**Positive Relationships: Classroom Expectations**

*Dalkeith High School: Enabling all young people to succeed in an inclusive, respectful, and stimulating environment.*

*Determined. Happy. Successful.*

**Rationale**

Positive relationships are at the heart of classroom interactions. By developing these alongside high quality learning and teaching, we are able to ensure that our learning environment provides the challenge and enjoyment that is key to attainment and achievement.

This document seeks to set out expectations related to classroom conduct: how our positive ethos is developed, how we respond when things go wrong, and how we restore relationships thereafter to ensure continued progress in learning.

Excellence and equity are at the heart of our practice and we recognise the importance of ensuring our responses reflect the range of needs of our learners. We have the same high expectations of all learners and understand that some will need additional support and interventions to meet these. Consequently, all classroom responses should take into account the needs and interests of the young people involved. Where appropriate, we also seek to involve parents and carers in supporting positive conduct to ensure that we are working together to support our young people.

An inclusive school is one in which all young people exercise their right to an education and are provided with this education in the ways which best meet their needs. A respectful school is one in which every member of our school community is encouraged to communicate appropriately and to listen to different points of view. The stimulating environment created in our school is built on high quality learning and teaching, which is the best way of ensuring the engagement of young people.

Dalkeith High School is committed to restorative approaches in supporting the conduct of our young people. Restorative practices encourage everyone in the school community to recognise when something has gone wrong, to acknowledge the impact an event has had, and to make plans to move forward. A copy of our Restorative Practices policy is available on the school website.

**Core expectations in the classroom**

Universally, all young people are expected to meet the following core expectations in all classes:

* Arrive on time
* Settle quickly to task
* Engage in learning

The classroom teacher is at the heart of positive relationships in the classroom and, alongside the Extended Leadership Team (ELT), is responsible for ensuring a learning environment in which these will thrive.

Young people at DHS can expect that their classroom teacher will:

* Have consistently high expectations of all
* Ensure pupil safety and wellbeing
* Develop challenging and enjoyable lessons in line with the DHS Learning and Teaching policy
* Actively seek feedback from learners to ensure their needs are being met
* Communicate respectfully with pupils and encourage respectful communication between pupils
* Deal confidently with any challenging behaviour

Young people can help to support positive relationships in the classroom by:

* Meeting core expectations
* Demonstrating the key learner qualities by being responsible, resourceful, resilient and reflective
* Following the instructions of the class teacher and any other relevant adults
* Communicating with staff and other pupils appropriately
* Ensuring they support the safety and wellbeing of themselves and others
* Taking responsibility when their conduct falls below what we would expect of them

**Recognising positive engagement**

Where things are going well in the classroom, this will be recognised by members of staff in the following ways:

* Verbal praise
* Merits (for engagement that goes ‘over and above’ core expectations)
* Departmental recognition (e.g. praise postcard, learner of the month, displaying work, leadership roles etc.)

**Dealing with negative engagement**

Where there is an issue in the classroom, this will be challenged using a staged intervention process in the following ways:

* A warning (and second warning where appropriate)
* Intervention (e.g. a move of seat, a one to one conversation, thinking time)
* Departmental consequence (e.g. departmental or whole school detention, time out, referral to seek additional support).

Where there are persistent issues with negative engagement, classroom teachers will be supported by Curriculum Leaders (CLs) to work together to resolve the issue. Where further support is required, this can come from the House Teams: Pupil Support Leaders (PSL) and House Heads.

In order to ensure the right support is in place for every young person, there must be clear communication at all levels. Dalkeith High School uses an online referral system to ensure that concerns are shared and followed up promptly.

In exceptional circumstances, such as where there is a clear risk to health and safety, Curriculum Leaders may contact the Senior Leadership Team (SLT) for immediate in class support.

When things have gone wrong in the classroom and our staged intervention processes have had to be used, a restorative conversation is a crucial part of rebuilding relationships and ensuring learning can continue to take place. In keeping with our policy, these should be led by the classroom teacher and supported by the ELT as appropriate.