



Dalkeith High School

LABOR VINCIT 'Hard Work Prevails'

Positive Relationship Policy



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Rationale

Managing behaviour in schools has changed considerably over the past decade. We have moved away from punitive practice to a rights-based approach, with a focus on building and maintaining positive relationships.

Education Scotland's Relationship and Behaviour Resource (2021) sets out how the policy landscape has changed recently, with the introduction of the:

- [Independent Care Review](#) (Feb 2020)
- [ASfL Implementation Review](#) (June 2020)
- United Nations Convention on the Rights of the Child (UNCRC) into Scots law ([March 2021](#))

These reports have led us to review our practice and ensure our policies are updated with their key messages.

At Dalkeith High School we operate in the best interest of our young people. We believe that positive relationships form the foundations for wellbeing and success. Maintaining and enhancing positive relationships is embedded within school culture, classroom practice, curriculum development and how we support young people's wellbeing across the school.

We know that where young people feel included, respected, safe and secure and when their achievements and contributions are valued and celebrated, they are more likely to develop self confidence, resilience and positive views about themselves.

(Better Relationships, Better Learning, Better Behaviour- Scottish Government 2013)
<https://www2.gov.scot/Resource/0041/00416217.pdf>

At Dalkeith High School, we believe that our school vision reflects our focus on relationships:

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

[Research](#) shows that best practice in the classroom has a balance of high expectations, routines and structures for young people while also having positive, respectful relationships which focus on improving outcomes for learners.

This policy aims to set out clear, consistent expectations of all stakeholders in our school community. It is everyone's responsibility to promote and maintain relationships through restorative approaches to managing behaviour in and out of the classroom. This, in turn, will enhance learning environments for all.

School Rules and Expectations

READY	RESPECTFUL	SAFE
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We are READY when :

- We arrive on time (no later than 5 minutes late)
- We remove outdoor clothing
- We ensure mobile phones are in the mobile phone pocket in the classroom
- We take all necessary equipment out
- We come prepared for learning

We are RESPECTFUL when :

- We listen and follow instructions, the first time of asking
- We allow everyone to learn
- We treat others as we would like to be treated
- We celebrate diversity
- We acknowledge our own behaviour
- We take care of our school environment
- We speak to others in a polite manner

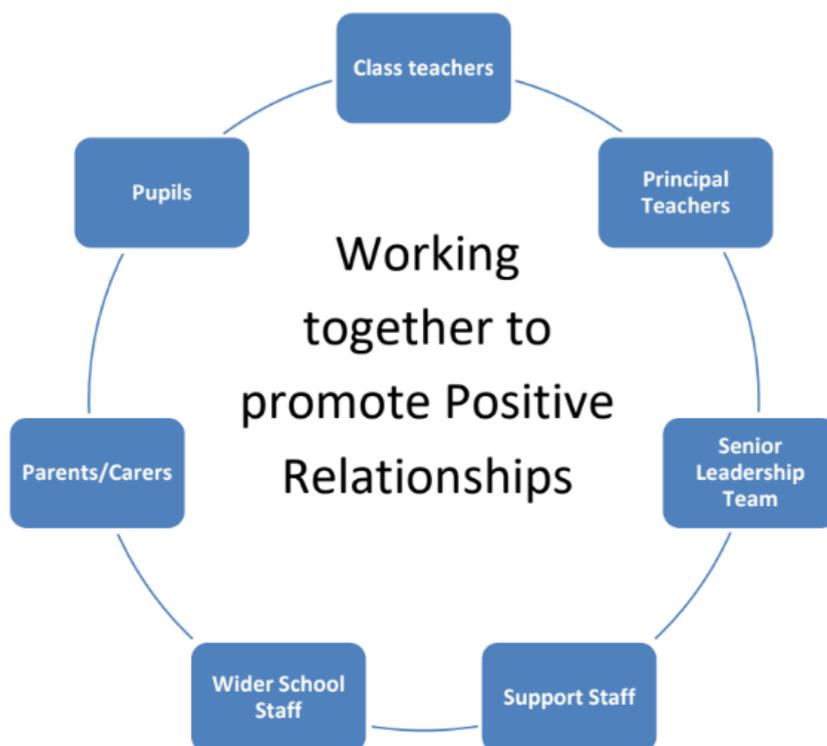
We are SAFE when :

- We move around the school in a calm and safe manner
- We follow classroom rules and instructions
- We put food and drink away when in classrooms
- We keep our hands to ourselves
- We report incidents where we feel others may feel unsafe

These rules may look different in different settings, particularly within practical classes, where health and safety is of the utmost importance to learning.

Roles and responsibilities

All staff and pupils have a role in developing positive relationships across the school. We all must do our part to ensure Dalkeith High School is a happy and supportive place to come to school.



Core expectations for all	Be ready, respectful and safe <ul style="list-style-type: none"> ● Arrive on time and in a calm manner ● Settle quickly in the classroom ● Engage in learning
Relationships are at the heart of building positive learning environments. Staff, pupils and parent roles are noted below	
Pupils	
<p><i>Pupils at Dalkeith High School should take responsibility for their actions, learning, choices and our school community.</i></p> <p><i>We are all committed to being the best version of ourselves.</i></p>	
<ul style="list-style-type: none"> ● Meeting core expectations as noted above ● Making the most of the time we have in class <ul style="list-style-type: none"> ○ Remember to fill water bottles during break and lunch ○ Remember to use the toilet during break and lunch ● Demonstrating respectful behaviour and language ● Following instructions from adults ● Communicating with others appropriately ● Ensuring they support the safety and wellbeing of themselves and others ● Taking responsibility for when their actions have a negative impact on others 	

Staff

Every member of staff in Dalkeith High School has a role in setting high expectations, modelling positive behaviour and dealing with situations in a calm and consistent manner.

We are committed to working in partnership to ensure that there is good communication between the school, home and the wider school community.

- Have consistently high expectations of all
- Model our expectations and establish positive relationships with all members of the school community
- Be proactive in identifying opportunities to recognise and celebrate positive behaviour and pupil achievements
- Ensure pupil safety and wellbeing
- Develop challenging and enjoyable lessons in line with the Dalkeith High School Learning, Teaching and Assessment 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 and consistently with any distressed or challenging behaviour, in line with this policy
 - Adopt a restorative approach to restoring relationships that have deteriorated and allowing a fresh start for pupil

Parents

At Dalkeith High School we recognise that parents and carers are key partners in their children's learning.

As a school we will engage meaningfully with parents and carers in the education of their children and in the wider school community.

- Support their child's learning at home and in the community
- Work in partnership with the school to ensure that children and young people get the most out of their school and their education
- Communicate with the school of any changes at home which are likely to unsettle routines and may have an impact on their child's wellbeing
- Work in partnership with the school to develop and support school policies which build on the school's ethos and culture

Recognising Positive Achievement in the classroom

We want to make sure that all good conduct, achievement and personal growth is recognised and celebrated at Dalkeith High School. This is an area of development for the school and we hope to develop this further throughout the coming year.

Pupils successes and achievements will be recognised in the following ways:

In the classroom:

- Praise the positives first
- Praise in public
- Public displays of work in the classroom and in the corridors
- Classroom teachers will award merits for positive behaviour and achievements
- Learner of the month boards to be used consistently

Across a faculty:

- Positive recognition boards may be used to celebrate learners across the faculty
- Twitter may be used to celebrate pupil achievement and progress

Whole school

- Wider Achievement working group will collate total number of merits on a monthly basis.
- Regular house assemblies to celebrate achievements and progress
- The number of merits are reviewed by House teams and then shared at the next House assembly.
- The Head Teacher will share the names of pupils who have the most merits at the end of each term in the newsletter update
- Merit winners will be celebrated and awarded at the BGE and Senior Phase awards ceremonies
- Winning house team will have an end of year celebration

Examples of reasons for merits points being awarded:	
Ready	<p>Pupils may be given a merit for Ready if they exceed the school expectation. Examples include :</p> <ul style="list-style-type: none">● Actively participating in the lesson and always being fully engaged● Showing a desire to achieve or succeed● Showing resilience when faced with challenging situations● Persevering with all challenges even when difficult● Going above and beyond what has been asked of them● Using their initiative when in class

Respectful	<p>Pupils may be given a merit for Respectful if they exceed the school expectation. Examples include :</p> <ul style="list-style-type: none">● Treating the school environment with respect● Having respect for their own learning by always trying their best● Having respect for other pupils learning by being helpful, kind and supportive● Embracing and celebrating everyone's differences● Being a positive role model to others around the school
Safe	<p>Pupils may be given a merit for Safe if they exceed the school expectation. Examples include :</p> <ul style="list-style-type: none">● Showing they can learn from their mistakes● Committing to the whole school ethos and values and reflecting this inside and outside the classroom● Reporting any incidents to a member of staff which may make others feel disrespected, unsafe or hurt● Helping initiate change across the school to make it a safe, clean and inclusive environment for learning● Engaging with 5-a-day with the HT to help make the school a safer and more inclusive environment

A focus on consistency

All pupils should expect to see the following consistent routines in classes, which support positive relationships and develop positive learning environments for all:

Meet and greet

This includes:

- Standing at the classroom door to welcome learners
- Monitor the corridor during period changeover
- Remind learners of school/classroom expectations
- Daily review on board ready to start the lesson

Modelling positive behaviour and building positive relationships

This includes:

- Demonstrating unconditional positive regard to all
- Celebrating pupil achievements
- Showing kindness and understanding towards others
- Being calm, consistent and fair when dealing with difficult situations
- Allowing time for pupils to emotionally regulate before speaking with them or asking them to return to learning
- Outlining options that the pupil has to re-engage in learning
- Reminding pupils of the classroom expectations before returning to class

End and Send

This includes:

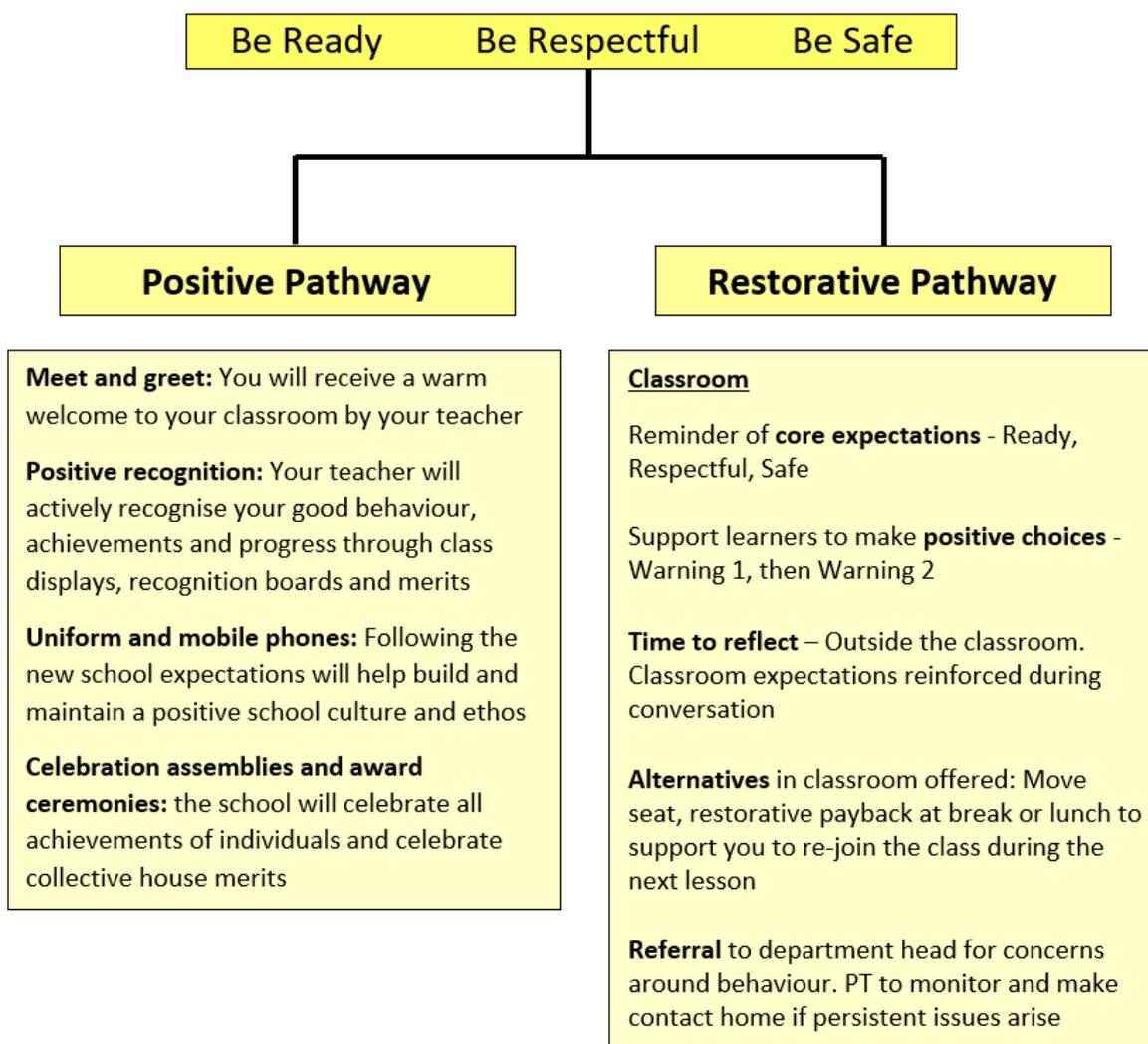
- Finishing the lesson with a plenary to review learning or to discuss next steps
- Keeping pupils in class until the lesson has ended
- Clear and orderly dismissal from the classroom
- Encourage pupils to adhere to the one-way system
- Standing at the classroom door to say goodbye, listen to exit passes and monitor the corridor during period changeover

Restorative pathways

Relationships are at the heart of our school's ethos and culture. Our aim is to ensure the climate is right for learning and we all have a role to play in achieving this.

Nevertheless, it is important that when difficult situations arise, that all adults deal with them in a consistent, fair and calm manner. Below we have laid out two pathways which focus on restoring and maintaining relationships.

Positive Relationship Pathways in the classroom



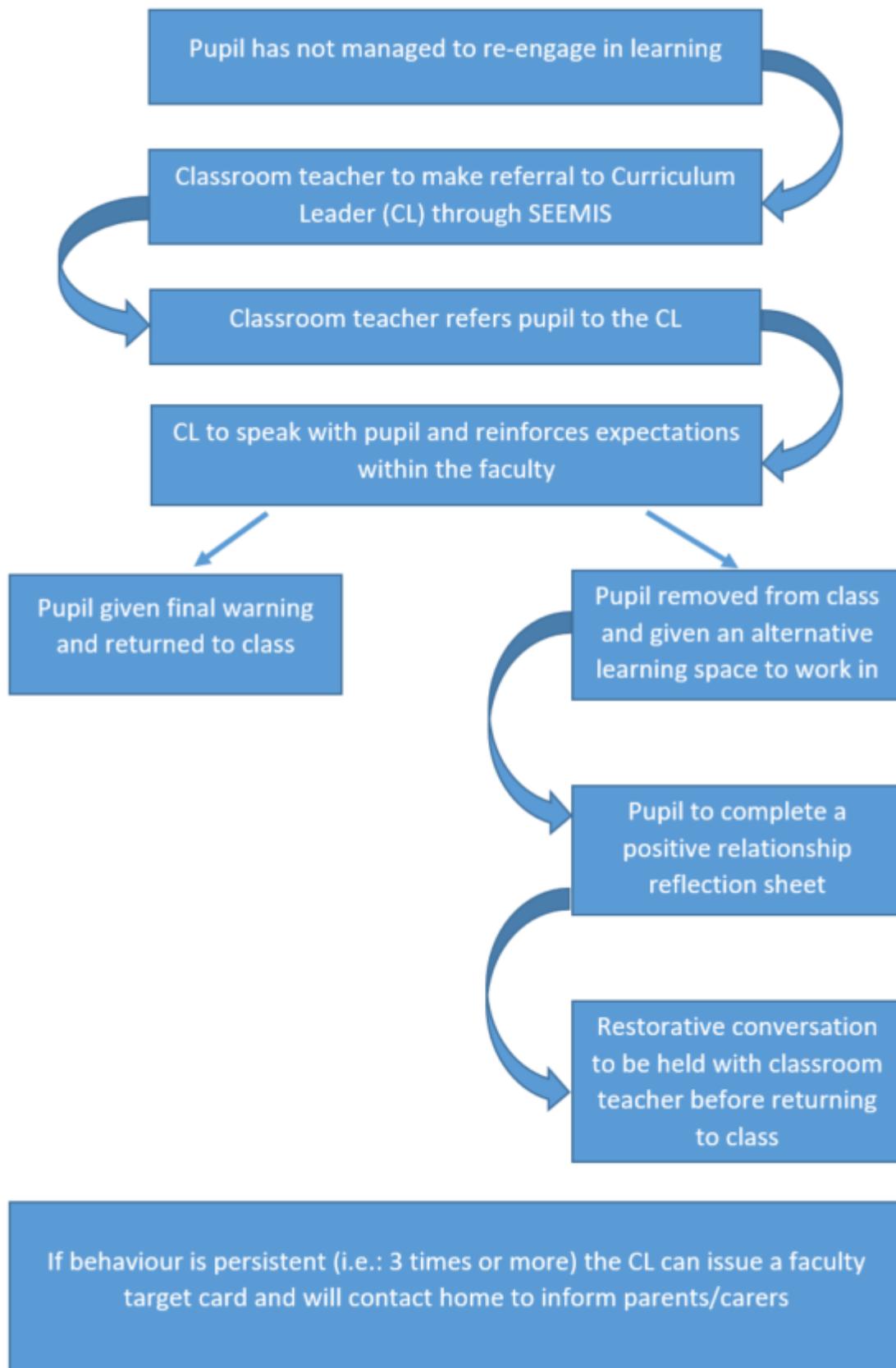
Note: Referrals

To ensure the right supports are in place for every young person, there must be clear communication at all levels. We use the SEEMIS referral system to ensure all concerns are shared and followed up promptly.

Restorative paybacks

Please note, due to many of our pupils getting on school buses, any faculty payback should be issued for the following day with parents informed in advance. CL should contact home in this case. It is possible to keep a pupil for up to 5 minutes at break or lunch to make up for lost learning on the day of any incident.

If none of the alternatives in the classroom are re-engaging a pupil in the learning the following flowchart should be followed:



Duty Officer Calls

If serious incidents occur in the classroom and/or the classroom teacher or CL believe that there is a risk to safety within the classroom a Duty Officer call should be made. The following pathways should be used.

- The Duty Officer system can be used in exceptional circumstances.
- Staff members should aim to use the restorative pathways as noted, in the first instance
- Once the Duty officer has attended a duty call they should report to the office via the radio what action has been taken.
- Note: All Amber and Red duty calls will be recorded by the office. Green Duty calls will be noted as an incident if the pupil has returned to class.

Support needed by classroom teacher	Pupil declines opportunity to work in hosting room within faculty	Serious incident
Inform CL	Inform CL	DO called
CL to follow previous flowchart with alternatives	DO called	DO de-escalates and supports pupil into alternative learning space
Further support needed	DO de-escalates and supports pupil into alternative learning space within faculty	If further support needed, radio for SLT assistance
Duty Officer (DO) called	If pupil refuses: <ul style="list-style-type: none"> • Pupil to be hosted within supported study area THEN <ul style="list-style-type: none"> • Head of house informed THEN <ul style="list-style-type: none"> • Contact made with parent/carer to inform them of the matter 	Incident details logged in school office
Pupil able to return to class?		Head of house informed
If yes, DO returns pupil to class		Contact made with parent/carer. Alternative to exclusion may be put in place in discussion with home
If no, DO accompanies pupil to alternative learning space within faculty		Feedback to CL and classroom teacher with outcome and next steps

Appendix 1: Restorative conversations: Microscripts

- *Example of phrases to use in the classroom to give pupils opportunity to make a different choice*
 - I need you to ...
 - Thank you for ...
 - It was the rule about ...which you broke
 - Are you ready / safe / respectful?
 - Can you? Thank you
 - Do you remember last week when you...that's who I need to see today. I noticed you are...

- *Example of phrases to diffuse difficult situations*
 - I can see you're feeling
 - Let's take 5 minutes to ...
 - Do you remember...
 - I know you can...
 - I understand...
 - I am listening.
 - What choices do I have from here?
 - How can we make the situation better?
 - We will talk about this further (at a different time and different place)

- *Example questions to ask when pupil is outside classroom*
 - Can you tell me what happened?
 - What were you thinking/feeling at the time?
 - How have you been thinking/feeling since it happened?
 - Who has been affected by your actions?
 - How did this make them/people feel? / How were they affected?
 - What could you do now to help make things right?
 - How can we prevent this from happening again in the future?
 - What can I do to help you?

Reach an agreement (between pupil and adult) about what should happen as a consequence. Consequences designed to support and learn how to better manage this in the future.

Appendix 2: Exemplar *Reflective sheets*

https://docs.google.com/document/d/1_kvaBQ9hxrA0ZtjOoT_sxK3ZVXy5xVeQ/edit#