

# **ELLON ACADEMY COMMUNITY CAMPUS**

## **PROMOTING POSITIVE RELATIONSHIPS POLICY**



**March 2021**

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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 21<sup>st</sup> 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.

Ellon Academy adopted Paul Dix ethos of 'Ready, Respectful, Safe' in August 2022 after a year long conversation and CLPL activities for staff.



We worked together to re-set our expectations and Excellence at Ellon was also launched in August 2022:



SLT and PT Learner Walks are also based on Ready, Respectful, Safe – Excellence at Ellon:



This 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 August 2022 with an initial review at the end Term 2 2022 and any agreed amendments being introduced for the start of Term 4 22/23.

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 2023/24.

## **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.



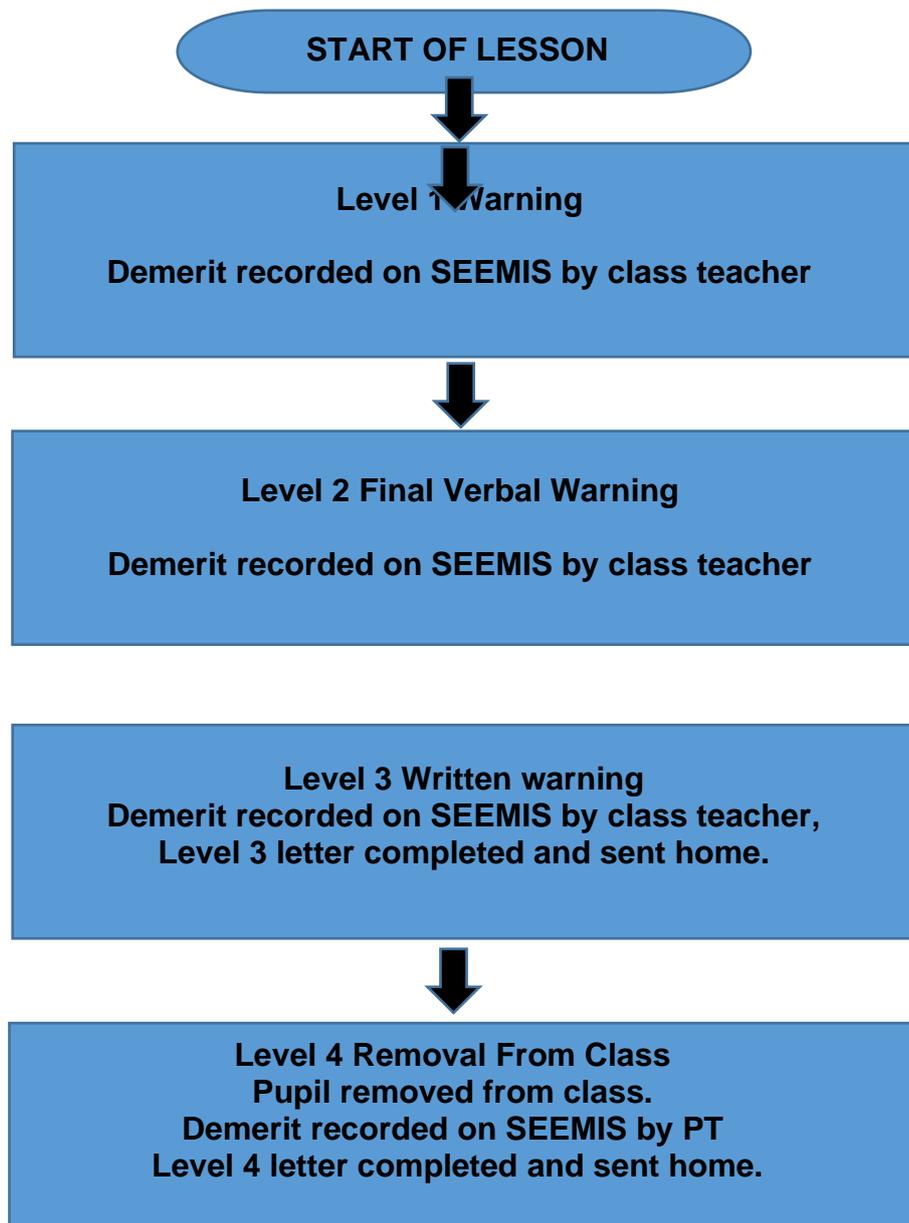
## 8. APPENDICES

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### APPENDIX 1

## ELLON ACADEMY PROMOTING POSITIVE RELATIONSHIPS





## Sanctions available to DHTs

Pupils persistently reaching Levels 4 and 5 in the PPR system, will almost always be part of the MAAPM System, which means there is multi-agency involvement, including regular planned meetings to discuss and review school progress and concerns with parents and partners working with individual pupils.

Some pupils outwith the MAAPM system also require more targeted input from PTs Guidance and DHTs (House), working with parents to address issues of concern.

The level system above applies to and is effective for the vast majority of pupils, however, some pupils will require additional intervention and sanctions:

Sanctions at PT Faculty Level may include:

- Sharing successful strategies with faculty staff
- Faculty Learner Walks
- Extra catch-up work in the faculty (lunchtime)
- Move to another classroom within the faculty
- Faculty behaviour card
- Supporting Learning letter
- Faculty log letter

Sanctions at PTG/DHT House level may include:

- Targeted Learner Walks
- DHT interviews pupil to discuss behaviour after PTG has interviewed and consulted with parents/carers to check if circumstances may be causing behaviour concerns
- Pupil concerns discussed and actions agreed at House Meetings (DHT House, PTG and PT ASL present). Also recorded in House minutes. Feedback to staff.
- After schoolwork session
- PTG Support for Learning card which may lead to DHT Support for Learning card
- Weekly Targets Review with DHT
- Withdrawal from extracurricular activities
- Lunchtime detention(s)
- School Review Meetings with parents/carers
- Multi-agency (MAAPM) meetings
- Referrals to Pupil Support Workers, Community Learning and Development Youth Workers, Additional Support Needs, Educational Psychology, Social Work, Police, NHS and other relevant partners
- Sharing successful strategies with class teachers
- Withdrawal from school trips
- Withdrawal of privileges (S5/6)
- Amended timetables/blended placements
- Warning/Final Warning of Exclusion
- Mainstream Withdrawal (1 or 2 days in Reconnect)
- Exclusion
- Removal from school roll – (QIO decision)



# ELLON ACADEMY CORE VALUES AND LEARNER MARK IN PRACTICE



**ARE WE**  **3 OUT OF 3**

READY TO ENGAGE WITH LEARNING?  
READY TO LISTEN?  
READY TO FOLLOW INSTRUCTIONS?

**READY**

**R  
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RESPECTFUL OF OTHER PEOPLES BELONGINGS?  
RESPECTFUL OF OTHER PEOPLES FEELINGS?  
RESPECTFUL WHEN TALKING TO TEACHERS?  
RESPECTFUL WHEN TALKING TO PUPILS?

IS EVERYONE EMOTIONALLY SAFE?  
IS EVERYONE PHYSICALLY SAFE?

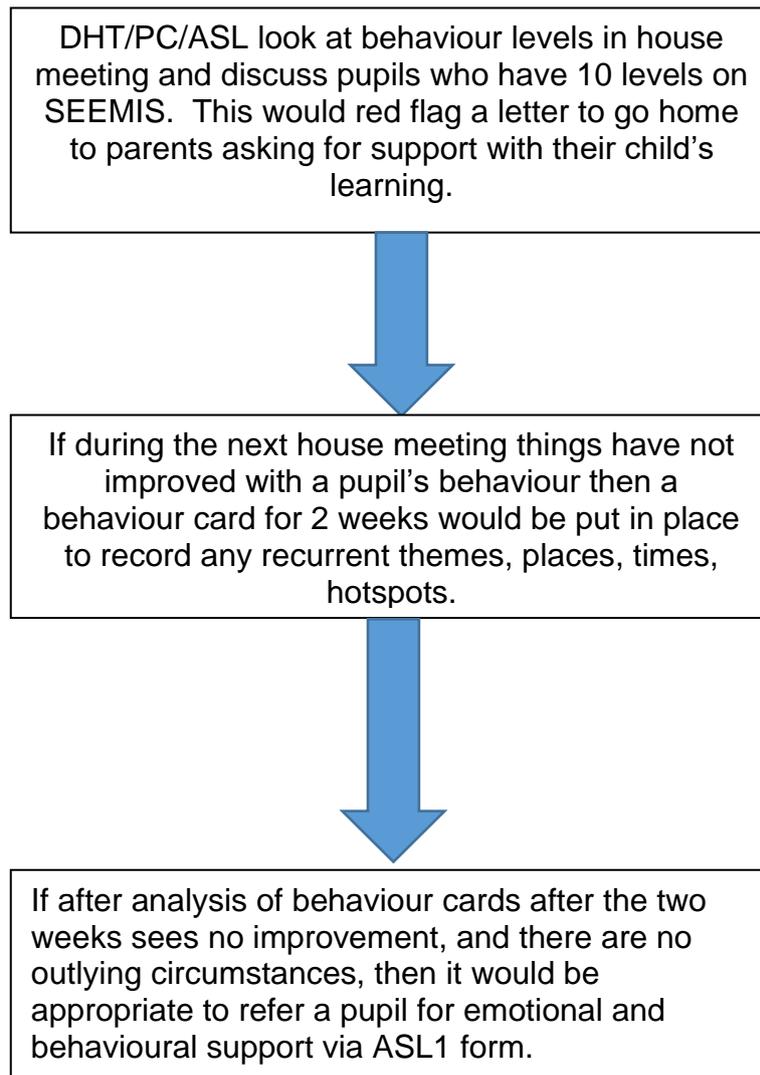
**SAFE**

## 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**

<b>ESCALATION</b>		<b>Notes</b>
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



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, of the Promoting Positive Relationship system due to behaviour choices made, which affected their and others learning. I would appreciate your involvement in discussing this with them and the effect these choices has on their learning.

The purpose of this letter is to give an early warning of concerns that we have over choices 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

Teacher comment:

Copy to be sent to PT Guidance



Promoting Positive Relationships

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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, of the Promoting Positive Relationship system due to behaviour choices made, which affected their and others learning. I would appreciate your involvement in discussing this with them and the effect these choices has on their learning.

The purpose of this letter is to give an early warning of concerns that we have over choices 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 to be sent to PT Guidance