

# Portree High School Àrd-sgoil Phort Rìgh



## Promoting Positive Relationships Policy

Promoting positive relationships to support teaching and learning

This policy was last reviewed:	<b><i>April 2023 (draft update)</i></b>
It should be revised at least every three (3) years, or as legislation and guidance changed.	
Its next revision is, therefore, due:	<b><i>Draft</i></b>

# Portree High School: A School Community

## School Values & Ethos

Our values are: *Ready, responsible, respectful, resilient.*

## Introduction & Rationale

### Our shared responsibility: Promoting Positive Relationships

Lots of things happen at school, and people behave in many different ways - this diversity is at the core of our success. Strong relationships, and inclusion of all different types of people has been recognised as a key strength at Portree High School.

In 2018 Portree High School consulted with pupils, parents, partners and staff to develop a new policy. This results of this survey recognised that, while most relationships and behaviour was positive, there were issues with persistent and low-level disruption that was interrupting learning.

The ethos of 'Promoting Positive Relationships' is a different approach to those traditionally used in schools. It recognises that everyone needs to be supported to find their role in contributing to the health and wellbeing of a community, where everyone is safe, healthy, achieving, nurtured, active, respected, responsible and included (SHANARRI). It recognises that it is as important to promote good behaviour, as to discourage poor behaviour.

Portree High School supports everyone to have high expectations of their behaviour, and the behaviour of others.

## Key Principles

### Restorative Practice

Portree High School's approach to promoting positive behaviour is to be consistent, to reward positive behaviour, and to be restorative when inappropriate behaviour occurs. The principle is to restore a positive learning environment for all pupils, and a positive relationship between staff and all pupils.

### Noticing and Rewarding Positive Behaviour

"Positive behaviour" refers to all behaviour which contributes to a happy, productive and enjoyable working environment.

Examples of these are endless. They could include:

- being on time,

- being prepared,
- being polite, e.g. holding the door open for someone,
- helping others with their work,
- volunteering,
- doing a kind deed, and
- going beyond expectations.

## Being Consistent about Inappropriate Behaviour

- "Inappropriate behaviour" refers to all behaviour which makes it harder for students and staff to work in a happy, productive and enjoyable environment.
- Students who exhibit inappropriate behaviour may not be aware they are disrupting the class. They need consistent messages to reinforce what is positive, and what is inappropriate behaviour. Being consistent in sending these messages is a responsibility of all teachers.
- Inappropriate behaviour could be 'low level', and dealt with as a matter of routine at the level of the class teacher. Although it is not immediately disruptive, it is a major cause of lost time and education.
- 'Serious' disruption, while rare, presents an immediate and dramatic risk to the learning environment or the safety of staff and pupils.
- Examples **low level disruption**:
  - incorrect uniform,
  - lack of equipment
  - talking when others are talking, and
  - ignoring instructions,
  - not giving full effort or attention
- Examples of **serious disruption**:
  - refusal to work
  - swearing; at pupils or staff
  - arguing back; refusal to follow instructions
  - damage to school property
  - fighting or other violent behaviour;
  - sexist, racist, transphobic or homophobic abuse

## Ready to work



## Class behaviour

- On time
- Correct uniform
- Homework complete
- Correct equipment
- Positive attitude

- Ready: *be organised*
- Responsible: *Listen, ask for help*
- Respectful: *of others and yourself*
- Resilient: *work hard, do your best*

## What happens if you choose not to follow the classroom rules?

What happened?	What happens now?
1. Misbehaviour	<b>First warning</b>
2. Misbehaviour continues	<b>Second warning Consequence</b>
3. Misbehaviour continues	<b>Removal from class Complete work</b>
4. Repeated misbehaviour	<b>Report to Head of Department Reflective task / target card</b>
5. No improvement	<b>Reported to Senior Management Department transfer</b>
6. Persistent misbehaviour	<b>Headteacher</b>

# Portree High School: Behaviour Management Policy – Staff Outline

Staff Member	Track 1: Continual poor behaviour	Track 2: immediate escalation (examples)	What happens now?		Recording of behaviour	Examples of action
Class Teacher	7. Misbehaviour	talking; poor effort; rudeness	First warning	Y1		<ul style="list-style-type: none"> <li>• Clear verbal warning</li> <li>• Explain behaviour policy</li> </ul>
CT	8. Misbehaviour continues	disruption of learning; ignoring instructions	Second warning + consequence	Y2	<ol style="list-style-type: none"> <li>1. Demerit</li> <li>2. Record in planner</li> </ol>	<ul style="list-style-type: none"> <li>• Move seat</li> <li>• Explain consequences</li> </ul>
CT	9. Misbehaviour continues	refusal to work	Temporary Removal from class	Y3	<ol style="list-style-type: none"> <li>1. Record in planner</li> <li>2. Create referral</li> </ol>	<ul style="list-style-type: none"> <li>• Reflective task</li> <li>• Dept. Target card</li> <li>• Dept. Detention</li> </ul>
PT	10. Repeated misbehaviour	swearing; arguing back; refusal to follow instructions	Report to PT and Transfer	A1	<ol style="list-style-type: none"> <li>1. Record in planner</li> <li>2. Create referral</li> </ol>	<ul style="list-style-type: none"> <li>• Department transfer</li> <li>• Dept. Target card</li> <li>• Dept. Detention</li> </ul>
PT	11. No improvement over an extended period	swearing at pupils or staff; damage to school property	Report to Senior Management	R1	<ol style="list-style-type: none"> <li>1. Record in planner</li> <li>2. Create referral</li> <li>3. PT informs SLT + PT Support (GIRFEC form 1)</li> </ol>	<ul style="list-style-type: none"> <li>• SLT Detention</li> <li>• PT contacts parents</li> <li>• W-S Target Card</li> <li>• Meeting arranged</li> </ul>
PT/SLT	12. Persistent misbehaviour	fighting; sexist, racist or homophobic abuse	Report to Headteacher	R2	<ol style="list-style-type: none"> <li>1. Complete steps as above.</li> <li>2. Complete Violent Incident Form if appropriate.</li> </ol>	<ul style="list-style-type: none"> <li>• SLT Detention</li> <li>• HT contacts parents</li> <li>• W-S Target Card</li> <li>• HT Meeting arranged</li> </ul>
SLT/PT Support	Persistent & serious disruption to learning	serious: learning, pupils or staff at risk	Report to Headteacher	R3	<ol style="list-style-type: none"> <li>1. Complete steps as above.</li> <li>2. Complete Violent Incident Form if appropriate.</li> </ol>	<ul style="list-style-type: none"> <li>• Multi-agency meeting</li> <li>• Exclusion (external / internal)</li> <li>• Outside agencies involved</li> </ul>

## Supporting Positive Behaviour: Strategies

There are many sources of support and advice available to schools and to staff. Learning how to manage a classroom is an individual thing based on your own strengths and the needs of your learning environment. However, if it works, share it with others.

What works: everyday tips for teachers to support positive behaviour

<p><b>Be safe</b></p>	<ul style="list-style-type: none"> <li>● <b>Safety of all is the priority</b> - be aware of risks, and child protection procedures.</li> <li>● <b>Health and wellbeing is the responsibility of all</b> - be aware of the PHS Health and Wellbeing Responsibility of All Policy.</li> <li>● What is considered to be 'safe' is different for different people, and different environments.</li> <li>● If students do not feel safe, they may not behave predictably.</li> </ul>
<p><b>Be organized</b></p>	<p><b>Create supportive routines.</b></p> <p><b>Territory:</b></p> <ul style="list-style-type: none"> <li>● Make the room yours.</li> <li>● Consider the classroom layout and environment.</li> <li>● Give careful thought to pupil grouping.</li> </ul> <p><b>Transitions:</b></p> <ul style="list-style-type: none"> <li>● Get pupils into the room in an orderly fashion.</li> <li>● Change tasks / tempo with clear instructions.</li> <li>● Settle pupils before the end of the lesson.</li> </ul> <p><b>Starters:</b></p> <ul style="list-style-type: none"> <li>● Have work ready to go.</li> <li>● Get pupils started quickly.</li> </ul> <p><b>Pace:</b></p> <ul style="list-style-type: none"> <li>● Keep pupils working.</li> <li>● Maintain momentum in the lesson.</li> <li>● Know what is happening next.</li> <li>● Have a sense of timing.</li> </ul>
<p><b>Be firm, fair and consistent and persistent</b></p>	<ul style="list-style-type: none"> <li>● <b>Establish your authority style early.</b></li> <li>● <b>Clearly state expectations</b>, with well-defined and clearly understood limits.</li> <li>● <b>Persevere</b> with plans for pupils. Stick with the plan.</li> <li>● <b>Follow it up</b> - fix broken relationships before the next lesson.</li> <li>● <b>Only make promises you can keep.</b></li> <li>● <b>Once it works, keep doing it!</b></li> </ul>
<p><b>Communicate</b></p>	<ul style="list-style-type: none"> <li>● <b>Support colleagues</b> in their decisions: make sure pupils are receiving the same message across the school.</li> </ul>

	<ul style="list-style-type: none"> <li>● <b>Share with the school:</b> referrals, target cards and requests for information.</li> <li>● <b>Share with colleagues:</b> use departmental / staff meetings to air your concerns / thoughts / ideas / good practice.</li> <li>● <b>Seek support:</b> other people are having the same problem. Speak to colleagues and SMT as soon as problems arise.</li> </ul>
<b>Be knowledgeable about pupils</b>	<ul style="list-style-type: none"> <li>● <b>Use their names</b> - knowing names quickly builds relationships.</li> <li>● <b>Get to know your pupils;</b> their background; their current situation; likes dislikes / fears / concerns / hopes / ambitions.</li> <li>● <b>Actively listen,</b> express concerns/sympathy, spend time.</li> <li>● <b>Show interest</b> in pupils.</li> <li>● <b>Value and respect</b> them.</li> </ul>
<b>Be observant and affirming</b>	<ul style="list-style-type: none"> <li>● <b>Catch them being good.</b></li> <li>● <b>Strategically ignore</b> low level attention-seeking behaviour.</li> <li>● <b>Give praise early</b> in a lesson.</li> <li>● <b>Give specific praise,</b> related to the positive behaviour, to convey the message: your efforts are paying off.</li> <li>● <b>Be sensitive</b> to the effects of public versus private praise. Some students respond poorly to being in the spotlight.</li> </ul>
<b>Be humorous</b>	<ul style="list-style-type: none"> <li>● Wit, jokes, making light of, putting on an act, laughing with.</li> </ul>

### What works: advice on defusing confrontations

<b>Maintaining rapport</b>	<ul style="list-style-type: none"> <li>● <b>Have positive expectations,</b> not negative demands.</li> <li>● <b>Give them time</b> to calm down.</li> <li>● <b>Give pupil a chance to speak</b> and listen.</li> <li>● <b>Ask for clarification.</b></li> <li>● <b>Respect the pupil,</b> and their point of view.</li> <li>● <b>Apologise if appropriate</b> - if something has happened which should not have.</li> <li>● <b>Keep eye contact.</b></li> <li>● Use 'distractors' to <b>divert attention.</b></li> <li>● <b>Sit / stand side on</b> to pupil, avoid confrontation.</li> <li>● <b>Monitor pupil reactions,</b> co-regulate by narrating what is happening.</li> <li>● <b>Calm pupil's emotions</b> by mood matching, e.g. pacing and leading.</li> <li>● <b>Use tension releasers,</b> for example: unfolding arms; taking jacket off; gentle forward movement; tilting back chair, and so forth.</li> </ul>
----------------------------	---

<b>Staying in control</b>	<ul style="list-style-type: none"> <li>● <b>Monitor your own feelings</b>, be patient, keep calm.</li> <li>● <b>Respond predictably</b>, take time before reacting.</li> <li>● <b>Don't jump to conclusions.</b></li> <li>● <b>Control voice</b> tone / volume / gestures.</li> <li>● <b>Show anger only if controlled.</b></li> <li>● Don't take yourself too seriously.</li> </ul>
<b>Don't make it worse:</b>	<ul style="list-style-type: none"> <li>● <b>Don't touch.</b></li> <li>● <b>Don't bring up the past:</b> deal only with the immediate issue.</li> <li>● <b>Don't personalise</b> the issue - focus on rules and behaviours.</li> <li>● <b>Avoid threatening</b> language or gestures.</li> </ul>
<b>Restore the relationship:</b>	<ul style="list-style-type: none"> <li>● Try to work out <b>pupil's motive.</b></li> <li>● Make only <b>reasonable, attainable, specific demands.</b></li> <li>● <b>Be honest:</b> give frank explanation of consequences.</li> <li>● <b>Give a way out.</b></li> <li>● <b>Give opportunities to apologise.</b></li> </ul>

### What never works

<b>A positive ethos can be undermined by:</b>	<ul style="list-style-type: none"> <li>● Belittling, demeaning, undervaluing, sarcasm.</li> <li>● Blocking exits (both physical and mental).</li> <li>● Misusing entrusted information.</li> <li>● Making statements you cannot deliver on.</li> <li>● Becoming the victim.</li> <li>● Losing control, or appearing to lose control.</li> <li>● Showing fear.</li> <li>● Losing your temper.</li> <li>● Getting involved in an argument.</li> </ul>
---	---

## Restorative Practice

### Rationale

Restorative Practice is a way of working with people that creates opportunities to reflect on behaviours, the impact on others, and resolve conflicts by mutual agreement.

Restorative practice may be quick and immediate, especially after small breaches. However, where a relationship has broken down, or misbehaviour has been serious, the restorative process will be followed once the safety and norms of the learning environment have been re-established. In this case restorative conversation may take place hours or days after the event.

What it looks like:



- A minor breach of school rules occurs. It may have affected others but did not directly harm anyone.
- A short discussion between a staff member and the person responsible.
- The staff member leads the person through the process using **open questions** and **reflective listening**:
  - a review of what happened - **open questions** give an opportunity to explore feelings and perspective, **reflective listening** repeats these back to the person responsible.
  - discusses the consequences of the behaviour
  - the person responsible suggesting how they can repair the relationship and prevent the problem happening in the future.

Restorative conversations are designed to create a learning experience from the situation.

The person responsible will think through the reasons for their behaviour and reflect on how it might have affected others. They will then be encouraged to think of alternative ways of behaving in the future. This approach is used to address low level disruptions to learning and minor inappropriate behaviours. If the situation is more serious other approaches are implemented.

Using Restorative Practice develops the children's capacities as responsible citizens who have respect for others and take part in making decisions. Children have the right to be listened to and to say what they think about things. (Article 12 UNCRC) Children have a right to education. Discipline in schools should respect children's human dignity (Article 28 UNCRC).

What difference does it make?

### **Empathy and Consequences**

It makes the children more reflective and aware of the impact their behaviour has on others. It develops empathy. The child realises the effect the inappropriate behaviour has on their own and others' ability to learn. It gives the child the chance to put things right and build and repair relationships.

### **Ethos**

Children feel that the adults talk kindly to them and comfort them if they are upset, even when they have done something 'wrong'. Restorative practice helps promote a supportive ethos in the school where children know their views are listened to.

## **A Restorative Conversation**

### **Facts**

What happened?

Has this happened before?

Who was involved?

**Prompts**

I want to hear what you have to say.

I'm not quite sure I understand, can you explain it to me step by step.

Was it the right or wrong thing to do?

Can you explain what exactly you are sorry for?

You didn't quite answer my question, the thing I need to know is...

**Consequences**

Who has been affected by what you did?

In what way have they been affected?

How do you think they feel about it?

How do you feel now about what happened?

**Future**

What do you think you need to do to put things right?

How can we make sure this doesn't happen again?

## Quality Assurance

The Promoting Positive Behaviour will be monitored and reviewed regularly within the school's audit and review process.