

ELLON ACADEMY COMMUNITY CAMPUS

PROMOTING POSITIVE RELATIONSHIPS POLICY



FEBRUARY 2018

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1. BACKGROUND AND RATIONALE

The United Nations Convention On The Rights of The Child, underpins all Ellon Academy policies, procedures and practices to ensure that pupils' rights and responsibilities, along with respect for all are promoted. This policy links into our United Nations Rights Respecting School Framework.

2. SCHOOL AIMS & LINKED NATIONAL PRIORITIES

1. Achievement and Attainment

We have the highest expectations for every single young person who enters Ellon Academy. All our young people are given every encouragement to aim for the highest possible levels of achievement in educational attainment and life skills.

2. Framework for Learning

We aim to provide quality learning and teaching experiences for all our pupils, based on their unique aptitudes, needs and abilities, delivered by a professional and highly dedicated staff. By constantly reviewing and evaluating our curriculum, we aim to ensure that the needs of all learners are addressed. We see each individual as unique and make every effort to make them aware of the school's responsibilities to them and also their responsibilities to the school, fellow pupils and the local community. Also, we have very high expectations for the learning that takes place in every classroom, and for each pupil's contribution to this. Good classroom relationships are crucial to developing a positive school ethos, firmly built on positive relationships between all partners.

3. Inclusion and Equality

Ellon Academy has a tradition of being a fully inclusive school. We aim to help every individual pupil to benefit from education, and take pride in the support we continue to provide for pupils of all abilities and needs, within a framework of equal opportunities. We aim to be a caring community, providing the highest possible levels of support for all pupils. All members of the Ellon Academy community are valued and respected.

4. Values and Citizenship

Promoting Education at Ellon Academy is firmly founded on a partnership that aims to teach pupils respect for themselves and others. It also aims to make pupils aware of their rights and responsibilities both within the school community and as part of society generally, thus developing effective skills of citizenship and an awareness of the need to care for and value our environment.

5. Learning for Life

Ellon Academy aims to create a learning environment that enables pupils to develop creativity, ambition, enterprise, and the skills and attitudes required for success in life the 21st Century.

Ellon Academy Core Values underpin the procedure and practice of this policy and is the basis of positive relationships between all stakeholders at Ellon Academy Community Campus.

3. POLICY AIM(S)

This policy specifically relates to the following School Aims;

Aspirational Achievement and Attainment

Framework for Learning – Limitless Learning and Transformational Teaching

Inclusion and Equality – Excellence and Equity

Values and Citizenship – Promoting Partnerships

The underlining principles of the policy and its implementation are the core values of respect and responsibility under which we all agree to:

- treat everyone in our school and community with kindness and respect
- take responsibility for ourselves, our actions and how they affect others

In this Promoting Positive Relationships Policy we aim to promote the impact positive relationships and restorative practice has on the quality of learning and teaching for all learners. This will be achieved through:

- Promoting positive relationships
- Clear communication of expectations for all with specific reference to the core values across the school
- Updated documentation which reflect restorative practice and Ellon Academy core values
- Celebrating achievement through positive referral and the regular use and promotion of the merit system

4. IMPLEMENTATION STRATEGIES

Behaviour support – Universal to Targeted

To ensure that learning is the top priority in all Ellon Academy classes, it is vital that the behaviour of pupils is such that allows the learning to happen.

This process has been put in place to try and support pupils and staff to reduce the likelihood of behaviour impacting on learning, as an early intervention which can be moved onto more targeted support should it be required.

The policy is in place to support staff and pupils and to ensure that learning remains the focus of pupils' attention in the classroom. Where the behaviours occurring prevent the learning from taking place and the normal teaching strategies have not had a positive impact then the teacher should quietly refer to the Core Values and the pupils should be warned that the levels of the Promoting Positive Relationships will be put into practice.

Each level should be quietly and firmly followed through with the level and reason being explained to the pupil concerned.

The policy should not be seen as punishment. Our focus with the pupils should consistently be related to their responsibility to respect the education of others and the core values of the school.

It is important that teachers apply their usual class management techniques because as individuals we create educational environments that are exciting, sometimes fun and often lead to the development of unique relationships with pupils.

It is only when these relationships break down with individuals and the real work of the class is being disrupted that the policy needs to be implemented consistently by all staff.

The policy operates on a “fresh start” basis with the highest level recorded at the end of the lesson on Seemis. Where the behaviours improve during a lesson and pupils respond in a positive manner to advice, praise and make good choices there is the opportunity to “work down” the levels.

IMPLEMENTATION PROCEDURE

- Faculties make provision for level 4 – removal from class
- Revised policy and practice shared with pupils through assembly
- Prior to implementation date, all staff talk though Promoting Positive Relationships in practice in their classroom
- Promoting Positive Relationships leaflet distributed to parents
- Staff Briefings arranged and Policy Packs issued to staff
- CPD session on Restorative Practice and Classroom Management delivered during In-Set

5. POLICY CONSULTATION PROCESS

This Policy has been subject to consultation with staff and pupils with feedback incorporated into the policy and procedures. Implementation will take place from February 2018 with an initial review at the end of session 2017-18 and any agreed amendments being introduced for the start of session 2018-19.

This Policy will be reviewed as required and formally as part of the Ellon Academy policy review cycle outlined in the Whole School Improvement Plan. This Policy will be updated as required and formally reviewed during session 2020-21.

6. STAFF DEVELOPMENT AND RESOURCES

The main resource implication for this policy is:

- Staff familiarisation with this policy
- Updated information and posters for Pupils, Parents/Carers and Staff
- CPD on restorative practice and classroom management

7. POLICY EVALUATION AND REVIEW

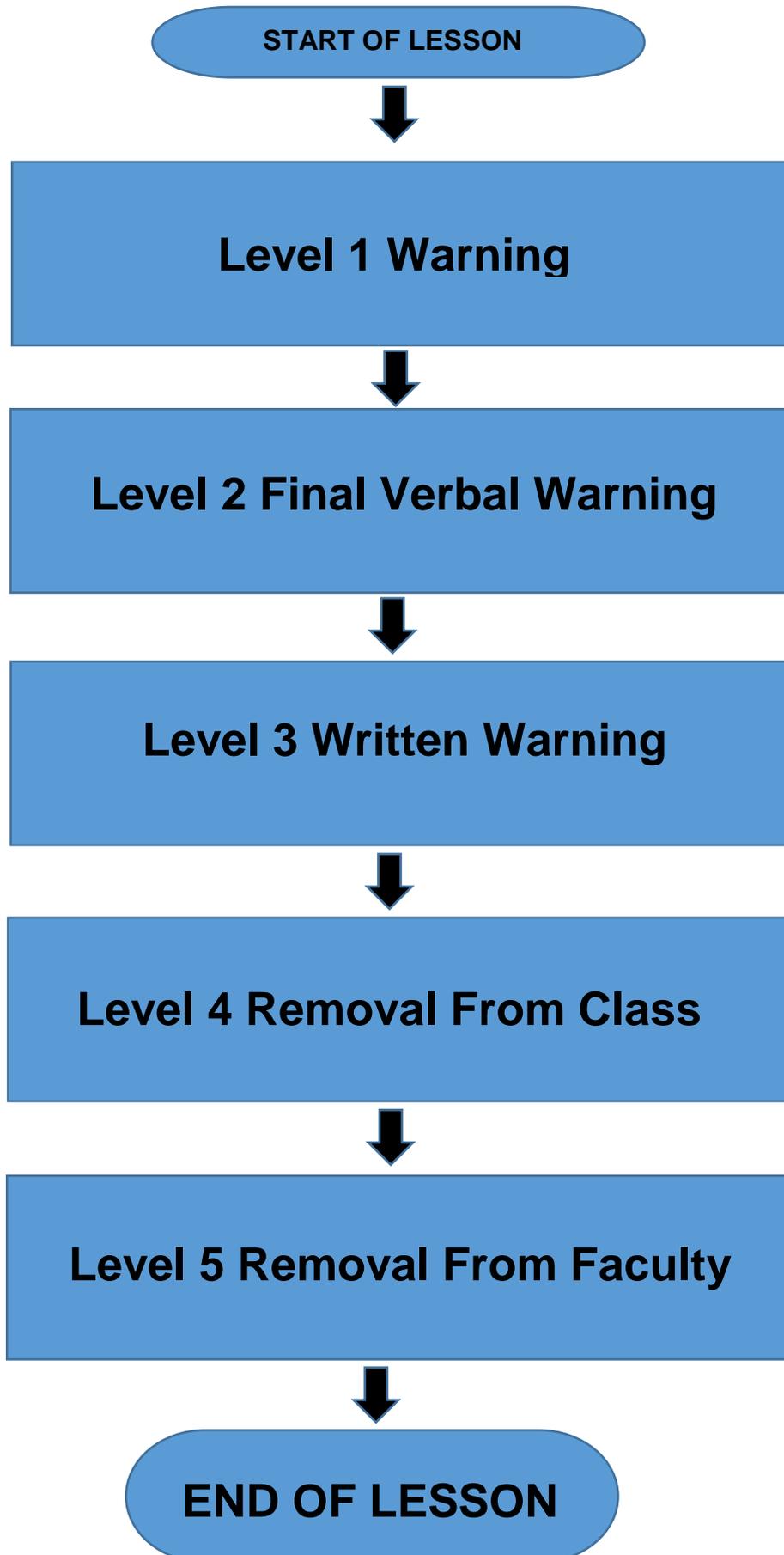
Evaluation and review of this policy will enable the school to identify CPD needs and future improvement plan priorities to assist us in our continuous improvement drive towards excellence.

8. APPENDICES

1. Procedural Flowchart
2. Promoting Positive Charter for Learning Poster
3. Promoting Positive Relationships Core Values in Practice Poster
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ELLON ACADEMY PROMOTING POSITIVE RELATIONSHIPS





ELLON ACADEMY CORE VALUES AND LEARNER MARK IN PRACTICE



- Be punctual – arrive on time
- Be prepared – bring the necessary books and equipment
- Participate – follow instructions, do not disrupt learning
- Persevere – stay focussed and work to the best of your ability
- Progress – what are your next steps?

In this classroom

- ❖ We treat everyone with kindness and respect
- ❖ We take responsibility for our actions and how they affect other
- ❖ We give our very best in everything we do
- ❖ We treat everyone fairly and with equality
- ❖ We set ourselves high standards and aspire to be our very best
- ❖ We are committed to our learning and do our best at all times
- ❖ We are honest, trustworthy and reliable

ELLON ACADEMY

CHARTER FOR LEARNING



ASPIRATION

- (a) Education at Ellon Academy will develop every pupil's personality, talents and abilities.

INTEGRITY

- (b) All efforts should be made to ensure that the rights of all pupils are met.

RESPECT

- (c) All pupils have the right to express their views on matters affecting them in school, have their views taken seriously and have their dignity respected.

RESPONSIBILITY

- (d) It is the right of all pupils to have an education. Each pupil has a responsibility to respect the education of others.

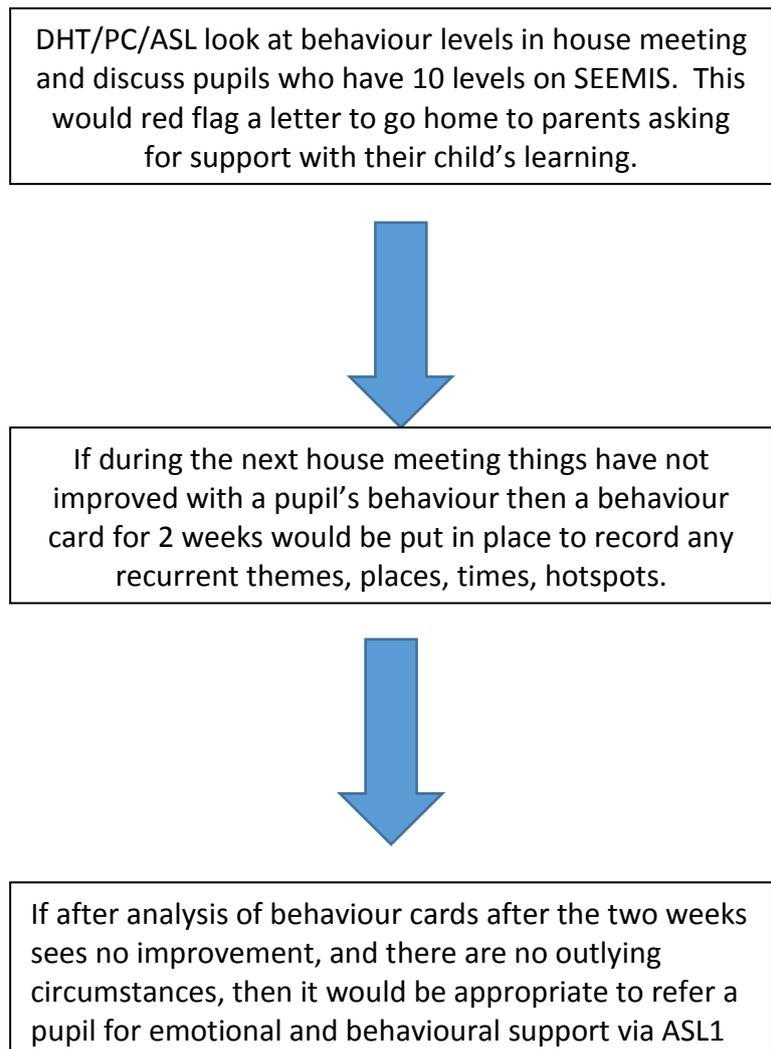


Behaviour support – Universal to Targeted

To ensure that learning is the top priority in all Ellon Academy classes, it is vital that the behaviour of pupils is such that allows the learning to happen.

This process has been put in place to try and support pupils and staff to reduce the likelihood of behaviour impacting on learning, as an early intervention which can be moved onto more targeted support should it be required.

Positive Behaviour Planning



**PROMOTING POSITIVE RELATIONSHIPS AT ELLON ACADEMY
QUICK REFERENCE GUIDE**

ESCALATION		Notes
Level 1 Warning (verbal)	Class Teacher records Level 1 on Seemis. Let the pupil know that you are recording this step.	Indicate the behaviour which has led to the warning being given. This should include a reference to the Core Values and/or Learner Mark displayed on the wall
Level 2 Final warning (verbal)	Class Teacher records Level 2 on Seemis. Let the pupil know that you are recording this step.	Indicate the behaviour which has led to the warning being give. This should once again include a reference to the Core Values and/or Learner Mark displayed on the wall This is a good opportunity to remind the pupil that continuing to make poor choices will result in a written warning
Level 3 Written Warning	Class Teacher records Level 3 on Seemis. At the end of the lesson issue a Level 3 letter to parents/carers.	Indicate as above. Stress that the next step is removal from the class. Discuss the choices which need to be made to avoid further escalation.
Level 4 Removal from Class	Issue the pupil with a Yellow Card PT records Level 4 on Seemis At the end of lesson (or appropriate time) complete the Level 4 letter and pass to the Office for processing. Complete staff reflection sheet in preparation for restorative conversation	Advise the pupil that a series of poor choices have been made which are disrupting the learning within the classroom. The pupil should be reported to the PT and will be accommodated elsewhere in the Faculty. Pupil completes Reflection Sheet and then continues with appropriate work
	Following the lesson the teacher and PT discuss the Level 4 and agree whether an informal restorative talk is required.	This is put in place and once complete the pupil returns to class
	If a formal meeting is required a request is made to PTG/House Head	The pupil returns to class once this is complete
Level 5 Removal from Faculty	Issue pupil with Red Card and send to F55 Inform PTG / House Head as soon as practical	This represents a significant breakdown of positive relationships and a formal restorative meeting request should be made. This priority request should be followed up as soon as possible with the aim of being completed within 2 school days.
SINGLE INCIDENT		
Level 5 Single Incident Removal from Faculty	Issue pupil with Red Card and send to F55 Inform PT as soon as practical This will be recorded centrally on Seemis Formal restorative meeting should be arranged. Once this is completed, the pupil should return to the class. Conditions may be put in place to enable this to happen.	<ul style="list-style-type: none"> • Physical Violence • Verbal Abuse • Unsafe Behaviour PT should inform House Head and additional action taken as appropriate



Promoting Positive Relationships

LEVEL 3 LETTER

Dear Parent/Carer,

Name:

Class:

I am writing to you to express concerns over your child's learning. Today they were placed on Level 3 – Written Warning, part of the Promoting Positive Relationship system due to behaviour choices made, which affected their learning and the learning of other pupils. I would appreciate your involvement in discussing this with them and the effect these choices have on their learning.

The purpose of this letter is to give an early warning of concerns that we have over the choices made in the learning environment. I very much hope that your family will react positively to our joint efforts and recognise that we all have the best educational interests for all our Ellon Academy learners.

Thank you in anticipation for your support and co-operation.

Teacher:

Department:

Events of date/period:

1 Verbal Warning Issued **2** Final Warning Issued **3** Written Warning issued

Teacher comment:

Copy sent to PT Guidance



Promoting Positive Relationships

LEVEL 4 LETTER

Dear Parent/Carer,

Name:

Class:

I am writing to you to express concerns over your child's learning. Today they were placed on Level 4 – Removal from Class, part of the Promoting Positive Relationship system due to behaviour choices made, which affected their learning and the learning of other pupils. I would appreciate your involvement in discussing this with them and the effect these choices have on their learning.

The purpose of this letter is to give an early warning of concerns that we have over the choices made in the learning environment. I very much hope that your family will react positively to our joint efforts and see that we all have the best educational interests for all our Ellon Academy learners.

Thank you in anticipation for your support and co-operation.

Teacher:

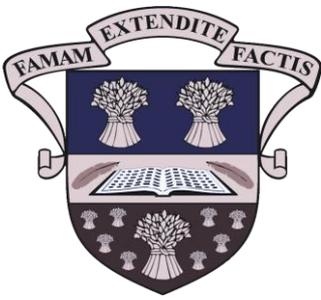
Department:

Events of date/period:

1 Verbal Warning Issued 2 Final Warning Issued 3 Written Warning issued
4 Removal from Class

Principal Teacher comment:

Copy sent to PT Guidance



Promoting Positive Relationships

LEVEL 5 LETTER

Dear Parent/Carer,

Name:

Class:

I am writing to you to express concerns over your child's learning. Today they were placed on Level 5 – Removal from Faculty, part of the Promoting Positive Relationship system due to behaviour choices made, which affected their learning and the learning of other pupils. I would appreciate your involvement in discussing this with them and the effect these choices have on their learning.

The purpose of this letter is to give an early warning of concerns that we have over the choices made in the learning environment. I very much hope that your family will react positively to our joint efforts and see that we all have the best educational interests for all our Ellon Academy learners.

Thank you in anticipation for your support and co-operation.

Teacher:

Department:

Events of date/period:

1 Verbal Warning Issued 2 Final Warning Issued 3 Written Warning issued
4 Removal from Class 5 **Removal from Faculty** Single Incident / PT referred

Reconnect Teacher comment:

Copy sent to PT Guidance