

St Thomas of Aquin's RC High School



St Thomas of Aquin's RC High School Better relationship, Better learning, Better behaviour Policy – June 2019

St Thomas of Aquin's Roman Catholic High School is a learning community which ensures a safe, supportive and enjoyable environment where pupils, staff, and parents are inspired and motivated to work hard for one another to fulfil pupils' God-given potential.

Self-Discipline

Teamwork

Trust

High expectations

Openness

Mutual Respect

Achieving excellence

Success

Policy commenced on June 2019

Policy to be updated on June 2022

Nominated lead: Christopher Santini

THE POLICY

1. POLICY STATEMENT

This policy is based on the City of Edinburgh Council's policy and views of staff, parents and pupils of the school. It aims to support children's emotional and social development, recognising that education is an integrated and important part of the holistic development of children. Implementation of the policy should help to establish and maintain mutual respect and better relationships. The resulting better behaviour enables better learning and better holistic development.

2. SCOPE

All staff in our school are covered by this policy. This includes office staff and service support staff.

3. POLICY CONTENT

Every child and young person has the right to a high quality education. Positive relationship and behaviour in all aspects of school life are fundamental to enable effective teaching and learning to take place. The school has adopted the aforementioned visions and values to create a caring learning environment as well as the following key principles:

- Strong leadership in promoting positive relationships at all levels and a culture and ethos of positive relationships
- Positive relationships and constructive communication between staff and children including using active and empathetic listening
- Children and Young People's rights are embedded into the systems, culture and practices of the school
- Modelling respectful relationships and behaviour
- The development of personal and social skills in children and young people to ensure their own wellbeing and that of others
- Opportunities for children and young people to develop an understanding of their rights and responsibilities
- Staged interventions and Nurturing approaches
- Curricula focus on social and emotional well being
- Continued Learning and Professional Development opportunities linked to the General Teaching Council of Scotland standards
- Links to other policies e.g. Preventing and Responding to Incidents of Bullying and Prejudice

4. IMPLEMENTATION

This policy should be read in conjunction with the Better Relationships, Better Learning, Better Behaviour (BRBLBB) Staged Intervention Teacher Support Document as well as the 'Behaviour is for Learning' in the Classroom Document, which describes the measures to support this policy. Please see appendices.

5. ROLES AND RESPONSIBILITIES

The head teacher has overall responsibility for ensuring the effective implementation of this policy. In particular, the head teacher ensures that the concerns of pupils are elicited, listened to, and appropriately addressed and that the provisions of "Getting it Right for Every Child" are taken into account when working in partnership with children, families, and other professionals on issues of communication and behaviour.

All staff are responsible for ensuring that the policy and procedures are followed. This includes using the range of approaches detailed in the Staged Intervention document and Behaviour is for Learning in the Classroom document.

Parents and carers are regarded by the school as key partners who are asked to work in partnership with the school to develop, implement and evaluate these policy procedures. Parents are expected to assist in maintaining positive relationships and high standards of behaviour and are invited to discuss any related concerns with the school.

Pupils are expected to take responsibility for their own behaviour on or off the school site and will be made fully aware of the school policy, procedure, and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence and bullying and any form of harassment are reported.

6. RELATED DOCUMENTS

- Standards in Scotland's Schools etc. Act (2000)
- Additional Support for Learning Act (2004) – amended 2009
- Parental Involvement Act 2006
- The Equality Act 2010
- UN Convention of the Rights of the Child
- Children and Young People Act 2014
- BRBLBB Classroom Cylinder Poster
- BRBLBB teacher Staged Intervention Support Document
- BRBLBB Restorative Conversation Support Document - 'Getting Back on Track'
- BRBLBB 'Getting Back on Track' Pupil Monitoring Booklet

7. EQUALITIES AND RIGHTS IMPACT, SUSTAINABILITY IMPACT AND RISK ASSESSMENT

St Thomas of Aquin's RC High School is committed in our duty to eliminate discrimination, victimisation and harassment, advance equality of opportunity and foster good relations. We will make reasonable adjustments wherever appropriate for those individuals with "protected characteristics" and of particular relevance, disability; gender reassignment; race; religion or belief; sex or sexual orientation; pregnancy and maternity.

8. REVIEW

This policy will be communicated in draft and final form to all stakeholders via school email and Parent Council. It will also be available for staff on the school server. In addition, a draft will be given to the Pupil Council for feedback and amendments. This policy will be reviewed on a 3 yearly basis with the BRBLBB Working Party, based on pupil, staff and parental feedback.

Appendix

- BRBLBB 'Behaviour is for Learning' in the Classroom Document
- BRBLBB Staged Intervention Teacher Support Document
- BRBLBB Restorative Conversation Support Document - 'Getting Back on Track'
- BRBLBB 'Getting Back on Track' Pupil Monitoring Booklet



'Behaviour is for Learning' in the classroom

I am:

Producing a piece of work which I am proud of

Working well with my peers

Being Respectful of others

Listening to instructions given

On time for class

Prepared to learn

I am:

Not producing my best work

Distracting others in class

Not listening to instructions given

Late to class

Not prepared to learn

I am:

Being disruptive

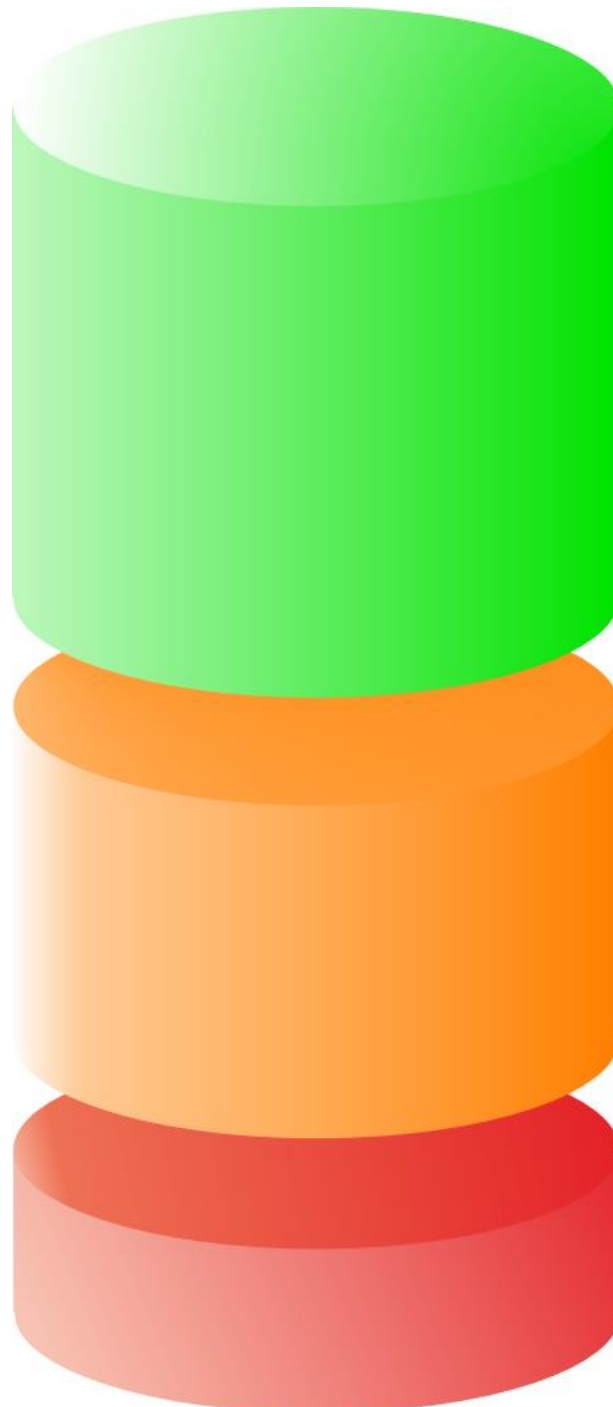
Not listening to instructions given

Not producing any work in class

Being disrespectful to my peers and teacher

Often late to class

Often not prepared to learn



I can be rewarded with:

Verbal Recognition

Merits

Postcards

Certificates

Subject Award

Action by Teacher can include:

Verbal Warning

Move seat

Time Out

Classroom Detentions

Out of Class Timetable

Action by Curricular leader can include:

Out of class timetable


Departmental/behaviour booklets


Faculty Detentions

St. Thomas of Aquin's RC High School

Better relationships, Better Learning, Better Behaviour

Staged Intervention Teacher Support Document

Pathways	Who	Behaviour/behaviours on Display	Actions	Refer to	Next Steps could include:
Positive Pathway	All staff, Classroom teacher, CL, SLT, PSL	Pupils producing work of a good standard, pupils working to the best of their ability, cooperating well with peers, being respectful of others and listening to instructions given	Pupils can be rewarded with: verbal praise, merits, postcards, certificates or Subject Award	Inform CL, PSL,SLT, HT and Parents	Recognising and reinforcing effort during the lesson. If pupils are continuously working to their best ability teachers can inform parents of this. Use of departmental/ whole school reward system.
Pathway 1	Classroom teacher	Expected standards of behaviour are not met (i.e. not listening to reminders, low-level disruptive behaviour). If challenging behaviour persists 	Verbal warning (max 2); move seats; short conversation outside classroom; teacher detentions and out of class timetable.	Pink referral form to be completed and issued to CL for action at Pathway 2.	Restorative conversation with teacher and pupil led by CL; departmental monitoring booklet issued; reflective apology and departmental detentions.
Pathway 2	Curriculum Leader	Ongoing refusal to work with classroom teacher, refusal to move seat or leave room when instructed by teacher, confrontational behaviour, persistent challenging behaviours	Departmental hosting arrangements for an agreed period of time; departmental monitoring booklets with letters sent home/PSLs copied outlining targets and timing; departmental detentions; Guidance sought from PSLs/ SFL Leader and restorative meeting between CL/ Pupil.		Restorative conversation with CL and pupil led by SLT; PSL/SLT monitoring booklet issued; reflective apology and central detentions.

				<p>Yellow referral form Completed by CL and issued to SLT for action at Pathway 3. Notification to parents via standardised letter. Notification to PSLs via yellow referral form.</p>	
		<p>If challenging behaviour persists </p>			
Pathway 3	SLT/PSL	<p>On-going confrontational/disruptive behaviour in class; poor attitude to learning /challenging behaviour; and refusal to follow CL's instruction.</p> <p>Limited impact of action undertaken at departmental level.</p> <p>Serious one off incidents (i.e. swearing at member of staff/ racist comment)</p>	<p>Parental interview and central detention; on-call; removed by SLT/ on-call staff; accommodated out of class for up to 48 hours with liaison with CL regarding return arrangements parental interview; central detention; restorative conversation between CL /pupil prior to return; discussion at Team Around the Cluster meetings and referral to partner agencies</p> <p>*Please see rationale for use of on-call rota on the school server.</p>	<p>Incident recorded on yellow referral form by CL for action by SLT with support from PSLs/ SfL leader (investigation and collation of classwork from CLs to be completed during period of isolation).</p>	<p>Matter will be acknowledged and investigated promptly with a view to a full resolution within 5 days including feedback to teachers/CLs involved via yellow referral form.</p> <p>Restorative conversation between CL/ Pupil led by SLT; PSL/ SLT monitoring booklet with letter home to parents; parental interview; pupil profile completed by Integrated Support Team.</p>
Pathway 4	HT Supported by SLT, PSLs, SfL, CLs and CEC	<p>Fighting; weapons; violence and extreme circumstances.</p>	<p>On-call; pupil removed by SLT/ on-call staff and parental interview. In extreme circumstances, alternative to exclusion; exclusion and hosting if appropriate.</p>	<p>SLT/ PSL support (investigation and organisation of classwork during period of isolation) and referral to partner agencies.</p>	<p>Reintegration to school. SMT monitoring booklet. Support plan.</p>



St Thomas of Aquin's

R.C. High School

Name: _____
Date: _____

How were you feeling at the time?

Getting back on track

What happened?

What can you do now to get things back on track?

Who has been affected by what happened and how?

How could you do things differently next time?

What impact has this had on the learning of other pupils?

How do you feel about it now?

Next Steps

Student _____
Teacher _____
Parent _____