



Gracemount High School - Relationships, Learning and Behaviour Policy and Procedure August 2021



1. Purpose

This policy and procedure is based on City of Edinburgh Council policy and procedure and the views of staff, parents and pupils within our learning community.

Our Vision

Gracemount High School creates a Responsible, Respectful and Safe community that values learning, success and confidence

Our Values

Responsible - We are responsible for coming to school ready to learn, participate and contribute to the success of our school.

Respectful - We respect ourselves, our environment and the rights of others.

Safe - We all work to ensure our school community is safe and understand that everyone matters.

Every child should feel secure; nurtured, valued and supported within our learning community. Our aim is that every child **is present, participating, achieving and supported**.

This policy and procedure should help to establish and maintain positive relationships and mutual respect resulting in a positive learning community and a supportive and restorative ethos.

2. SCOPE

All staff in our learning community are covered by this policy and procedure. It encompasses:

- Whole school approaches
- Clear expectations
- Building skills
- Additional Support Needs
- Dealing with Distressed Behaviour
- Our Staged Approach to Positive Behaviour
- Professional Development

3. DEFINITIONS

Family: Describes those considered to be related to the child by birth, affinity, choice or close personal ties and who can be contributors to the wider care and wellbeing of the child.

Parent/s: Describes any person who has parental responsibilities and any person who has custody of a child, including foster carers and a parent who shares custody of a child.

Children's rights: are protected by the UN Convention of the Rights of the Child and the Children and Young People Act 2014. There is a shared understanding that these rights are unalienable entitlements

which cannot be taken from children. These rights are not dependent on the child accepting certain responsibilities or on them feeling or behaving in a certain way. Children's rights will not be withdrawn as a consequence of behaviour.

At the time of writing this policy Gracemount High School is a Gold Award Rights Respecting School. The school will be reassessed during session 2020/21.

4. POLICY CONTENT

Every child and young person has the right to a high-quality education. Positive relationships are fundamental to enable effective teaching and learning to take place. We have adopted the following key principles to create a caring, supportive, learning environment:

- an ethos that values positive, restorative and respectful relationships and promotes shared values
- an inclusive and safe learning environment which supports children and develops their skills and resilience enabling them to become responsible for their own behaviour
- recognising that all behaviour is communication and that understanding what is being communicated and the underlying needs is crucial for assessing and meeting children's needs and finding solutions.

5. IMPLEMENTATION

Whole School Approach

Good organisation, lesson planning and preparation will help to create the right learning environment. Flexibility, choice and, where appropriate, differentiation will also help to support individual needs and promote positive relationships and behaviour.

However, even in these conditions, some children and young people will present with behaviour that challenges or is difficult to interpret. The school uses approaches and strategies which are designed to help prevent and de-escalate difficult situations and identify and support individual support needs.

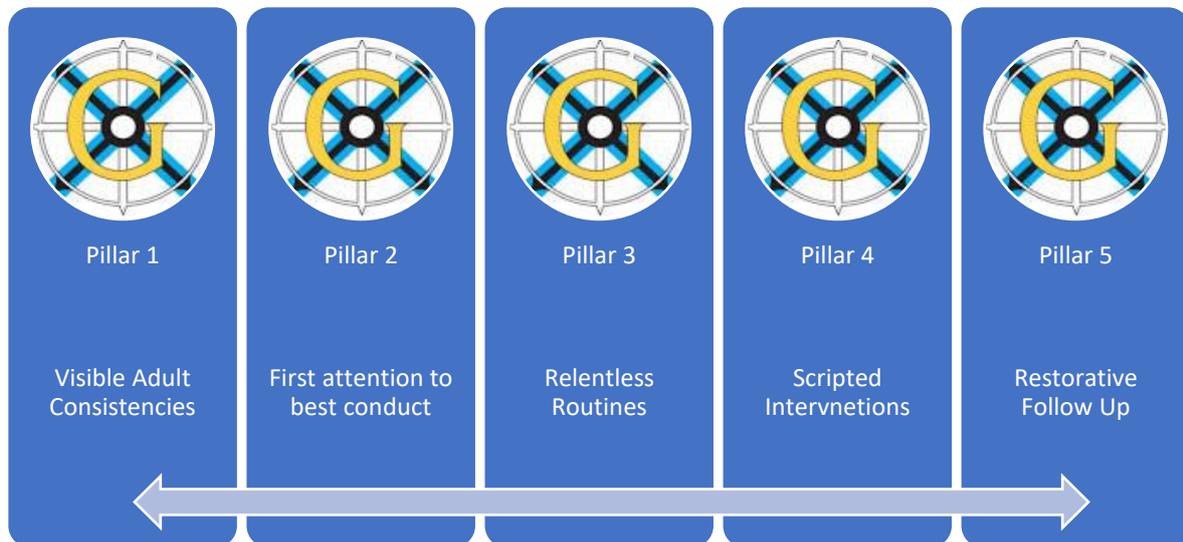
We understand that everyone learns best when they feel good about themselves. Punishments can make children feel bad about themselves. This can hinder their ability to engage in their learning, including their behaviour. Positive approaches to support behaviour focus on relationships, skills building and developmentally appropriate logical or natural consequences rather than the implementation of punishments.

To achieve this positive ethos all staff are committed to;

1. Developing positive relationships and being positive role models. We demonstrate this through or visible adult consistencies – behaviour you will see from every adult in our school.
2. Respecting and protecting the rights of all children.
3. Resilience building through identifying strengths and developing skills
4. Acting restoratively to prevent difficulties and repairing relationships when difficulties do arise.

Pivotal Approach

Gracemount High School is working in partnership with Pivotal Education to implement the 5 pillars of Pivotal Practice.



All staff are involved in professional development sessions each academic year with the view of enhancing their classroom management strategies to support good classroom behaviour.

Clear Expectations

Everyone in our learning community knows our *rules / values*. We have chosen to focus on 3 which we feel are very important to the success of our school. These are:

1. Responsible
2. Respectful
3. Safe

These form the basis of all our conversations in relation to behavioural expectations. It is helpful if parents can also discuss these rules / values with their children if there has been an incident in school. The purpose of these conversations is to find solutions and develop skills that will prevent problems in the future.

Over and Above Behaviours

Having over and above behaviours gives an immediate shift in expectations. It gives our young people something more than the bare minimum to achieve. It also gives our adults a structured way to recognise positive behaviours.

Over and above behaviours can be awarded by any member of staff at any point across the school. Our focus will be on the following:

1. Achievement – where a pupil succeeds with effort, skill or courage
2. Resilience – where a pupil demonstrates grit and determination in class to succeed.
3. Contribution – where a pupil plays their part in bringing about a positive outcome for themselves or others.

Class Charts

We use an online system called class charts to recognise our over and above behaviours. Parents and pupils can download the app and get a password from the school. This way they can keep track of the over and above behaviours being awarded.

Class charts also records behaviours that are a cause of concern and enables parents/carers to keep track of these behaviours.

Building Skills

The school uses lessons and activities that contribute to positive relationships and behaviour and support children to build the skills they need to develop positive relationships, resilience, be rights respecting and act restoratively. This includes:

- Building Resilience Programme
- Rights Respecting Schools
- Mentors in Violence Prevention (MVP)

Additional Support Needs

We provide support that meets children's needs and identifies additional support needs as early as possible to prevent further difficulties developing later. Most needs can be met within provision available in class. For a small number of children with needs that may impact on their behaviour and learning an individual child's plan will outline the supports that should be put in place. This is co-ordinated with parents through a young person's planning meeting (YPPM) and may involve partner services like our Educational Psychologist or Additional Support for Learning Service link. The school uses the following targeted supports:

- A support base and / or behaviour support staff
- Key workers: a named person for specific children
- Link workers: e.g. home-school link workers, family support, pupil support officer
- Staff being available at critical times e.g. transitions, break times
- Nurture Groups
- Social Skills Groups
- Cool down cards

Dealing with Distressed Behaviour

The school recognises that supporting children and young people with their behaviour requires:

- acknowledgement that all behaviour is communication.
- understanding how a child's needs might impact on behaviour
- identifying any known **'triggers' and early warning signs**
- considering the environment, body language and speech in this process
- intervening early if warning signs are detected to prevent a situation from deteriorating.

We ask children "what's wrong" and listen to their response and act appropriately. Once the reason and purpose for the child's behaviour is known we explore how we can develop appropriate support or adaptations to address the issue by promoting well-being, offering coping strategies and agreeing constructive solutions.

When a challenging situation develops our main objective is to reduce the level of arousal. The school uses De-escalation Techniques found in Appendix 2 of the Council’s Relationships, Learning and Behaviour procedures

<https://cityofedinburgheducation.sharepoint.com/sites/EdinburghLearns/inclusion/Shared%20Documents/Final%20Relationships%20Learning%20and%20Behaviour%20Procedure%202019.pdf>

Our Staged Approach to Positive Behaviour

Our focus will be on all pupils being:

1. **Responsible** – we come to school ready to learn, participate and contribute to the success of our school.
2. **Respectful** – we respect ourselves, our environment and the rights of others.
3. **Safe** – we all work to ensure our school community is safe and understand that everyone matters.



Step	Action	Recorded	Communication Home
Reminder(s)	Pupils will receive a reminder(s) of the teachers’ expectations of being Responsible, Respectful and Safe (RRS).	No	No
Warning	After appropriate reminders, pupils will be given a clear verbal warning. The teacher will use this word “warning” and pupils will be encouraged to improve their behaviour.	No	No
Last Chance Conversation and final warning	Pupils will be given time to stand outside of class (no longer then 3-4 minutes maximum). They will be encouraged to regain their focus for the lesson. After a brief teacher (scripted intervention), pupils will be politely invited to re-join the lesson.	No	No
Removal and Return R&R	<p>Pupils will be asked to move to another class to continue with their work. This will be recorded by their class teacher via class charts and shared with the CL.</p> <p>Regular remove and returns = class charts referral and intervention from CL.</p> <p>Pupils will return to their class before the end of the lesson and will be reminded of the focus on Responsible, Respectful and Safe. This may happen at the start of the next lesson. There will be a focus on a fresh start.</p>	Yes Class Charts	Yes Via Class Charts

Duty Head			
Duty Head	This is where a very serious breach of discipline has occurred (violence, racism, homophobia, dangerous conduct, threats to others, complete refusal to cooperate). Pupils will be removed from learning and taken to agreed location by the Duty Head. Pupils will be expected to meet with the	Yes	Yes
A teacher may move to this step immediately		Class Charts and whole school spreadsheet	Via Class charts and text/phone call home

if there has been a serious breach of discipline	teacher at a mutually agreed time. Continued failure to do so will result in House Head intervention.		
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Supported Interventions

If repeated behaviour continues to be a cause for concern a class teacher may request a supported intervention. They should notify their CL through a class charts referral and clearly highlight which periods the pupils should be out of class. The CL will accommodate the pupil until a restorative meeting has taken place between the class teacher and the pupil.

Should a CL wish to make a request, the pupil will be accommodated by another CL.

Mobile Phone Policy

Mobile phones are the single biggest cause of distraction in our school and have a significant detrimental impact on learning.

All mobile phone use, as well as ear phones/pods, are banned from any use in the classroom. The only space in school that these will be permitted will be the dining hall. Should a pupil fail to adhere to this, teachers will request that pupils' hand over their items and will return them when appropriate.

Should a pupil refuse to cooperate this will be escalated to senior staff in the school who will contact home. Pupils and parents will then be informed of a complete ban for that individual for the remainder of the school term. Should this happen twice there will be a ban for the full session. Continued issues will regrettably result in more formal procedures being implemented.

Should any parent/carer wish to contact their child during class times please do so via the school office. **Please do not contact them via their own phone.** We will ensure any messages are passed on.

Promoting Punctuality

Promoting Punctuality is a key life skill and one that is very important. We expect all our pupils to arrive on time for school each day.

Should you be aware that your child is going to be late for school please contact the school office. Also, please contact the school if you child is absent and note that you can respond by text to any absence text sent to you from the school.

Should a pupil arrive late, without contact from home, more than once in any one week they will complete a lunchtime detention. Pupils will be informed of the detention when they sign in at school and a text will be sent to the parent/carer.

School Uniform / Dress Code

We remain a school that is committed to an appropriate dress code that identifies with our school. Uniform is expected to be worn. Exceptions are made for a very small minority of pupils with underlying medical conditions. This is agreed between home and school and staff are aware of these pupils. We strongly encourage shirt and tie but will accept pupils who dress appropriately in black, blue clothing.

Full tracksuits or cropped tops are not permitted. Parents will be contacted and when safe to do so, pupils will be returned home to get a change of clothing. Should this not be possible they will be offered clean clothing from the school. Refusal to cooperate may lead to a young person not being permitted access to their classes. Parents/carers would be informed of this action as soon as possible and we would aim to work in partnership with you to find a resolution.

We acknowledge that on occasions pupils may have to wear alternative clothing and when contact is made by parents this will be accommodated.

Professional Development

We support all staff to develop their skills to support relationships learning and behaviour, this includes but is not limited to:

- *Pivotal training delivered by Pivotal staff and trained pivotal instructors within the school*
- *Use of the CIRCLE Inclusive Classroom*
- *Understanding and implementing Edinburgh's Getting it Right for Every Child approach (online training available)*
- *Implementing strategies outlined in the CEC procedure Relationships, Learning and Behaviour*
- *Promoting Positive Relationships for learning and behaviour online training*

5. ROLES AND RESPONSIBILITIES

Responsibility of Leadership

The **Head Teacher** has overall responsibility for ensuring the effective implementation of this policy. 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.

Extended Leadership Team (Curriculum Leaders and SLT)

- To develop an ethos of inclusion, a culture of mutual respect and shared values. Responsibility for firmly embedding policies, procedures and practice that ensure these principles are upheld.
- To demonstrate commitment to developing the 4 R's (Relationships, Rights Respecting, Resilience building, Restorative) through on-going professional learning and development, and appropriate levels of support and challenge.
- To provide relevant support and training for staff, particularly in relation to procedures to address factors that can undermine positive relationships.
- To ensure policies and procedures are developed and implemented in keeping with the ethos, values and principles as outlined in this policy and accompanying procedures.
- To plan and manage resources proactively and efficiently to support effective inclusive practice
- To seek out and contribute positively to partnerships which will lead to better outcomes for the children and young people and in particular for those at greatest risk due to social circumstances or additional needs.

- To ensure whole establishment/service approaches to self-evaluation and a commitment to continuous improvement over time.

Responsibility of All

- To act as role models for positive behaviour, respectful relationships, restorative approaches and positive communication.
- To demonstrate a commitment to developing core practice in relation to the 4 R's. (Relationships, Rights Respecting, Resilience building, Restorative)
- To model sensitivity, self-awareness and emotional regulation in their interactions with children and their families (and in situations where this has been challenging to seek peer support and the opportunity to debrief and reflect).
- To contribute to a culture, ethos and values that are fundamental to promoting positive relationships and behaviour within their setting and particular role.
- To promote and contribute to a collegiate climate of high support and high challenge. Good working relationships within and across services are built on respect and strong communication.
- To demonstrate a commitment to the four key features of inclusion ensuring all children are: present, participating, achieving and supported.
- To demonstrate professional values and personal commitment to social justice, integrity, trust and respect and professional commitment as incorporated in professional standards.
- To have high expectations and commitment to Getting it Right for Every Child with all staff contributing to ensuring pupil wellbeing.
- To act in the role of corporate parents in 'looking out for and standing by' looked after children in relation to their rights and the support they need.
- To actively seek the views of the children, to listen to them with care, to encourage and value the views of the children and families they work with.
- To recognise behaviour as communication. When pupils struggle with aspects of their behaviour, staff working collaboratively with families to develop alternatives to meeting the underlying needs such as the strategies outlined in the Inclusive Learning and Collaborative Working (CIRCLE) resource.
- To implement approaches to positive relationships and inclusion as outlined in Edinburgh's Inclusive Learning and Collaborative Working (CIRCLE) resource, Pupil Support Guides and establishment policies and procedures.

Parents and families are regarded by the school as key partners who are asked to work in partnership with the school. Parents are expected to assist in maintaining positive relationships and

high standards of behaviour and are invited to raise with the school any issues arising from the operation of the policy.

Learners 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. Learners also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

6. EQUALITIES AND RIGHTS

Gracemount 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.

All staff implementing these procedures have responsibilities under **The Equality Act 2010**. Having due regard for advancing equality includes

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.

This includes paying due regard to cultural factors, including differences in behaviours and dress code, that are relevant in ensuring that the school's ethos is inclusive. We also give due regard to the implications of a learner's disability when implementing this policy and procedure.

A link to the schools equalities policy can be found here

http://www.gracemounthighschool.co.uk/School_Documents_Page/School_Documents/index.html

A small proportion of children and young people will require greater levels of support. These children need individualised support, tailored to their needs, that is developed in partnership with children, families, and other professionals in-line with Getting it Right for Every Child (GIRFEC). With these vulnerable children the school will develop detailed plans to offer appropriate support, build on strengths, avoid behavioural triggers, encourage appropriate coping strategies, understand de-escalation techniques, and build positive relationships. Differentiated expectations and approaches in supporting behaviour and nurturing positive relationships take into account these individual needs where necessary. All physical contact is strictly forbidden according to the city of Edinburgh Relationships, Learning and Behaviour Procedure.

At the time of writing this policy, all schools are working through the COVID-19 crisis. School may have to adapt parts of this policy to reflect the on-going challenges to continue to meet the needs of all children.

CONCERNS, COMPLAINTS AND COMPLIMENTS: In the first instance parents are encouraged to contact their young person's Pupils Support Leader or Year Head. Should the matter not be resolved, parents/carers should make contact with the Head Teacher. At all stages we will try our very best to resolve the concerns. However, should we be unable to do this then we would refer you to the City of Edinburgh Complaints Procedure:

<https://www.edinburgh.gov.uk/downloads/file/22145/complaints-procedure-for-customer>

Customer care

Address: Waverley Court,
4 East Market Street,
Edinburgh,
EH8 8BG

Telephone: [0131 200 2300](tel:01312002300)

Email: customer.care@edinburgh.gov.uk

7. RECORD KEEPING

Reflection, evaluation and de-briefing strategies

The school records any incidents of behaviour requiring significant support on the school database called SEEMIS. Details will include an interpretation of events by different parties (including the child), possible triggers, an evaluation of how the incident was managed and 'lessons learned' to help prevent or better deal with a similar incident arising again. The Senior Management Team reviews these records of incidents on a regular basis.

8. SELF EVALUATION AND REVIEW

We want to engage directly with parents to foster a positive environment in our learning community, to work together to maintain a consistent message, develop shared values and excellent home/school communication. We want to work together to address and prevent any difficulties should they arise and to build on our strengths together.

Our relationships for learning policy can be found via our school website following the link below:

[http://www.gracemounthighschool.co.uk/School Documents Page/School Documents/index.html](http://www.gracemounthighschool.co.uk/School_Documents_Page/School_Documents/index.html)

We also have a leaflet available for collection from the school reception the summaries our policy.

Every 3 years we will evaluate and review this document. Staff parents/carer and young people will all be asked to contribute to the review. **Next review will take place in May 2023.**

High Level on call data will be reviewed every 2 months during the school session.

9. RELATED DOCUMENTS

Scottish Government

- Standards in Scotland's Schools etc Act (2000)
- Included, Engaged, Involved 2 (2017)
- Guidance on the Presumption to Provide Education in a Mainstream Setting (2019)
- Developing a Positive Whole School Ethos and Culture : relationships, learning and behaviour (2018)
- 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

City of Edinburgh Council

- Edinburgh Learns Framework: Inclusion
- Included, Engaged, Involved in Edinburgh Policy (2018)
- Relationships, Learning, Behaviour (2019)
- Managing and Reducing Risk Procedure (2019)
- Preventing and Responding to Bullying in Children and Young People (2019)

Record Title	Location	Responsible Officer	Minimum Retention Period
Education Records	Education Establishments	Headteachers/Managers	As per records retention schedule