Douglas Ewart High School

Positive Relationships for Learning Policy

- Consistent, calm adult behaviour
- First attention for best conduct Relentless routines
- Scripting difficult interventions
- Restorative follow up

5 pillars of Pivotal Practice, Pivotal Education

Rationale

Effective classroom management is critical to ensuring high quality learning and teaching takes place. Classroom teachers should encourage, inspire and motivate learners. Inevitably, there will be circumstances where teachers will deal with challenging behaviours from learners. In Douglas Ewart High School, we believe that **Classroom teachers should take ownership of the learning and behaviour in their classroom** and make all efforts to support learners to maximise their learning and deal with challenging behaviours in a restorative way. The purpose of this policy is to clearly set out the role of the classroom teacher in promoting positive relationships and how incidents should be dealt with in a consistent way by the most appropriate member of staff.

Roles & Responsibilities

Every member of staff in Douglas Ewart High School has a role in setting high expectations, modelling positive behaviour and dealing with situations in a calm and consistent manner. The roles of staff in managing behaviour and relationships is detailed on Page 11.

Calm Consistent Adult Behaviours

All staff should practice the 3 consistent adult behaviours below:

Praise the Positives First
Staff should actively seek out opportunities to praise learners for making positive choices and actions

Meet & Greet
Where possible, staff should stand at their door/just inside their door at the start of each lesson and welcome learners as they arrive. This should be a positive interaction and staff can use this as an opportunity to build relationships with learners. Each lesson should be a 'fresh start' for every learner.

Praise in Public & Reprimand in Private (PIP & RIP)
When giving learners praise, this should be done publicly. Any reprimand (warning, microscript, challenging behaviour discussions) should take place privately (quiet word, not giving a warning in front of the whole class, discussion at teacher desk, etc), where appropropriate. Learners should not be put outside the class for any more that 2-3 minutes and only to facilitate discussion. Professional judgement to be exercised.

Microscript

The microscript offers an opportunity for staff to reinforce their expectations and prompts learners to remember previous praise. It should be used after staff have used a variety of techniques and strategies to engage the learner (using the toolkit) and should not be used as an opportunity to engage in dialogue with the learner. Staff should approach the learner (keeping their distance) and lower to eye level (where possible) and using a quiet but firm voice use the script. Immediately after thanking the learner for listening, staff should move away and allow take-up time.

Rewards & Sanctions

Merits

Merit categories are based around **CARE**. A merit should be award where a learner is working hard, following instructions, etc. Only the most appropriate category should be selected for each merit awarded. A merit should be awarded each lesson if deserved.

Praise Postcards

Postcards should be issued where a learner has gone above and beyond, produces an exceptional piece of work or has shown improvement over a period of time (e,g, 2 weeks). These are recorded as a merit and given to the learner to take home.

Demerits

A demerit should be recorded if a learner's behaviour is not acceptable, but changes when staff use strategies to distract, divert and de-escalate. Demerit categories are disrespectful, irresponsible and lacking resilience. Only the most appropriate demerit should be selected.

Referrals

All referrals should be completed using SEEMiS. A referral should be completed where the class teacher has exhausted the range of strategies to de-escalate, divert and distract a learner and requires the support of the Principal Teacher (e.g. classroom behaviour which has escalated), Pastoral staff (e.g. period truancy) or Duty SLT (e.g. behaviour that is impacting on the learning of others despite strategies used by the Class Teacher and Principal Teacher). Referrals must be factual, outline the strategies used by the class teacher and should not mention other learner names (initials are ok). Staff should avoid any emotive language.

Monitoring & Tracking

Principal Teacher Curriculum, Principal Teacher Support and SLT will monitor the number of merits, demerits and referrals issued by teachers to ensure consistency and offer support where necessary.

SLT Support

There may be occasions where a learner is disrupting their own and the learning of others in class and, despite strategies used by the class teacher to distract, divert and de-escalate, the learner continues to disrupt. In these situations, class teachers should contact their Principal Teacher in the first instance for support. If necessary, the Principal Teacher will contact the office to request a member of SLT to attend. SLT will attend and address the situation and

may remove the learner from the environment. If removed, the class teacher must provide work the learner can complete.
The Class teacher should complete a referral and submit this to the SLT link. This should be completed before the end of the school day (or as soon afterwards) to ensure contact can be made with parents/carers.

Ethos of the Douglas Ewart Learning Community

For effective learning to take place it is the responsibility of the Douglas Ewart community to ensure that there is a positive and empowering climate for learning. All staff should have high expectations and promote positive and productive relationships. The climate in which learning takes place should be positive, with young people entrusted and encouraged to take responsibility for their own learning.

Equalities

We will promote equalities and ensure that there is no discrimination in the application of this policy and its procedures for those individuals with 'protected characteristics' and of particular relevance, age; disability; gender reassignment; race; religion or belief; sex or sexual orientation.

Douglas Ewart learners' have given us feedback on the key qualities of teachers that they think manage behaviour and build relationships successfully.

- *They are aspirational, demonstrating belief that the learners can succeed.*
- *They don't bear grudges, they separate their feelings about the behaviour and the individuals displaying this behaviour.*
- *They are encouraging and supportive, welcoming genuine mistakes as opportunities for learning.*
- *They can maintain a fair and consistent approach with all pupils.*
- *They ask for feedback to help evaluate their teaching.*
- *They are enthusiastic and have belief in what they are teaching.*
- *They vary their teaching depending on the needs of the class and individuals.*
- *They are easy to talk to.*
- *They are respectful and listen to learners.*
- *They are prepared to challenge their own thinking and change it.*
- *They have clear sanctions that are explained and followed through on.*
- *They demonstrate these qualities to all year groups.*

Douglas Ewart will continue to create a climate that supports learning through explicitly promoting our beliefs and acting in accordance with our beliefs. In Douglas Ewart High School we believe that;

- Everyone in our school community matters.
- Diversity should be celebrated and everyone should be cared for, respected and valued.
- Everyone has the potential for learning and to achieve success beyond what they themselves ever thought possible.
- Success only happens when we take responsibility to work well, when we never accept anything less than our best.
- To be successful we need to raise the expectations we have of ourselves and each other.
- Together we can create a supportive learning culture based on trust, where we can all take risks with our learning and our teaching.
- An excellent school is a sustainable one that respects its environment and its community.

The ethos of our school community will flow from these shared values and will be evident in the relationships we build and in the approaches we take in supporting learners and teachers to repair relationships when they breakdown.

Our Expectations of learners

Our pupils will

- Arrive to lessons on time and be prepared
- Be respectful of others
- Take responsibility for their own behaviour
- Follow instructions

There are clear sanctions in place for pupils who do not deliver these expectations. If at any time learners are unhappy with the way they have been treated they will be listened to.

Approaches to building positive and productive relationships and maintaining excellent behaviour

Building positive relationships is the single most important factor in managing behaviour, they give teachers the ability to influence behaviour. Relationships are enhanced by;

- Welcoming learners to lessons
- Getting to know them as individuals
- Listening to their point of view
- Maintaining their dignity and self-esteem when addressing negative behaviour
- Treating learners with respect
- Modelling good behaviour
- Teaching positive behaviour through the use of social goals and standards

Effective teachers use a wide range of skills and strategies, manage themselves well and focus their efforts on managing what they have control over.

Effective teachers;

- Set clear boundaries for learners
- Believe that children make mistakes with their behaviour – this is normal
- Treats behaviour as choices made
- Hold learners accountable for their choices
- Focus on what learners do well
- Apply sanctions but not grudges
- See behaviour incidents as opportunities to develop social skills
- Effective teachers focus on the learning not on conflict.

Strategies to use in the Classroom

All staff should use the range of strategies shared on the Toolkit (see Page 12).

Where a learner does not respond or escalates a situation, teachers can seek support as shown below:

Classroom flowchart

Serious Incident flowchart

Serious Incidents can be described as:

- Situations where the **immediate** health and safety of staff and/or learners is compromised by the actions of someone
- **Fighting** in class/physical assault and aggression from a learner towards staff or others learner(s)

Learner displays serious behaviour

Teacher should try to de-escalate (using strategies from the toolkit) maintaining a calm voice and keeping instructions clear and simple

Teacher should phone the school office or send a learner for help from a neighbouring classroom

Staff should ensure the safety of other learners and if necessary remove them from the area in a calm manner

Staff should continue to attempt de-escalation while maintaining a low voice and clear simple instructions from a safe distance

Teacher should complete a referral to PTC clearly stating that a Serious Incident call was made. PTC will discuss with SLT link regarding next steps and escalate the referral to SLT link

Office staff will request the classroom and learner name and contact SLT

SLT responding will deal with the situation and update relevant SLT link (if different), preferably in person or by email.

SLT link will contact home and implement appropriate sanction

SLT link will give feedback to the class teacher/PTC

The procedure for the management of restorative approaches

Restorative approaches

Restorative approaches can offer a powerful approach to promoting harmonious relationships in schools and can lead to the successful resolution of conflict and harm... The approach involves including the wrongdoer in finding a solution to the problem. Instead of asking 'Who's to blame and how are we going to punish them?', focus is put on reasons, causes, responsibilities and feelings. Those involved are asked questions such as 'Who has been affected and how?' and 'How can we put it right and learn from this experience?' (Education Scotland)

Our aim at Douglas Ewart High School is to actively encourage participation in restorative conversations between learners and teachers (involving parents if appropriate) in order to promote positive relationships that reflect our ethos and values and repair relationships when challenging behaviours arise.

Restorative approaches cannot always be applied during the course of a lesson. It may be appropriate to wait until the end of the lesson, or if the teacher needs to temporarily remove those affected, they should be sent to someone (e.g. PTC or SLT) who can apply a restorative approach. The teacher can re-engage with the learner concerned at a later time. A restorative conversation should be no more time-consuming than punitive sanctions.

The decision to involve parents/carers is no different if the approach is restorative than if it were punitive. If the incident is one which would normally trigger a phone call to a parent or carer, then the parent/carer should still be informed of the incident and the approach proposed.

Restorative Conversations – may take place during or after the lesson between the teacher/PTC/SLT and pupil following an incident of challenging behaviour, eg

Welcome and set the rules

Thank you for agreeing to talk about what happened. I understand it can't be easy, but we want to work together to find a way of making things better. We need to use good listening skills. Can you agree to do that?

Enquiry – the event

Can you tell me what happened?

What were you thinking at the time?

How were you feeling at the time?

Who else do you think has been affected by this?

Enquiry – personal context

What have your thoughts been since?

How are you thinking/feeling now?

Reframe / Summarise

So what I think you're saying is …..

Identify needs

What do you need to do so that……..

Things can be put right? You can move on?

Meeting needs and agreement

So what do you think needs to happen now?/ How will we know things are working? Reframe negatively worded goals e.g.

"I won't be punching Mark" by asking " What will you be doing, then?" / How will it look? How will you be feeling?"

Closure

How are you feeling right now? / How will we know things are getting better?

Thank for listening so well /working hard to agree a way forward.

Restorative Meetings - may be set up between the learner, teacher and Principal Teacher/Pupil Support Teacher/SLT link at a time out with the normal lesson. PT/PTS/SLT chairs the meeting. Parents may be present by agreement in advance.

Welcome and set the rules

I'm glad you've decided to come. Thank you for making that choice. I know it's not easy.

Will you try to listen right through to the end when the other person is talking?

Please don't interrupt.

You don't have to agree with everything you hear, but you need to allow each other to be heard. Can you do that?

Listen to the story

(Do you mind if I take a few notes)

Tell me what happened

What were you thinking at the time?

How were you feeling?

Has anything else happened since then?

How did it make you feel?

What were you thinking?

And what are you thinking now? How are you feeling now?

Summarise/ reframe

I think what you are saying is that …….

You were thinking that ….. feeling that ….

Listen to the other story (stories)

Use the same set of questions as above

Identify Needs – What needs to happen now?

Invite participants to respond to what they've heard

Allow each participant in turn to state what they need

What do you need (to do) so that things can be put right?

OR

What do you need (to do) so that things can move on?

Seek clarification if needed

So what I think you're saying is …..

Meeting needs and agreement

Check with each in turn

So what do you think needs to happen now?

How will we know things are working?

Reframe negatively worded goals e.g.

"I won't be punching Mark" by asking

"And if you're not doing that what will you be doing instead?

How will it look?

How will you be feeling?"

(Written contract can be helpful)

Will we write down what has been agreed?

Closure

Just before we finish, I'd like to check back how each person is feeling.

Brian, how are you feeling right now?

And Tom, how are you feeling?

How will we know things are getting better?

Will we set a day and time to check back how things are improving?

Thank participants for coming/ for listening so well/ giving each other a chance to speak /working hard to agree a way forward

Roles & Responsibilities of staff in managing behaviour and relationships

All staff have a responsibility to support learners in school. To enhance learning, staff should work towards de-escalating, distracting and diverting learners to avoid learners disengaging with their learning.

Role of Classroom Teacher

- PIP/RIP (Praise in Public/ Reprimand in Private)
- Praise Positive contributions and efforts in class. First contact with learners should be positive
- Make all efforts to engage with learners, build positive relationships, develop rapport and trust
- Ensure all learners have a fresh start each lesson
- Model good behaviour and language
- Use the Toolkit to support and engage learners
- Move seat/classroom
- Restorative Chat after class/at break
- Target setting
- Break Detention
- Refer to PTC detailing the actions and efforts already taken using SEEMiS

Role of PTC As above, additionally:

- Phone Home to discuss concerns (check with PTS first)
- Restorative Chat with learner
- Restorative meeting between teacher and learner
- Issue and manage Departmental Monitoring Sheet
- Lunch detention (making all efforts to remind and collect if necessary)
- Temporary removal from Class and/or permanent move to different class set
- Referral to SLT/PTS

Role of Pupil Support As above, additionally:

- Arrange restorative Chat/meeting
- PTS monitoring sheet
- Phone call/meeting with parent/carer
- Referral to SLT/PTC
- Coordinate support package where necessary

Role of SLT As above, additionally

- Lunch or after school detention
- SLT monitoring sheet
- Formal Disciplinary Warning
- Parental meeting
- Formal exclusion

Teacher toolkit

Quiet word with learner

Staff aware of learners' needs

Mutual Respect

Individual Support from teacher or Learning Assistant to get learner back on

Review the yellow book with SFL information

Class teacher Merits and Demerits

Humour

Give time to self-regulate

Good parking arrangements

Consider the seating plan and classroom layout

Restorative chat in either class or break/lunch

Invest time and effort to interact on a personal level

Important to react to a situation flexibly and by adapting your approach

Clear expectations and sanctions, which will be used consistently

Remain calm and remind learner of their prior positive behaviour

Proactive approach to the lesson:

- Resources
- Tasks
- Variety of activity

Relentless routines

Restorative meeting involving PTS

Encourage learners to make positive choices

Positive and negative referrals to PTC

Divert, Distract and De-escalate

Reiterate expectations

Incentivise learning through targets, praise and recognition

Visible instructions

Departmental monitoring over a fixed time period