Craigmount High School
Positive Relationships

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Introduction & 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 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
- reward positive contributions to learning
- provide clear and consistent processes to manage behaviour and plan interventions
- are based on clear routines and visible adult consistencies
- involve knowing learners well to best meet their needs
- are based on high quality learning & teaching
- 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 a system called **Class Charts** to share information, record behaviour and engage with learners, parents and carers to support positive relationships in our school.

Our Positive Relationships policy is underpinned by our **School Vision and Values**: Aim High, ADAPT and Succeed. Through our everyday interactions, we seek to promote these values to support pupils with success in their learning, life and work.

Our **Rules and Expectations** of learners are based on three key areas:

- **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.

We believe in the **Positive Recognition** of pupils, and we use our School Values as the basis to reward positive contributions to learning as the gold standard to which students can aspire.

- **Awareness**- This recognises commitment to social justice and equalities
- **Drive**- This recognises effort and ownership of learning.
- **Aspiration**- This recognises achievement in learning.
- **Purpose**- This recognises wider contributions and achievements across the school and local community.
- **Trust**- This recognises actions of respect and kindness.

These categories provide a shared language for staff and pupils to discuss behaviours. Staff can log, or refer, positive recognition or where our expectations have not been met, using our Class Charts system.

Our Positive Relationships policy operates on the basis of staged intervention and consequence to ensure clarity for pupils, 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. It also provies a 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.

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 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.

Knowing Learners well and sharing appropriate and relevant information with all stakeholders is vital to build and sustain positive relationships. We share key information using Notes and Announcements so that all staff are well informed to support pupils and meet learners' needs.

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. All staff in Craigmount High School follow our *Learning at Craigmount* approach to planning learning to promote a consistent, familiar approach.

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

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 and have clear lines of **Communication with Parents and Carers** so that we can work together to best meet learners' needs.

Our Positive Relationships policy is fully informed by local and national policy and 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. Read more about our work with Rights Respecting Schools with the Craigmount Rights Charter.

Our approach to positive relationships supports our position on **Equalities** and 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.

Rules & 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 rules and expectations are regularly discussed and reinforced with pupils during lessons, Tutor time and assemblies. There are posters displaying our rules and expectations in every learning space in the school.

These categories provide a shared language for staff and pupils to understand expectations and discuss behaviours following the Stepped Actions process. Staff can log, or refer, when these expectations are not being met, following the Class Charts Flowchart. **At all stages staff should share with pupils why they are receiving a negative log/ referral on Class Charts.**
There is also the option to select Out of Class. This should be used to record when a pupil is out of a lesson. There is no points value associated with this 'red.' However the information is used by Senior and Middle Leaders to help inform where and when pupils may be missing learning.

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.

Linking positive recognition to our school values provides a shared language for staff and pupils to discuss positive contributions to learning. The importance of Positive Recognition is regularly reinforced with pupils during lessons, Tutor time and during Year Group assemblies. Staff record positive recognition on Class Charts using the ADAPT categories. At all stages staff should share with pupils why they are receiving positive recognition on Class Charts.

We encourage Curriculum Leaders to use the faculty analytics to support 'Learner of the Month' and 'Star Pupil' initiatives. Pupil Support Leaders and Year Teams also formally recognise consistent positive recognition through parental letters, pupil and class visits. We also invite pupils who have consistently demonstrated positive behaviours to regular 'Celebrating Success' events and use the information to inform our yearly School Awards.

Stepped Actions

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

Our Stepped Actions provide a common language and consistency across the school so that pupils can recognise when they are not meeting expectations and make better choices. Staff use the stepped actions and language of 'reminder,' 'caution' and 'last chance conversation' to make it clear to pupils that they not meeting expectations.

Stepped Action posters are clearly displayed in all learning areas of the school and the steps are shared and discussed with pupils during lessons and reinforced with pupils during Tutor time and Year Group Assemblies.

There are a range of actions available at all levels from Class Teacher to Head Teacher:

- Adaptations to Learning i.e. further challenge or support
- Moved Seat
- Catch up Learning
- Warning Conversation
- Parental Contact
- Hosting
- Faculty/ Whole School Monitoring
- Time Back
- Restorative Conversation
- Partnership working
- Internal and External exclusion.

Curriculum Leaders, Pupil Support Leaders and Year Heads will look at the individual circumstances of each referral, and will take other information available into account, to determine the most appropriate action. The list above is indicative of a range of actions and other options may be used as appropriate.

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Communicating with Parents & Carers

To fully support our pupils to achieve success, it is important to establish and sustain positive relationships not been staff and pupils, but with our parents, carers and other partners.

Our use of Class Charts allows us to share key information and have clear lines of communication so that we can work together to best meet learners' needs.

All parents and carers are invited to access their child's Class Charts using a unique ID code. This allows parents and carers to see all logged behaviour- both positive and negative- and any information shared in the top information box. This transparency allows parents and carers to see and share in pupils' successes and also prompt conversations where expectations have not been met.

When reviewing Positive Recognition, Year Teams will also communicate with parents and carers to make them aware of their young person's achievement.

Further parental contact is one of the actions that may take place from a direct referral or as part of the ongoing analytics. Where a pupil is being placed on further monitoring, the appropriate Curriculum Leader or Pupil Support Leader will contact parents and carers.

Local & 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.

- Edinburgh Learns Positive Relationships and Behaviour Policy (2016) 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.

- The Equality Act 2010- This provides a legal framework to protect the rights of individuals and advance equality of opportunity for all. It provides Britain with a discrimination law which protects individuals from unfair treatment and promotes a fair and more equal society.

  Under the Equality Act 2010 there are nine protected characteristics outlined. Protected characteristics mean that it is illegal to discriminate against a person- either directly or indirectly- based on any of the following.

  The Act also provides for protection against discrimination by association, which provide protection for people who are discriminated against because someone close to them falls under the definition of one of the protected characteristics.

  - Age
  - disability
  - gender reassignment
  - marriage
  - pregnancy and maternity
  - race
  - religion or belief
  - sex
  - sexual orientation

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