the class teacher should seek assistance from the PT Subject.



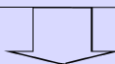
Principal Teacher:

The PT Subject should, using professional judgement, internally manage the situation, for example, hold restorative conversation, issue detention, host in own room, remove pupil to a senior class to continue to work, etc. If the PT Subject is going to be out of the department, staff should be made aware, and, if possible, SMT should also be informed. If all other interventions have failed to re-engage the young person, and/or there is risky, violent behaviour, the PT Subject (or PT who has offered support) should seek assistance from the relevant DHT via a phone call to the main office. Please provide the office with the name of the student, teacher, classroom and nature of issue at this time.



Office staff:

Upon receiving a telephone call, the office staff should check the availability of the relevant DHT. If the year head is not contactable, they should continue to call the other members of SMT until support is secured. In the unlikely event that a member of SMT is not available, the office staff should seek assistance from the nearest available PT, who, again, using their professional judgement, should attempt to manage the issue.



Depute Head Teacher:

The DHT will report to the relevant room to provide appropriate support. This may be to:

- Remove the young person;
- Work with the young person until they are in the position to re-engage
- Join the class to enable the teacher to continue with their lesson
- In the event of a serious incident, the DHT will take appropriate action that reflects the specific issue.
- The DHT will aim to provide feedback to colleagues in a timely manner.

APPROPRIATE FEEDBACK

Principal Teachers who require the immediate support of a Depute Head Teacher or the Head Teacher should telephone the school office and request emergency assistance. Every effort will be made to provide expedient support.



This policy has been created in consultation with all of Kirkintilloch High School's stakeholders. Our stakeholders are our pupils, parents, staff, external agents such as our Educational Psychology colleagues.

This policy will be reviewed on an annual basis and will be updated as and when required.

POLICY LAST UPDATED 22/07/19

Added:

1. Social Area and Classroom Expectations,
2. Recording of interventions for disengaged pupils.

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