



All Saints' RC Secondary

PROMOTING POSITIVE RELATIONSHIPS POLICY

Getting
It
Right
For
Every
Child



Promoting Positive Relationships – A Whole School Approach

The All Saints' Secondary School Promoting Positive Relationships policy has been written to further embed and strengthen our whole school nurturing approach in line with Glasgow's vision of 'The Nurturing City'. This policy aims to impact positively on all learners and support all staff to ensure we are Getting It Right for Every Child.

Part of Glasgow City Council's approach to promoting positive relationships across schools includes the implementation of a nurturing and restorative approach across the whole school. A nurturing and restorative approach promotes inclusion and creates a safe and supportive environment that supports all young people to reach their potential. This, in turn, protects the right of the teacher to teach and of the learner to learn.

A nurturing approach recognises that positive relationships are central to both learning and wellbeing. Focussing on positive relationships is central to developing safe, inclusive and nurturing environments which support all children to learn, develop in a healthy way and thrive. It recognises that all staff have a role to play in establishing the positive relationships that are required to promote healthy social and emotional development and these relationships should be reliable, predictable and consistent at all times. A nurturing approach has a key focus on high expectations as well as achievement and attainment.

Through this policy we recognise that, we as a school, have a duty to develop positive relationships with all members of our community and support those young people whose behaviour can be a barrier to inclusion and engagement in learning.

This policy outlines how we promote positive relationships at universal level, and how through targeted support, we aim to include those who require more support.

A whole school approach to positive relationships and behaviour is the most effective way of supporting wellbeing for children and young people. This is supported by a wealth of evidence that links culture and ethos with wellbeing as well as attainment

Included, Engaged and Involved Part 2

Our Vision

At All Saints', we ensure that the needs of our young people are at the heart of what we do. Together, as part of our Catholic community, we strive for excellence and aim to support every young person to reach their fullest potential by sharing the Gospel values through a culture of acceptance, kindness and resilience.

Aims

We will ensure that our learning experiences engage and challenge all our young people to develop the skills and knowledge necessary to make a valuable and meaningful contribution to society.

We will provide learners with rich and varied educational experiences through a flexible curriculum and partnership working. This will allow them to gain qualifications and develop transferable skills leading to positive sustained destinations.

Through our rigorous monitoring, tracking and profiling, we will work with parents and carers to provide tailored interventions and supports, which allow learners to understand how they can reach their full potential.

We will support one another, work together respectfully, and celebrate our diversity to enable our school to flourish as a community of faith and learning.

We will work collaboratively with parents, carers and partners to provide a nurturing environment for all in the school community, to enable them to develop academically, socially, emotionally and spiritually, while safeguarding their health and wellbeing.

Values

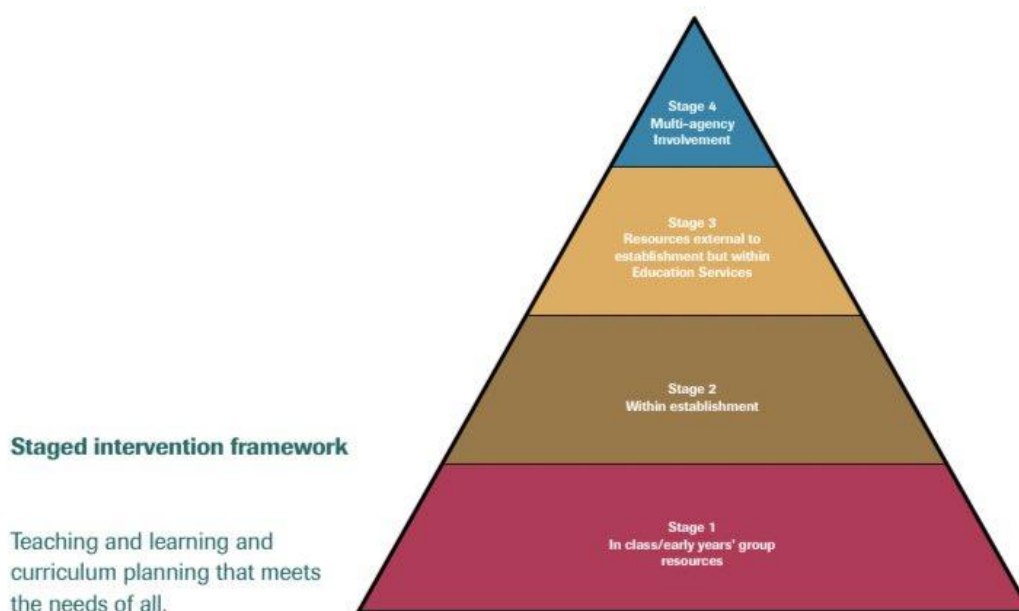


Staged Intervention

Glasgow City Council uses its Staged Intervention Framework for ensuring that children and young people have their needs met in an open, fair and consistent way. Staged Intervention reflects the fact that children and young people who face barriers to their learning and wellbeing require differing levels of support and intervention.

Before using the Positive Relationships policy staff should be familiar with the Staged Intervention model of identifying, assessing, planning, recording and reviewing learners needs.

Staff should familiarise themselves with the school confidential register and be aware of the specific learning needs of the young people in their class and their place in the staged intervention model.



Staged Intervention means that children and young people receive support at the right level in order to meet their needs. The forms of support required by individuals vary across and even within, stages. Most children/young people with additional support needs receive the level of support described at Stage 1. With appropriate help, they progress to the point where they no longer require additional support. In contrast, a small number of children and young people require high levels of support from an early age and continue to need the level of support described at Stage 4 throughout their education and development.

When thinking about a child's needs, it is important to approach this in a holistic way. The Wellbeing Assessment and Plan (WAP) should provide a holistic overview of the child's wellbeing and is a means to plan for and record, the wellbeing needs and how the assessment of need has been reached.

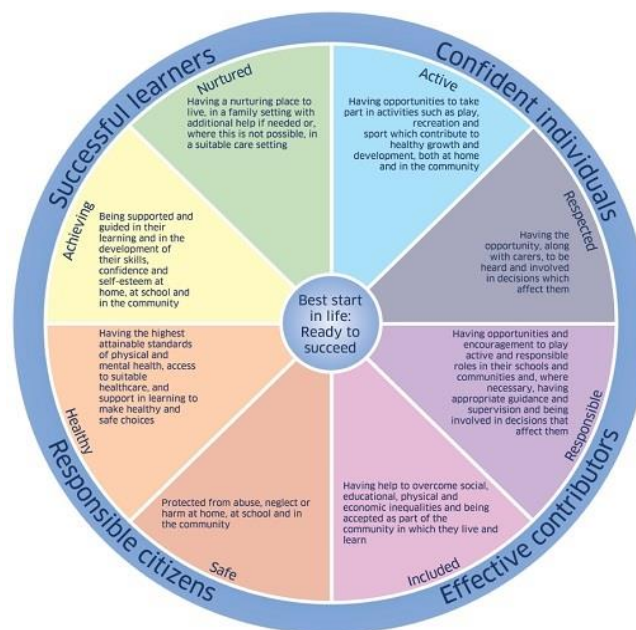
Assessment, planning and reporting are essential components in identifying and meeting the needs of all children and young people and particularly those who require additional support. Much assessment, planning and reporting is undertaken as part of learning and teaching and through discussion. Some form of written record, however brief, is necessary to guide the work of staff and serve as a baseline to demonstrate the effectiveness of the approaches taken. Such recorded information may be stored in SEEMIS Pastoral Notes or the Confidential Register.

At the base of the staged intervention triangle, establishments are expected to meet the learning needs of children and young people within their playrooms and classrooms. Well-designed curricular programmes and high-quality learning and teaching give each individual child and young person the best opportunities to learn, grow and develop. This is core to our quality-assured approaches to universal support. All children and young people will normally participate in setting learning targets and in monitoring their own progress. To meet the needs of all children and young people, staff within establishments will work together effectively and support each other.

GIRFEC – The Wellbeing Indicators and Nurture Principles

The wellbeing of the young people in All Saints is the responsibility of all staff and a familiarisation with the GIRFEC wellbeing indicators and the Nurture Principles are important to make sure we meet the needs of all learners and identify any barriers to learning that may exist.

The individual needs of learners will be assessed against the SHANARRI indicators by Principal Teachers of Pupil Support and documented in the Confidential Register or in a WAP where this is appropriate. Individual targets will be discussed and agreed with learners and their parent or carer and shared with staff. Pupil Support and Support for Learning will staff will discuss appropriate support strategies with learners and their parent/carer and share these strategies with staff to ensure that we are equipped to meet the needs of all learners.



Nurture Principles

- NP1 – Children’s learning is understood developmentally
- NP2 – The classroom offers a safe base
- NP3 – The importance of nurture for the development of wellbeing
- NP4 – Language is a vital means of communication
- NP5 – All Behaviour is communication
- NP6 – The importance of transition in children’s lives

Sharing Our High Expectations – All Saints’ Guarantee

Teachers

All Teachers in All Saints’ RC Secondary will create and sustain a welcoming nurturing, safe and inclusive environment in their classrooms. Teachers will adopt and demonstrate nurturing principles in their interactions with all learners.

In order to ensure we have a universal approach to promoting positive relationships and behaviour in All Saints Secondary, we will focus on the following.

- Positive relationships being modelled by all staff.
- Ensuring a whole school approach is used ensuring consistency of practice.
- Staff are trained on Attachment theory and the impact that ACEs and trauma can have on young people.
- Clear focus on relationship-based approaches in all daily interactions.
- Support provided is child centred and child led.
- Inclusion and equality within our school is promoted and celebrated.

Sharing Our High Expectations – All Saints Guarantee

Young People

We expect that young people within our school are ALWAYS...

READY – ready to learn and ready to try.

RESPECTFUL – respectful of everyone and everything within the school.

RESPONSIBLE – responsible for your own actions, your safety, your equipment and learning.

Promoting Positive Behaviour Across All Saints' Secondary

In All Saints' RC Secondary, we aim to promote a supportive and nurturing school environment and a positive culture of praise and reward.

We aim to achieve this by...

- Displaying and modelling positive behaviour and conduct, as discussed and agreed by staff, young people and parents/carers as part of the All Saints' Guarantee.
- Reward young people for positive behaviour and achievement across the curriculum and out with school.
- Regular year group assemblies to reinforce standards and expectations as well as regular Celebration Assemblies.
- Celebrate achievements, however small, in order to bolster self-esteem.
- Reward young people for displaying a 'Can Do Attitude'. We will encourage young people to be motivated to learn, enthusiastic in school and show resilience at all times.
- Use praise as a sincere and prompt response to behaviour or achievement.
- Set personal and achievable targets based on effort and behaviour. Young people are recognised for achieving target or making progress.

Our Relationships Policy Support Strategy

The school staff, both teaching and non-teaching, share a collegiate responsibility for consistently implementing school policy on positive behaviour.

In All Saints' RC Secondary positive behaviour is achieved in two ways:

- 1. Prevention** – Preventative promoting positive behaviour strategies which encourage each pupil to develop a sense of responsibility and self-control.
- 2. Management** – When negative behaviour occurs we respond positively and effectively.

Whilst we endeavour to promote positive behaviour in various ways across our school community, we accept that occasionally young people may engage in behaviour that falls below the standards and expectations identified in our Promoting Positive Relationships policy.

In these instances, there are clear guidelines in place to inform appropriate next steps to address concerns.

Promoting Positive Relationship Support – Managing Behaviour

The following actions will be taken by the class teacher if a pupil is not meeting the expectations set out in our Classroom Climate – All Saints’ Guarantee

At All Saints’ RC Secondary we have a nurturing approach when dealing with behaviour. The approach is underpinned by positive, nurturing and respectful relationships.

Stepped Consequences – Classroom

Stepped Consequences	Approaches	Behaviours
1)Reminder – Reminder of school values and learner guarantee.	A reminder of school values and learner guarantee	Low level Disruption, Distraction, Pupil not on task
2)Limit Setting	Target setting and Corrective feedback i.e. how learner can “turn it around” (Delivered privately wherever possible, making learner aware of their behaviour). Calm discussion.	Distracting Others, Persistent and repeated disruption
3) Final Opportunity	Action to support behaviour eg. learner moved within class (use of safe space).	Isolated in silence in classroom until agreed targets met
4) Time out	Utilisation of buddy class as designated by PT/FH. Reflection exercise/behaviour think sheet issued. Consistent across school.	Breakdown in Teaching and Learning and Teacher/Young Person Relationship, Emotional instability.
5) Restore and Repair	Restorative meeting arranged upon agreement with all parties.	Co-operation and engagement in restorative conversation would allow young person a fresh start. Displaying aggression, showing resistance or defiance to engage in restorative meeting then refer to FH/PT.

Promoting Positive Relationship Support – Managing Behaviour

The following actions will be taken by PTs/Faculty Heads and members of SLT where concerns or issues have not been resolved by classroom level interventions.

Stepped Consequences – PT/Faculty Head – Feedback provided to class teacher.

Stepped Consequence	Procedures and Possible Responses
<p>6)PT/Faculty Head will have Conversation with Young Person.</p> <p>SEEMIS referral received from class teacher.</p> <p>** If situation does not improve then PT/FH will refer to DHT**</p>	<ul style="list-style-type: none"> - Limit setting with corrective feedback -Faculty Targets set -Removal from following lesson – alternative accommodation within faculty. - Reflection exercise issued. -Conditions and targets set that would allow young person to return to future lessons. - SEEMIS referral sent back to class teacher. - Facilitate restorative meeting between young person and class teacher.

The following actions will be taken by the DHT upon receiving referral from PT/Faculty Head. There should be feedback to PT/Faculty Head and Teaching Staff within 24 hours.

Stepped Consequence	Behaviours and Possible Responses
7)Formal DHT Referral	<ul style="list-style-type: none"> - Serious misconduct, verbal or physical abuse of staff or any form of abuse linked to a protected characteristic. -Formally recorded and sanctioned appropriately by Depute Head
8) DHT Intervention	<ul style="list-style-type: none"> -Pupil Support engagement -Parental Involvement -Behaviour Targets set Alternative curricular arrangement
9) Exclusion	<ul style="list-style-type: none"> Parental Involvement, Formally Recorded, Restorative Meetings planned and facilitated for staff involved.

1)Reminder – Reminder of school values and learner guarantee.	A reminder of school values and learner guarantee	Low level Disruption, Distraction, Pupil not on task
2)Limit Setting	Corrective feedback i.e. how learner can “turn it around” (Delivered privately wherever possible, making learner aware of their behaviour). Calm discussion.	Distracting Others, Persistent and repeated disruption
3) Final Opportunity	Action to support behaviour eg. learner moved within class (use of safe space).	Isolated in silence in classroom until agreed targets met
4) Time out	Utilisation of buddy class as designated by PT/FH. Reflection exercise issued. Consistent across schools.	Complete breakdown in Teaching and Learning and Teacher/Young Person Relationship, Emotional Instability.
5) Restore and Repair	Restorative conversation used from bank of questions.	Co-operation and Engagement in restorative conversation would allow young person a fresh start. Displaying aggression, showing resistance or defiance to engage in restorative meeting then refer to FH/PT.
6)PT/Faculty Head will have Conversation with Young Person. SEEMIS referral received from class teacher. ** If situation does not improve then PT/FH will refer to DHT**	<ul style="list-style-type: none"> - Limit setting with corrective feedback -Faculty Targets set -Removal from following lesson – alternative accommodation within faculty. - Reflection exercise issued. -Conditions and targets set that would allow young person to return to future lessons. - SEEMIS referral sent back to class teacher. - Facilitate restorative meeting between young person and class teacher. 	
7)Formal DHT Referral	<ul style="list-style-type: none"> -Formally recorded and sanctioned appropriately by Depute Head - Referral returned within 24 hours. 	
8) DHT Intervention	<ul style="list-style-type: none"> Pupil Support engagement -Parental Involvement -Behaviour Targets set Alternative curricular arrangement 	
9) Exclusion	<ul style="list-style-type: none"> Verbal or physical abuse of staff or any form of abuse linked to a protected characteristic. Parental Involvement, Formally Recorded, Restorative Meetings planned and facilitated for staff involved. 	

Positive Relationships Policy – Behaviour Support Scale

Stage 1: Reminder of Values	Low-level disruption, not on task.
Stage 2: Limit Setting	Distracting others, persistent and repeated disruption
Stage 3: Final Opportunity	Isolated within classroom until targets met
Stage 4: Utilise Buddy Class	Time Out
Stage 5: Restore and Repair	Engage in restorative conversation
Stage 6: Referral to PT/FH	Department supports: sanctions issued, conditions agreed and targets set to allow young person to return to class
Stage 7: Formal DHT Referral	Serious misconduct, verbal or physical abuse of staff or any form of abuse linked to a protected characteristic.
Stage 8: DHT Intervention	Parental involvement where appropriate. Behaviour targets set. Alternative curricular arrangement where appropriate.

Pillars to Underpin Positive Relationships Policy

Consistent and calm adult behaviour – act rather than react.

Visibility at key times of transition and acknowledge everyone positively.

First attention always towards positive behaviour.

Appropriate pace and challenge in learning which reflects the needs of all learners. Learning will be differentiated as appropriate and individual young people supported to access their learning.

Young people can learn positive behaviour.

Recognise 'Over and Above Behaviours'.

Be consistent, fair and persistent. Consistency from classroom teacher to senior leader is vital to the success of our success policy – "What we permit, we promote".

Keep any promise you make to the pupils and remain open and honest with them.

Before taking any action communicate, clearly and effectively your intentions to the pupil.

Impose appropriate, fair and effective sanctions that are proportionate and relevant to the behaviour.

Be confident and let your voice and manner make it clear to the pupil you expect them to do as you ask.

Seek advice and support if a situation escalates.

Restorative Practices

In All Saints' RC Secondary we will use restorative approaches as part of a planned response to relationship and/or discipline difficulties. This is a more effective response than traditional punishments. Restorative approaches can change the emotional atmosphere in a school and lead to more positive relationships between pupils and between young people and staff.

A restorative approach may include having a 'restorative conversation' which will be arranged upon agreement with all parties. These conversations may happen during the school day and all staff should use restorative language and questions to allow young people to understand the impact of their behaviours.

More serious incidents may require practitioners to hold a formal meeting and involve parents or families where appropriate. Staff should look to engage in restorative conversations and use the questions listed below. This should ensure consistency across the school.

The Restorative Five

- What happened?
- What were you thinking at the time and what have you thought since?
- Who has been affected and how did this make them feel?
- What should we do to put things right?
- How can we do things differently in the future?

The use of restorative practices

- Can help maintain effective pupil teacher relationships
- Can reinforce school rules and high expectations
- Can contribute to creating a positive classroom climate
- Can be used to set appropriate targets
- Can help preserve staff integrity and credibility
- Acknowledge a responsibility for one's own actions and the impact it may have on others.

For more information on Restorative Practice please refer to Paul Dix – *When the Adults Change Everything Changes*. Chapter 8 – Restore, Redraw, Repair.

The Restorative Conversation

The structure of the restorative conversation is very important. A school-wide consistent approach ensures that everyone, both staff and young people, have the same opportunity to experience a meeting that feels safe enough to allow them to discuss what happened, to explore the impact on those involved, to talk through any unmet needs and to come up with a plan to prevent a reoccurrence. The five questions below provide the framework for restorative conversations in All Saints’.

1. What happened?

- It is important to listen attentively to the young person’s account of what happened without interrupting or disagreeing
- It is equally as important that the teacher has the opportunity to offer the young person their perspective
- Language is important here – avoid being judgemental when listening to the young person’s account, eg. ‘and then *you* decided to throw the pen.’ This keeps the focus of the conversation away from being punitive, authoritarian or blaming and instead ensures that dialogue is restorative and collaborative with a focus on the future.

2. What were you thinking at the time and what have you thought since?

- Following a period of reflection, it is important that a young person is given the opportunity to discuss their actions and thought process when the incident took place
- In giving a young person the opportunity to explain their thoughts since the incident, we provide them with an important off-ramp – an opportunity for the young person to explain their actions after a period of reflection, to offer an apology or to explain a change in attitude going forward.

3. Who has been affected and how did this make them feel?

- It is important that the young person has the opportunity to consider others
- The young person may need some gentle encouragement to recognise that there may be a number of people who have been affected by their actions
- By asking how others may have been impacted by this incident, we are encouraging the young person to reflect on their actions and to use their conscience
- Ask the young person to list the people who have been impacted by their actions and to consider how they have been affected. This is important as in a moment of crisis, this is often irrelevant and the young person may be oblivious to the impact of their actions on others.

4. What should we do to put things right?

- It is important that we do not demand an apology from the young person – a forced apology is worthless. Furthermore, there may be other ways to put things right.
- It may take time for the young person to reach the point where they are able to offer an apology and when it is offered, it may not be as sincere as you would like. In such instances, try to accept their apology with enthusiasm.

5. How can we do things differently in the future?

- It is likely that the young person will meet similar situations and frustrations in future. The key here is to help the young person recognise when their behaviour pattern begins and to consider what, with our support, they can do in order to prevent escalation and avoid them making further poor choices.

The Restorative Room

In order to better meet the needs of learners in times of crisis, young people may be referred to our Restorative Room. The function of the Restorative Room is to support young people in a calm, nurturing environment and to provide them with an opportunity to reflect on their actions and to consider how to move on and to avoid any future reoccurrence.

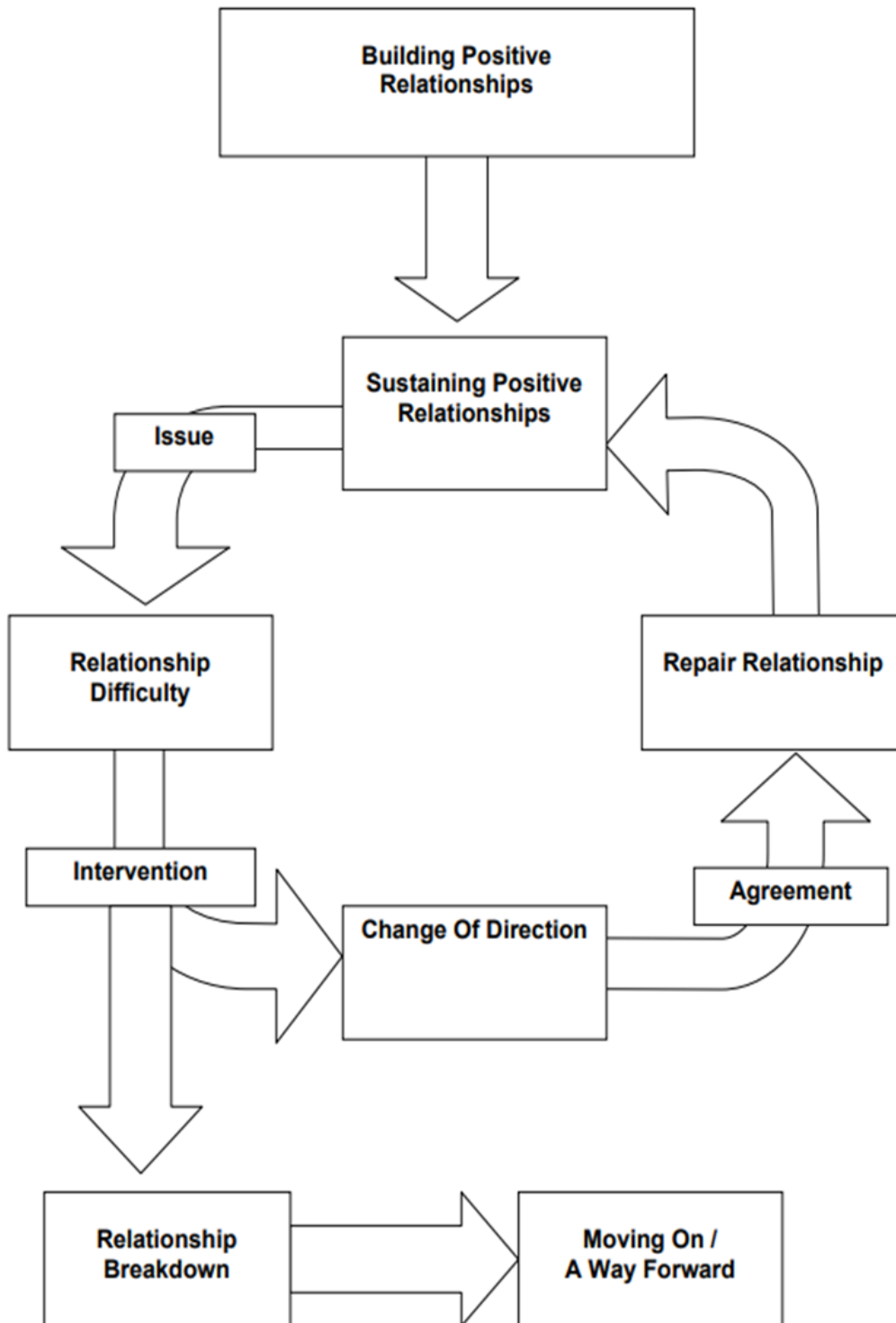
Young people will be referred to the Restorative Room by members of SLT. However, in consultation with SLT, Principal Teachers and Faculty Heads can recommend to SLT any learner they feel may benefit from spending some time in the Restorative Room. The merits of this referral will then be discussed by SLT and the relevant PT/FH.

The length of time that a young person will be supported in the Restorative Room will be determined by SLT. During their time in the Restorative Room, young people will be supported in a range of tasks and activities:

- Young people will be supported to complete a reflection task which will align with our restorative conversation framework. This will encourage young people to consider their actions, the impact of those actions on those around them and how to prevent similar incidents taking place in the future.
- Young people will be supported in completing therapeutic tasks to assist calming and self-regulation
- Young people will be supported to recognise and identify patterns of behaviour and provide them with strategies to avoid situations reaching crisis point
- Young people will be supported in devising strategies which will better equip them to regulate their emotions in times of crisis
- Completion of class work
- Restorative conversations with teaching staff will also be arranged and facilitated while a young person is supported in the Restorative Room

Tasks will be structured and time-limited to prevent learner misuse of this facility. The emphasis will be on the young person returning to their timetabled classes as soon as the restorative process is complete and any conflict resolved.

Promoting Positive Relationships



PROMOTING POSITIVE RELATIONSHIPS -
MANAGING BEHAVIOUR STAGES

Stage 1 - Reminder



Stage 2 – Limit Setting



Stage 3 – Final Opportunity



Stage 4 – Time out



Stage 5 - Restore and Repair