Culloden Academy
Promoting Positive Relationships Policy

"No significant learning can occur without a significant relationship."

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Ambition-Community-Kindness-Respect

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Contents

Aims

Culloden Academy prides itself on being a warm, welcoming, and inclusive school where everyone is treated with respect. This is embodied by our school values which can be found displayed in classrooms and on the main staircase. All members of the school community are expected to demonstrate our values of Ambition, Community, Kindness, and Respect at all times to continue to build and strengthen our positive ethos.

This policy sets out our commitment to embed our ethos and is based on Restorative Practice. Education Scotland state: "Restorative approaches are built on values which separate the person from the behaviour. They promote accountability and seek to repair any harm caused in a situation." 2019

As a school, we aim to promote relationships that always support learning. Positive outcomes are most evidenced in a relational style characterised by high warmth and support, high standards and high expectations. We will create safe, caring, and purposeful learning environments which are inclusive, and which cater for additional support needs of learners.

We will promote and develop positive and purposeful relationships with and between learners, colleagues, families, and partners. We will communicate appropriately with every learner, modelling and promoting confidence in literacy, numeracy and health and wellbeing.
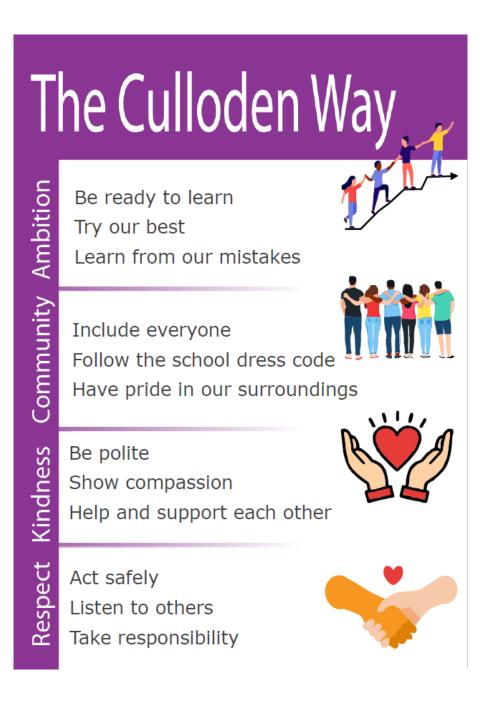
As a school community we aim to implement these three simple, concise, and easy to remember statements:

1. We will acknowledge everyone positively
2. Staff will 'Meet and Greet' pupils at classroom doors
3. We will refer to 'Ambition, Community, Kindness and Respect'.

Consistency

Whilst there are many qualities that can be attributed to our values, the shared core expectations of staff, of young people, of parents/carers, and of our wider community have been discussed, reviewed, and agreed upon to create "The Culloden Way".

These expectations support us to have consistent approaches in our school to allow learning to take place successfully.

The Culloden Way

Ambition
Be ready to learn
Try our best
Learn from our mistakes

Community
Include everyone
Follow the school dress code
Have pride in our surroundings

Kindness
Be polite
Show compassion
Help and support each other

Respect
Act safely
Listen to others
Take responsibility

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. All staff are expected to recognise their role in developing community values by creating, modelling and supporting positive relationships and behaviour; seeking out opportunities to develop classroom management skills.

Teaching a number of children with different needs, behaviours, and attention spans can be challenging. However, learning and teaching will be more effective when a positive learning culture is created because expectations will be clear.

We will create warm and welcoming learning environments that build positive relationships with students. When a young person has demonstrated effort, behaviour, or attitude over and above expectation staff members should acknowledge this verbally, initially, and award the equivalent **house point** through SEEMiS as follows:

★ House Point for a specific action or achievement
★ 2nd House Point for Ambition
★ 3rd House Point for Community
★ 4th House Point for Kindness
★ 5th House Point for Respect
★ Uniform
★ Extra-curricular

Staff members can also acknowledge and communicate praise home to parents/carers via a **praise postcard**. When a member of staff wishes to do this, they should:

Complete a 'Praise Postcard' and place in tutor tray

Use the "Postcard" merit on SEEMiS to notify the office staff for sending home a text that one has been issued.

To ensure everyone is successful, we will check, remind, address and re- engage any young person who displays behaviour which interrupts learning; limiting behaviours as appropriate.

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 reflective procedures to support young people to meet our expectations and re-engage in their learning.

Consequences

Our first attention will always be towards positive effort, attitude, and behaviour across the school. All staff will acknowledge, communicate, and share this with young people using positive consequences.

Staff will ensure effective implementation of our values, and expectations, in a firm and consistent manner and where expectations are not being met, negative consequences will be actioned at the appropriate phase to support a young person with re-engaging with their learning and rebuilding relationships.

Positive	Negative
Phase 1 - Class Teacher	
Verbal praise Stamps and stickers House Points Praise Postcards	Drive by check Caution Move seat Reset reflection outside class (maximum of 5mins) One to One conversation at end of block/ or ask young person to return at interval/lunch for a conversation Progress Concern letter home Liaise with subject PT
Phase 2 - Principal Teacher	
Phone call home Department star/recognition board Subject specific rewards Year group pupil of the month Pupil council House Point rewards	One to one conversation Daily/Weekly Check In Monitoring Sheet Email/Phone call home Request Guidance to arrange parental meeting Time owed reflection Temporary alternative learning space Organise & Facilitate Restorative meetings when needed
Phase 3/4 - SMT	
Year group star/recognition boards House and year group assemblies Public recognition on school website/social media Pupil leadership team Prize giving	Coaching conversation with pupil Restorative meeting with class teacher and pupil Meeting with parents, pupil, and where appropriate class teacher Meeting to discuss behaviour with parents (whole school) Monitoring Timetable Lunchtime reflection Temporary alternative learning space Internal exclusion External exclusion In-service day 'invite'

Procedures

Reflection Procedures

Reset Reflection

Class Teachers can and should issue a reset reflection during a lesson if classroom management strategies to check, remind, address and re-engage a young person in their learning have been unsuccessful. Reset reflection should follow the stages below.

Stage 1 – If classroom management strategies are unsuccessful in engaging the pupil in learning, two clear warnings must be given by the class teacher and consequences of poor choices explained.

Stage 2 - If no change is observed the reflective card is issued and the pupil is given up to 5 minutes to think outside the classroom. A restorative discussion follows with the Class Teacher and will be based on the school values and expectations. Demerit entered on SEEMiS to trigger a text sent home notifying parent/carer.

Stage 3 – If, once they are back in class, there is no improvement, then the pupil will be given their work and asked to leave the classroom and go to the PT. If the PT cannot house the pupil, they should be sent to SMT in the personal development classrooms or to the seats outside Dr Vance's office if it is blocks 6&7 or there is no member of staff in personal development. Class Teacher should email all SMT, Subject PT and Office staff. Staff member who receives the pupil should confirm that they have arrived. Class Teacher then completes the SEEMiS referral to subject PT.

Follow up – it is important that, at an appropriate time, the Class Teacher has a one-to-one conversation with the pupil following a stage 3 that should be restorative in approach. PTs should organise and facilitate this where needed.

Stage 4 - If the PT has tried to support the Class Teacher in restoring the relationship several times and the different consequence strategies have been tried and evidenced, then PT should refer to SMT.

NB If a pupil has received more than one stage 2 reset reflection in a week, or there is a pattern of behaviour occurring over a number of weeks, the Class Teacher should liaise with their PT.

Time Owed Reflection

PTs can and should issue a time owed reflection in their department to a young person where their choices have significantly impacted their learning.

Arrangement of this may be communicated home and the pupil should be given appropriate time to get their snack/lunch if at break or lunchtime.

They will be given classwork to complete.

SMT should organise and facilitate this where needed.

Lunchtime Reflection

SMT can and should issue a lunchtime reflection to a young person who is unsuccessfully re-engaging with their learning following class teacher and PT intervention or for a wider school incident.

Arrangement of this should be communicated home by email or phone and the pupil should be given appropriate time to get their lunch during block 5.

SMT will populate the spreadsheet in advance to give prior notification to the staff member on duty each day.

The young person should report to SMT at the start of lunch to hand over their mobile phone and be directed to room 124.

On arrival to the room of reflection, pupils must follow the instructions of the staff member on duty. They will be given subject work and/or reflection activities as appropriate.

Internal Exclusion

A pupil on internal exclusion will have their break and lunch at separate times to their peers. They will attend lunchtime reflection following the procedures outlined above.

Out of Class Procedure

Class time is learning time and we wish to maximise the amount of learning achieved. Classroom teachers will not refuse a pupil who needs to use the toilet but they will choose when this takes place- within reason- to protect learning.

Pupils should indicate to their teacher that they need out and they will release them as soon as appropriate to the lesson. Only one pupil will be allowed out of class with a corridor pass lanyard and they should go straight to and from the toilet. Mobile phones must be left in class.

Steps to reduce in-lesson truancy:

1. If appropriate, staff will allow one pupil at a time to go.
2. The pupil will be given a lanyard.
3. The pupil must leave their phone in the classroom.
4. Pupils wearing a lanyard will not be challenged by staff.
5. Pupils not wearing a lanyard will be challenged by staff.
6. Pupils have 5 minutes to return to the classroom.
7. The pupil must return the lanyard upon coming back to class.

In summary, we will not allow

- More than one pupil out at a time
- Pupils to take phones out of the class
- Pupils to leave during an active teaching part of the lesson
- Pupils to leave to fill water bottles unless it is a very warm day

None of this compromises the basic promise that
- Pupils who need out, get out.

Communication

We aspire to work to the following guidelines so that we communicate in a clear, detailed, and timeous manner:

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 warnings are given, consequences of poor choices must be explained. When a reset reflection 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 of positive and negative consequences will be discussed between Class Teachers and PTs. Cause for concerns and pupil successes will be discussed daily and/or DM time should be allocated for sharing this information. When stage 2/3 of the reset reflection procedure is actioned the appropriate SEEMiS communication must be used. The Progress Concern procedure will be followed to raise concerns with home.

When the Principal Teacher becomes actively involved with a young person, weekly updates will be provided to class teacher verbally.

Principal Teacher – Depute Head Teacher

SMT will use the stage 2 and 3 spreadsheet to monitor where a pupil's choices are impacting their learning across the school and update with intervention as appropriate. PTs should regularly refer to this for updates on intervention for a pupil of concern.

A reset reflection stage 3 or 4 SEEMiS 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.

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.

Supporting Documentation

The national guidance, *Improving relationships and behaviour in schools: ensuring safe and consistent environments for all. Joint action plan 2024-2027, August 2024,* has been consulted in the creation of this policy.

The following school policies and documentation should be understood in support of this policy:

Attendance and Lateness Policy
Anti-bullying Policy
Equally Safe in Schools Project
Mobile Phone Policy
Progress Concern Procedure

Promoting Positive Relationships Policy

Positive Acknowledgement – all staff

Across the school, our first attention will always be towards positive effort, attitude, and behaviour. All staff will acknowledge, communicate, and share this verbally with young people daily. Every lesson is a fresh start. All staff will also be able to acknowledge young people positively by:

★ Awarding House Points
★ Sending a Praise Postcard
★ Subject specific rewards
★ Making use of Recognition Boards

Phase 1 – 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
✓ Reset reflection (maximum of 5mins) (only move to phase 2 if more than one instance in a week and/or repeated pattern of behaviour)
✓ One to one conversation at end of block or ask young person to return at interval/lunch
✓ Liaise with subject PT
✓ Progress Concern letter home
✓ PT class observation request (where appropriate)

Major Incident

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

Phase 2 – Subject Principal Teacher

Principal Teacher will engage with young person in more medium-term intervention in discussion with class teacher. 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/Phone call home
✓ Request Guidance to arrange parental meeting
✓ Time owed reflection
✓ Temporary alternative learning space
✓ Organise & Facilitate Restorative Meetings when needed

Phase 3 – Depute Head Teacher

Depute Head Teacher will become involved if a long-term intervention is necessary. If a young person presents themselves to the Senior Management Team without PT intervention or communication then SMT will return the pupil to the department. The following interventions are available to SMT and will be deployed based on the situation and the young person's needs:

✓ Coaching conversation with pupil
✓ Restorative meeting with class teacher and pupil
✓ Meeting with parents, pupil and, where appropriate, class teacher
✓ Meeting to discuss behaviour with parents (whole school)
✓ Monitoring Timetable
✓ Lunchtime reflection
✓ Temporary alternative learning space
✓ Internal exclusion
✓ External exclusion
✓ In-service day 'invite'

Phase 4 – Head Teacher

The Head Teacher will be kept informed in order to liaise, advise, and support in situations where intervention is having little or no impact. For major incidents, the Head Teacher will consult with the DHT and other appropriate staff to decide on the appropriate consequence.

Ambition-Community-Kindness-Respect