



Kinlochleven High School
Positive Relationships Policy

At Kinlochleven High School we are committed to maintaining a culture where children and young people feel included, respected, safe and secure and achievements and contributions are valued and celebrated. This is essential to the development of good relationships. (*Getting it Right for Every Child*).

In order to build and maintain good relationships we have adopted the guiding principles from (*Promoting Positive Relationships Framework and Guidance, 2018*) and adapted it for our community with input from pupils, teaching staff and the parent council.

Guiding Principles

These guidelines are rooted in a philosophical framework which recognises that:-

- The overarching aim is to support whole school communities, learning establishments and early years' settings, and their partners, to keep **all** learners fully included, engaged and involved in their development and education, wherever this takes place; and to improve outcomes for all vulnerable learners.
- A shared approach of agencies working together, and responding to the needs of learners early and effectively, in line with the principles within the Children and Young People's Act (2014), provides a model for best practice. In Highland, this is supported by the Lead Agency approach and the Highland Practice Model.
- Learning and teaching is most effective in environments where the ethos is one of mutual respect and where positive relationships are encouraged.
- Schools and early years' settings are most effective when understanding behaviour, building positive relationships and reducing the effects of adversity, are seen as key issues to consider and address, alongside the focus on curriculum development.
- Children/young people and staff have a right to learn and develop without having their learning disrupted.
- Children/young people have a right to feel safe – physically and psychologically.
- Staff have the right to teach and provide support in an environment which is not subject to disruption and aggression.
- Children/young people, parents/carers & staff all have a share in the responsibility to promote and maintain positive behaviour and positive relationships.
- All provision should have in place effective policies on building positive relationships and maintaining positive behaviour, which are developed in consultation with children/young people, parents/carers, and staff. They should be supported by all stakeholders in the school community and applied consistently.



How do we value achievements and contributions?

At Kinlochleven HS we want to notice and encourage good conduct, endeavour and achievement at all times. In order to do this we have a reward scheme which helps to reinforce good relationships. The initiatives that we are embedding in school practice are:

- Providing verbal praise for effort and hard work.
- Logging merits for pupils on SEEMIS for individual achievements.
- Issuing tokens to pupils in their House colours to build House identity and create team unity. This also helps to build a supportive environment where collective individual achievement can lead to termly House prizes.
- Writing praise postcards and delivered by Senior Leaders to the pupils.
- Sharing achievement widely in our community by using our Twitter and Facebook account.
- Celebrating achievement in assemblies.
- Holding Inter-house competitions to engender house spirit and a sense of community across year groups and with teaching staff.



Token slide to collect House points.





How do we reinforce good relationships?



School values

In order to reinforce good relationships we try to embed our core values in how we interact with each other to help guide all of our actions towards positive outcomes for everyone (Schwartz, 1992).. Our core values are:

Respect Aspiration Resilience Equity

 Respectful Aspirational Resilient Equitable	 Respectful Aspirational Resilient Equitable
<h2>RESPECTFUL</h2> <p>I listen quietly when others are speaking.</p> <p>I only use my phone during my free time.</p> <p>I arrive on time.</p> <p>I treat people with respect.</p> <p>I avoid unkind words.</p> <p>I keep my hands and feet to myself.</p> <p>I keep the school tidy.</p>	<h2>ASPIRATIONAL</h2> <p>I wear my uniform.</p> <p>I try my best at all time.</p> <p>I challenge myself during difficult tasks.</p> <p>I help others and help the teacher.</p> <p>I am a good team member.</p> <p>I am proud of my school.</p> <p>I participate in the life of my school.</p>



 Respectful Aspirational Resilient Equitable	 Respectful Aspirational Resilient Equitable
<h2>RESILIENT</h2> <p>I reflect on my mistakes.</p> <p>I forgive others and myself.</p> <p>I own up to my mistakes.</p> <p>I try to find solutions before asking for help in class.</p> <p>I do not give up if I fail.</p> <p>I ask for help if I need it.</p>	<h2>EQUITABLE</h2> <p>I receive the accommodations I need.</p> <p>I do not judge others for the accommodations they get.</p> <p>I treat everybody with respect.</p> <p>I help others if I can.</p> <p>I do not judge others on their disability or their possessions.</p>

How do we help children learn in a safe environment?

All of our learning community have the right to feel safe to learn or teach in an environment without disruption and aggression. We aim to have an environment where aspiration and structure is in balance with warmth and support (*Promoting Positive Relationships Framework and Guidance, 2018*).

To help ensure a safe learning environment we have a series of stepped interventions when disruption to learning occurs.

Restorative Approaches:

In class reminder(s) of clear expectations

Pupil may be asked to move to a more appropriate position in the classroom

Pupil may be asked to calm down and reset in the corridor (for a couple of minutes)

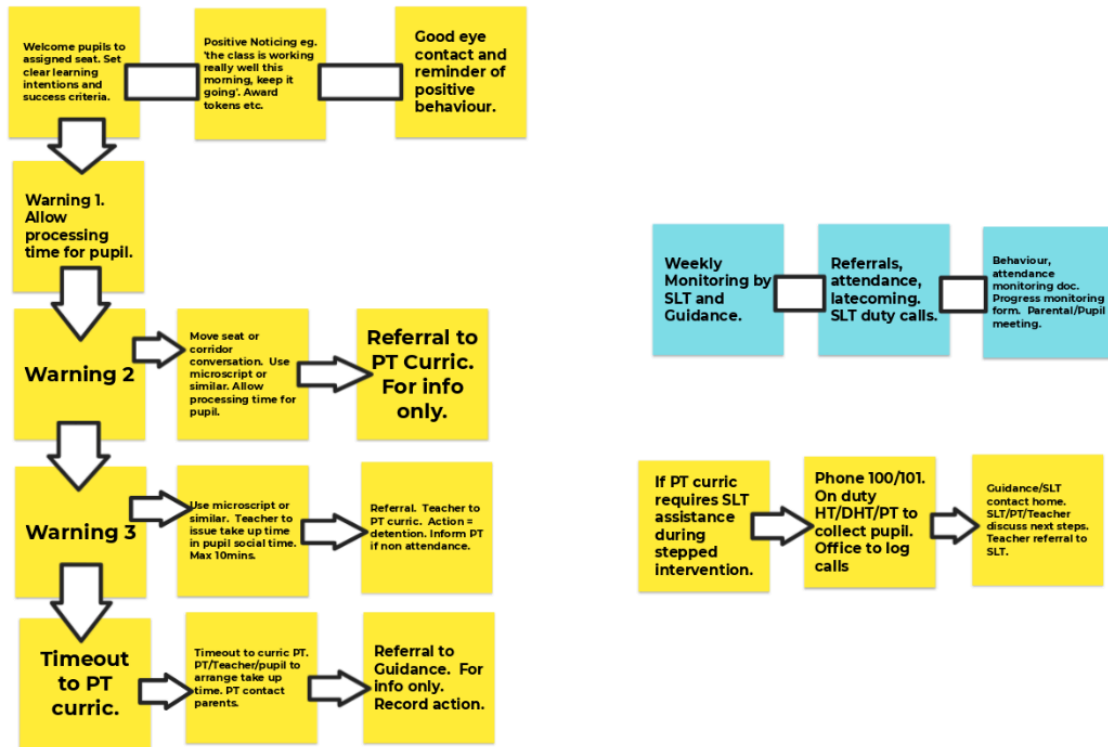
If behaviour is persistent then a pupil may be asked to have time out with a FPT

Pupils may be asked to have a check up session in social time with the teacher (max 10 minutes). (FPT/SLT to assist if required)

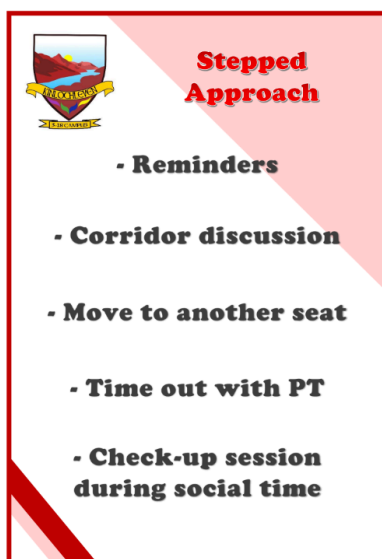
Teacher/pupil follow up meeting with FPT/SLT if the behaviour persists (Guidance to assist if required).



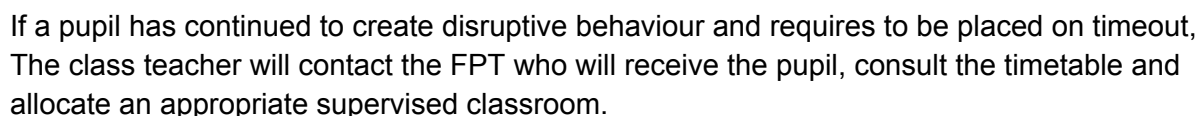
28/5/24 addition. Flow chart of stepped interventions and management support.



Referrals to FPT and phone calls home (FPT) should also be an option especially for persistent behaviour.



Time out procedure:



Restoration:

A brief restoration discussion with the pupil can be conducted by the class teacher at the end of the lesson or before the next lesson. FPT can support where necessary. Restoration can occur during a 10min period at social time to help minimise disruption to other classes. This can be combined with the pupil being given an opportunity to contribute something positive to our community, for example, helping the teacher to tidy up stationery in the classroom. To frame the conversation all teaching staff have access to a microscript and a question list.

In exceptional circumstances where a pupil cannot self regulate, the FPT can refer a pupil to the ASN department to de-stress.



Microscript

I've noticed [behaviour].
Remember our school
expectations [RARE].
You've chosen to
[behaviour]. Remember
when [success from the
past]. That's who I need
to see today. I know
that you can do better.

Restorative questions

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

Communication strategy

If a pupil requires to be on time out for disruptive behaviour then it is good practice to log this on SEEMIS as a referral with a brief description of the incident. Patterns in disruptive behaviour can then be identified by the PT Pupil Support Team. FPT would be expected to comment on the referral and sign off or escalate depending on the incident. Weekly Pupil Support Team meetings are held to discuss pupil matters and to review weekly attendance and SEEMIS referrals. Minutes of each meeting are located in Staff Shared-Meetings-PST. PT Pupil Support may request a progress report from all teaching staff to support and inform any discussions with parents.

S3 class support

Oct 2024 update. After reviewing data on referrals the Extended Leadership Team have identified that the teachers and pupils of S3 require additional support from our management in particular classes. Each member of the ELT will provide additional support to help create a suitable environment for learning.



A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK	AL
	1	2	3	4	5	6	7		1	2	3	4	5	6	7		1	2	3	4	5	6	7		1	2	3	4	5	6	7		1	2	3	4	5
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Pre-exclusion

If a pupil has demonstrated a pattern of challenging behaviour, a formal pre-exclusion intervention can be called by the PST and SLT. This would involve:

- Collating pupil behaviour referrals and a progress report.
- Presenting and discussing findings to a parent.
- Agree on expectations with pupil input
- Contract signed by pupil, parent and SLT
- Summary of discussion shared with teaching staff
- The pupil will then follow a daily monitoring card which will be shared with parents
- Fortnightly review with parent and PST

Exclusion

Exclusion decisions are based on the appendix checklists from 'Included, Engaged and Involved'

<https://www.gov.scot/binaries/content/documents/govscot/publications/advice-and-guidance/2017/06/included-engaged-involved-part-2-positive-approach-preventing-managing-school/documents/00521260-pdf/00521260-pdf/govscot%3Adocument/00521260.pdf>

How can we support each other in building positive relationships?

All teaching staff can help to build positive relationships by teaching positive behaviour to pupils and through modelling behaviour. We intend for this policy to be 'live' and regularly under review to ensure that it provides the best 'fit' for our community.



Pupil Voice

The representatives for our Pupil Voice are from our School Captains and elected House captains and House representatives. Pupil Voice meets once per month to discuss pupil matters, Inter-House events and school events.

School Events

To create opportunities to bond and develop relationships out with the classroom, there is a schedule of events.

- Two interhouse events per term
- One whole school event per term eg. Christmas Dance, Sports Day
- S1 Residential at the Outward Bound Trust
- S2
- S3
- S6 Reward Trip

Appointment system

This is in development. We intend to allow pupils access to an appointment system using a QR code and a google form.

Take what you need cupboard

To avoid any increased anxiety or conflict in the classroom we have a trolley which will be stocked with healthy snacks and stationery to support our pupils to get through the day. This is in development. The cupboard is stocked and pupils will soon be able to access supplies through a QRcode linked to a confidential google form where a package of personal items will be made up for a pupil.

Breakfast Club

All pupils in secondary school have access to the breakfast club where there are free cold/hot drinks, cereals, bread and pastries.

Social Area Support Supervision

Social areas are routinely supervised and a member of SLT is available for pupils to approach in case of support.

Lunchtime Clubs

The Leven Centre is open every lunchtime for activities such as badminton, table tennis, pool, table football and gym cardio vascular facilities. Supervised by Highlife staff.



Next Steps:

Roll out 'take what you need cupboard' and review progress.

Roll out appointment system for Pupil Support Team

Review S3 ELT support.

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