

Boclair Academy

Promoting Positive Relationships Policy

RESPECT

HONESTY

FAIRNESS

AMBITION

Promoting Positive Relationships Policy



A) Policy Statement

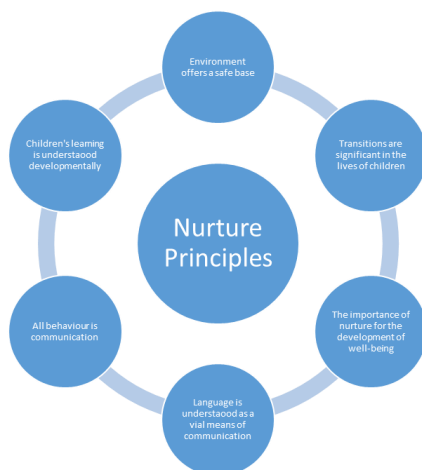
“Every child has the right to an education.....Discipline in schools must respect children’s dignity and their rights” (Article 28, UNCRC).

In Bocclair Academy we are committed to creating an environment where exemplary learning and teaching and exemplary conduct support the realisation of our vision to maximise the potential of all our young people. The life and work of the school is underpinned by our core values – **Respect, Honesty, Fairness and Ambition**.

Central to the successes of the school are our whole school approaches to inclusion and equity for all. The ethos and culture of the school are based on positive relationships, respect and positive engagement in the wider life of the school. The good order of the school is ensured through an agreed set of rules with a clear procedure for individual cases where rules are not followed. Every member of staff has a responsibility to encourage positive engagement of pupils both within and outside the classroom.

This policy and procedure has been updated to recognise the relational practice that has evolved within the school, in response to local and national guidance, and through the impact of our professional learning programme focused on social justice and building positive, respecting relationships for learning. It is a guide for staff to use to teach learners self-discipline and self-regulation to support their social and emotional development, resulting in a positive learning environment and a supportive restorative ethos.

Our Promoting Positive Relationships Policy is built on the 6 principles of nurture. Nurturing approaches are essential to the development of positive relationships and ensuring that all interactions communicate warmth, compassion and respect.



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B) Expectations

Pupils are expected to reflect the school values in their behaviour in all areas of the school and in the wider community. This expectation is clearly communicated with all pupils through assemblies, classroom teaching and individual dialogue. The guide below, developed in consultation with pupils, parents/carers and staff helps everyone to have a shared understanding of the expected standards which will ensure Respect, Honesty, Fairness and Ambition are reflected across the school environment and there is a positive learning community.

- **B**ehave responsibly at all times and follow the classroom rules.
- **O**ur school uniform is always visible.
- **C**are for your environment and surroundings.
- **L**isten carefully and follow all instructions first time.
- **A**lways be on time and prepared for all lessons.
- **I**mportant that all phones and devices are on silent and away unless directed by teacher.
- **R**espect all members of our school community.

Central to the promotion of this code of conduct is the underpinning of excellent learning and teaching environment for every young person.

C) Recognising Positive Behaviour

The benefits of praise and recognition are undisputed and both are fundamental to the establishment and nurture of positive relationships. Praise and recognition are essential to promoting positive learning and behaviour. Staff may wish to make use of the following strategies to encourage and reward learners as appropriate:

- Visible recognition of positive behaviour or learning
- Verbal praise in class
- Praise note
- Department wall of achievement
- Positive referral to PT, PT Guidance, DHT
- Celebrate achievement through display of work in department, on social media
- Stickers, stamps, etc in jotter

D) Formal Recording of Praise

Merits

In addition to the above strategies, all staff should make regular use of the merit system to recognise behaviour that exemplifies our values. Merit categories have been updated to allow entries under the values:

Respect

Honesty

Fairness

Ambition

When pupils are awarded a merit they are told directly by the member of staff allowing immediate praise to take place as part of the process. The allocation of merits will be monitored by PTs of Guidance and SLT. Pupil success may be celebrated through PSE, assemblies and end of term activities and trips.

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E) Formal Recording of Concern

Demerits

For the Promoting Positive Relationships Policy to be effective, there needs to be a focus on positive behaviours but there continues to be a need to log concern if pupils display behaviour that is not in keeping with the school values. Demerit categories will mirror merit categories with additional categories of homework and mobile phone. Please note that only one demerit should be issued under the core 4 values categories in a lesson. Guidance and SLT will receive a weekly summary of their caseload/year groups' merit and demerit totals. A staged intervention approach to concerns will be implemented. As a general rule, once a child receives 3 demerits, their guidance teacher will speak with them while parents/carers will be contacted if a child receives 5 demerits. A range of other interventions including departmental interventions, parental meetings, guidance/SLT monitoring, referral to resources and one to one support can be implemented as appropriate.

F) Mobile Phones

It is widely accepted that mobile phone technology can enhance learners' experiences in class when used appropriately and under the direction of the class teacher. Therefore, there may be times in classes when pupils are encouraged to use their phone to support their learning. However, in line with EDC and school policy, it is expected that mobile phones will be switched off/on silent mode and out of sight when in classes unless directed otherwise by the class teacher. If a pupil is using their mobile phone inappropriately, a verbal reminder should be given. If the behaviour is repeated the phone should be confiscated for the remainder of the period and a demerit logged.

G) Scaffolding Self-Discipline

Positive relationships are nurtured when teachers strive to actively support young people to engage positively and consistently in their learning when they are finding this difficult. Young people like to receive praise and are likely to emulate behaviours that are recognised positively so first attention for best behaviour in the room can be a powerful strategy. Implementing the universal behaviour interventions listed to manage unsettled behaviours will communicate a commitment to including all pupils in your classroom and helping them to improve while supporting social and emotional development.

- Frequent 'check in' interactions
- Offer help or repeat instruction discretely
- Remind pupil of previous good effort or work
- Make pupil aware of behaviour by expressing concern
- 30 second intervention using non-confrontational language, e.g. "I've noticed that....."
- Calm discussion in the corridor to remind the pupil of expectations - "Reset and Return"

The flowchart (appendix 1) outlines the process which should be followed if a young person's behaviour is causing concern and classroom behaviour interventions have not led to improvement. The consistent application of procedures ensures the process is clear for staff and learners which should help support calm, consistent and regulated interactions. Referrals should be recorded through SEEMIS entry.

Unless behaviour displayed merits a crisis referral, behavioural concerns should be referred to the Principal Teacher in the first instance so departmental interventions can be implemented. If a pupil is removed from class a restorative conversation will normally take place prior to returning to class.

Local Referral	pupil is supervised and supported with their subject learning in the department but out with their subject class temporarily as agreed and organised by the subject PT
Planned Referral	pupil is supervised and supported with their learning out with their subject class for a fixed period of time with agreement of PT and DHT
Crisis Referral	in instances of serious misconduct a member of staff should contact the Principal Teacher or

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H) Restorative Practice

Restorative practice is a set of principles and practice that encourage children to reflect on their behaviour by thinking through the causes and consequences.

There will be times that situations in class will escalate and there will be a rupture in the relationship between the teacher and the young person. Restorative conversations (appendix 2) can be used to support the repair of the relationship. For this approach to be successful the restorative questions should be completed with the young person by a trusted adult at a time when stressors are low and using an approach that avoids possibilities for shame. Once the young person has worked through the core questions with the trusted adult, the dialogue and learning can be used to facilitate restoration with the class teacher.

“Each time we repair a relationship together with a child or young person we teach them that there is usually an exit strategy. That it’s usually possible to put things right and that we are often made stronger as a result of our difficulties”, (Know Me to Teach Me, Louise Bomber)

I) Anti-bullying Policy

Promoting Positive Relationships applies to interactions between staff and pupils but also recognises staff roles in expecting and promoting positive, respectful interactions between pupils. The school has recently updated its [Anti-Bullying Policy](#). The policy has been updated to reflect current practice in the school and in line with East Dunbartonshire Council’s Anti-bullying policy and Respectme’s Principles for Policy Development. The school does not tolerate bullying in any form and staff must be alert to signs that a pupil is being bullied either in or outside the classroom. All allegations of bullying must be reported to guidance staff who will record incidents on SEEMIS. Full consultation on the updated policy will take place in session 2022 – 2023.

Appendices

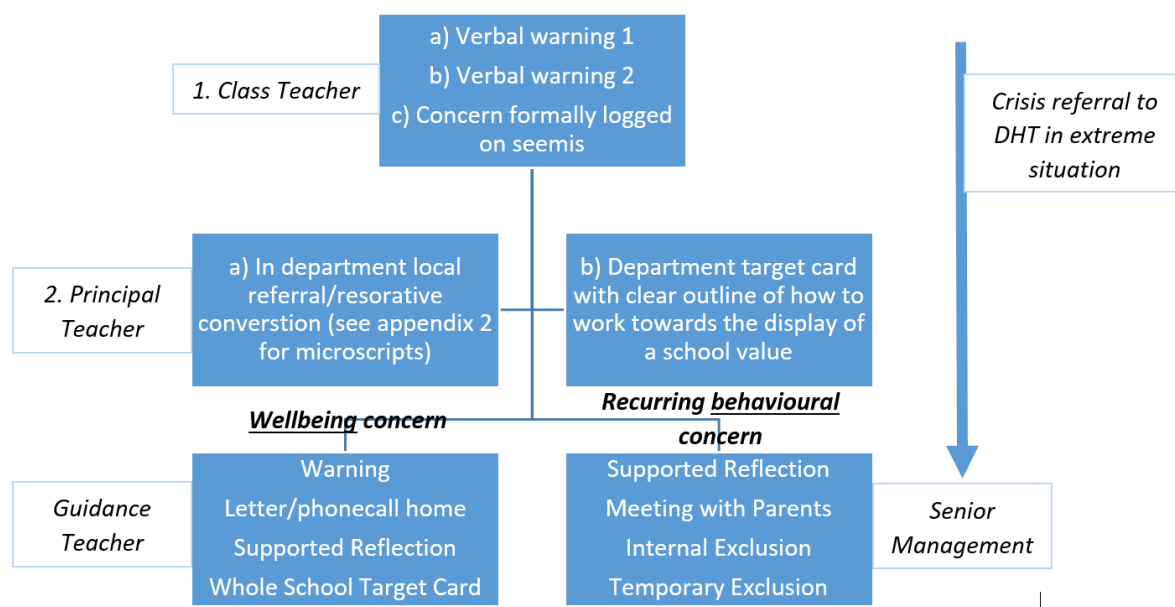
[Appendix 1](#)

Classroom Management Flowchart

[Appendix 2](#)

Restorative Conversation Guide

Appendix 1 - Classroom Management Flowchart



Appendix 2 - Restorative Conversation Guide

1. What happened?
2. What have you thought since?
3. How did this make people feel?/Who has been affected
4. What should we do to put things right?
5. How can we do things differently in the future?