Craigmount High School
Positive Relationships

awareness

drive

aspiration

purpose

trust

adapt

succeed

aim high

Overview

At Craigmount High School, we aim to ensure that all learners are included, engaged and involved in the life of the school so that they feel well supported to do their best, attain and achieve.

We achieve this by building positive relationships which are supportive and founded on a climate of mutual respect, shared values and high expectations. All of our staff and partners are proactive in promoting positive relationships across our school and wider learning community.

Our Positive Relationships:

• are underpinned by our school vision and values
• outline our clear expectations of learners
• provide clear and consistent processes to manage behaviour and plan interventions
• are based on clear routines and visible adult consistencies
• reward positive contributions to learning
• are based on high quality learning & teaching
• involve knowing learners well to best meet their needs
• focus on clear, positive communication and restorative approaches
• promote engagement with parents and partners
• align with the UNCRC Rights of the Child
• support equalities and challenge injustice
• are conversant with all local and national guidelines and priorities.

We use Class Charts to share information, record behaviour and engage with learners, parents and carers to support positive relationships in our school.

School Vision and Values

Our Positive Relationships policy is underpinned by our school vision and values of Aim High, ADAPT and Succeed. Through our everyday interactions with students, we seek to promote these values to support students with success in their learning, life and work.

Clear Expectations of Learners

Our expectations of learners are based on three categories:

• Ready- This refers to the behaviours required to learn effectively.
• Respectful- This refers to the behaviours expected of responsible citizens.
• Safe- This refers to the behaviours required so that we can all remain safe from harm.

These categories provide a shared language for staff and students to understand expectations and discuss behaviours. Staff can log, or refer, when these expectations are not being met using our Class Charts system.

The categories of referral on the Class Charts system reflect the rules and expectations as outlined below.

Rules & Expectations

READY
Work to your full effort and potential.
Be on time for learning.
Be prepared with equipment ready at the start of the lesson.
Phones should be out of sight.

RESPECTFUL
Show respect for yourselves, other people and property.
Speak in a calm, respectful manner at all times.
Respect and support the differences of others.

SAFE
Follow all instructions.
Sensible movement within and between classes.
Report any unsafe behaviour or situations.

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Clear and Consistent Processes

Our Positive Relationships policy operates on the basis of staged intervention and consequence to ensure clarity for students, staff and parents/carers alike

Our Stepped Actions provide a common language and consistency across the school so that young people can recognise when they are not meeting expectations and make better choices.

Our Class Charts Flowchart also provides clarity for staff to ensure that information regarding behaviour is being shared and actioned appropriately. This system allows for response to critical incidents through the referrals process, but also allows for a proactive approach to managing behaviour through logged records and the weekly summaries shared with Curriculum Leaders, Pupil Support Leaders and Year Heads.

Clear Routines and Visible Adult Consistencies

Consistency of routines and certainty in adult behaviour is a way for learners to feel safe in school, understand expectations of them and build positive relationships with adults.

To promote greater consistency across the school, all staff in Craigmount High School have agreed to demonstrate the following key visible consistencies.

- Meet and Greet/ End and Send
- Calm Consistent Approach
- Commitment not to ignore misbehaviour
  Our Positive Relationships policy operates on the basis of staged intervention and consequence to ensure clarity for students, staff and parents/carers alike.

Positive Recognition

We use our School Values as the basis to reward positive contributions to learning as the gold standard to which students can aspire.

The categories of positive recognition on the Class Charts system reflect and mirror the values outlined below.

High Quality Learning & Teaching

We recognise that high quality learning and teaching, in which staff are well informed about learners' needs, is the basis for positive relationships. Positive behaviour is more likely in a positive classroom in which learning is well planned and organised.

Knowing Learners Well to Meet Learners' Needs

Knowing learners well and sharing appropriate and relevant information with all stakeholders is vital to build and sustain positive relationships. We share key information through the Notes section of Class Charts so that all staff are well informed and can help students feel supported.

Clear Positive Communication and Restorative Approaches

A key aspect of our Positive Relationships policy is the proactive use of positive language and de-escalation strategies by all staff.

Restorative approaches are key to our approaches with learners. School has a key role to play in providing and nurturing young people with the skills required to thrive and succeed in the wider world. Restorative approaches help us to seek resolutions and sustain and repair relationships where harm has occurred.

Promote Engagement with Parents and Partners
We acknowledge that learners' experiences and behaviours in school cannot be disassociated from all other aspects of their lives, including their families and communities. Our use of Class Charts allows us to share key information with parents and carers.

UNCRC Rights of the Child
Our Positive Relationships policy is underpinned by our position as a Rights Respecting School with Article 28 of the UNCRC stating that "*every child has the right to an education*" and that "*discipline in schools must respect children's dignity*." Our Positive Relationship policy has been developed in collaboration with key stakeholders, including students, through our Student Voice body.

Equalities
Our approach to positive relationships ensures there is no place for discrimination based on race, ethnic origin, religion, gender, sexual orientation, disability, social group or any other grounds. Logged incidents and referrals can be made on the grounds of discrimination against the key protected characteristics. Positive referrals can also be made in recognition of supporting equalities, by demonstrating our value of Awareness.

Local and National Policy
Our Positive Relationships policy is informed by a range of local and national policy and guidelines:

- **National Improvement Framework (NIF)-** Our use of Class Charts supports the key driver of Parental Engagement, ensuring that every parent and family is involved and engaged in their child's education.

- **Getting it Right for Every Child (GIRFEC)-** Our processes and systems are designed to ensure that young people can receive the right help, at the right time, from the right people, so that they can realise their full potential.

- **Better Relationships, Better Learning, Better Behaviour-** Our policy is informed by the strategies for positive communication, de-escalation and consistency of approach as outlined in this key CEC policy.

- **The Education (Additional Support for Learning) (Scotland) Act (2004)- Our** information sharing systems are key to ensuring that we can identify, share and review any support needed for the learners for whose education we are responsible.