

St Thomas of Aquin's RC High School



St. Thomas of Aquins
R.C. HIGH SCHOOL



St Thomas of Aquin's RC High School Better relationship, Better learning, Better behaviour Policy – February 2023

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.

Visions and Values

Self-Discipline

Teamwork

Trust

High expectations

Openness

Mutual Respect

Achieving excellence

Success

Policy commenced on June 2019

Policy updated February 2023

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
- School-wide 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 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
- On-Call Rota

DRAFT



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'Behaviour is for Learning' in the classroom

My behaviour is excellent. I am:

I am:

- Producing my best work
- Caring and compassionate
- A role model to my peers

My behaviour is meeting expectations. I am:

- Producing work which I am proud of
- Working well with my peers
- Following instructions
- On time for class
- Equipped to learn

My behaviour is inconsistent. I am:

- Not producing my best work
- Distracting others in class
- Not listening to instructions
- Late for class
- Not equipped to learn

My behaviour needs improvement. I am:

- Being disruptive
- Not following instructions
- Not producing any work
- Being disrespectful to peers and teacher
- Often late to class
- Often not equipped to learn

Action by my teacher can include:

- Positive texts sent home
- Verbal recognition
- Class, subject or faculty awards
- Positive tracking on my reports

Action by my teacher can include:

- Positive texts sent home
- Verbal recognition
- Positive tracking on my reports

Action by my teacher can include:

- Reflective exercises
- Verbal Warning
- Moving seat
- Time Out
- Use of Out of Class Timetable
- Seemis Referral

Action by Curricular Leader can include:


- Use of Out of Class Timetable
- Faculty monitoring booklets
- Detentions
- Seemis Referral
- Texts home
- Restorative Meetings

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	Potential Actions of Staff Member	Refer to	Next Steps could include:
Positive Pathway – Pupil is modelling Excellent Behaviour	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	Recognition of excellent behaviour. This could include: verbal praise, postcards, positive texts, faculty awards, etc.	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 faculty reward system.
Pathway 1	Classroom teacher	Expected standards of behaviour are not met (i.e. not listening to reminders, low-level disruptive behaviour). If behaviour persists after in-class strategies have been used	Verbal warnings; move seats; short restorative conversation; use of out of class timetable.	Teacher to complete Seemis referral to Curricular Leader for information only. Teacher to complete Seemis referral to Curricular Leader for follow-up.	Restorative conversation with teacher and pupil led by CL; faculty monitoring booklet issued; reflective apology and faculty detentions.
Pathway 2	Curricular 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; faculty monitoring booklets with letters sent home/PSLs copied outlining targets and timing; faculty detentions. Guidance sought from PSLs/ Sfl Leader (where appropriate) and restorative meeting between CL, teacher, and Pupil.		Restorative conversation with CL and pupil led by SLT; PSL/SLT monitoring booklet issued; reflective apology and central detentions.

		<p>If behaviour persists after intervention by Curricular Leader</p> 		<p>Curricular Leader to complete Seemis referral to Pupil Support Leader for follow-up.</p>	
Pathway 3	Pupil Support Leader	<p>On-going confrontational or disruptive behaviour in faculty; poor attitude to learning /challenging behaviour; and refusal to follow CL's instruction.</p> <p>Limited impact of action undertaken at faculty level.</p> <p>Serious one off incidents (i.e. swearing at member of staff/ racist comment)</p>	<p>Central detention; on-call; removed and accommodated out of class by PSL/SLT/CL on-call; parental interview; central detention; restorative conversation between CL/teacher/pupil prior to return; discussion at Team Around the Cluster meetings and referral to partner agencies</p>	<p>Pupil Support Leader to escalate Seemis Referral to Senior Leadership Team if required.</p>	<p>Matter will be acknowledged and investigated promptly with a view to a full resolution within 5 days including feedback to teachers/CLs via Seemis Referral system.</p> <p>Restorative conversation between relevant staff member(s) and pupil supported by SLT or PSL; PSL/ SLT monitoring booklet with letter home to parents; parental interview; pupil profile completed/updated 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>Pupil removed from location, supported by SLT. Parental interview. In extreme circumstances, alternative to exclusion; exclusion and hosting if/when 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. SLT monitoring booklet. Support plan for reintegration.</p> <p>Record of incident in Seemis Referral system and/or logged on Seemis as Exclusion.</p> <p>Discussion of circumstances with any relevant staff.</p>



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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 _____