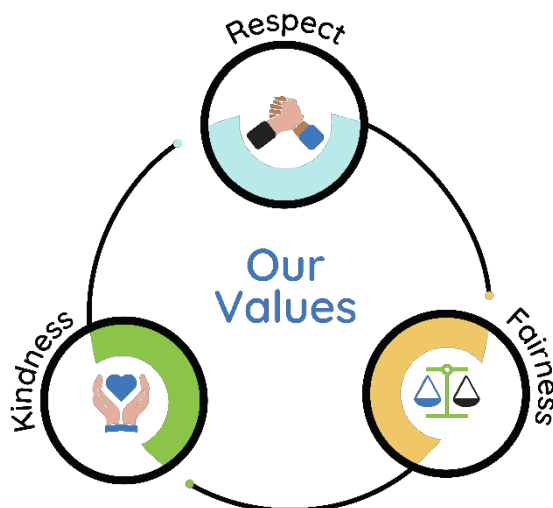


# Monifieth High School Relationships Policy



**We are preparing young people for success now and in the future by developing skills and values through inspiring learning and teaching in a nurturing and supportive environment**



Reviewed Nov 25



# Monifieth High School Relationships Policy

## Aims

The aims of the Monifieth High School Relationships Policy are:

- To promote positive relationships through our whole school ethos and shared values of Respect, Fairness and Kindness
- To be informed by national and local legislation and current educational thinking with regards to supporting young people and meeting their needs
- To give opportunities and resources to improving relationships and behaviour which will lead to positive outcomes in relation to inclusion, engagement and attainment
- To develop clear systems of communication to support staff, young people, parents/carers and partners
- To work under the three principles of

**Visible Consistency**

**Visible Communication**

**Visible Kindness**

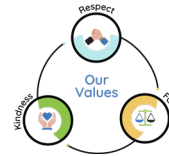
## Part 1: Why

**Rationale:** At Monifieth High School we aim to help everyone to be happy, healthy, resilient and responsible. Our vision is to prepare young people for success now and in the future by developing skills and values through inspiring learning and teaching in a nurturing and supportive environment. Our values of Respect, Fairness and Kindness underpin everything we do, how we think, act and speak. As a community we work together to achieve the very best outcomes for everyone in our school.

**Curriculum for Excellence** cannot be delivered without good relationships and positive behaviour.....and all staff should be proactive in promoting positive behaviour.

Building Curriculum for Excellence through Positive Relationships and Behaviour

- At Monifieth High School we are committed to **promoting positive relationships** across the school community where children and young people feel safe, are healthy, achieving, nurtured, active, respected, responsible and included.
- As a Rights Respecting School and in line with the **United Nations Convention on the Rights of the Child** (UNCRC), at Monifieth High School we are committed to safeguarding the rights of young people and staff to work in an environment which encourages effective learning and teaching. (Article 28)
- At Monifieth High we believe wellbeing, positive relationships and an inclusive ethos and culture are the foundation for learning and all staff are committed to promoting a climate in which children and young people feel safe and secure
- At Monifieth High we understand that young people need to be supported in ways that meet their needs and this support to be consistent from all adults who work with them



- At Monifieth High School we strive to use evidence-based research to support our practice. This research underpins our approach to promoting positive relationships, supporting better behaviour and ensuring successful learning.
- In line with the evidence within Visible Learning research, at Monifieth High School we understand that positive teacher-student relationships are essential for student wellbeing and successful learning.
- At Monifieth High School we are committed to consistency and fairness for all learners which is proven to reduce anxiety and have a positive effect on the learner process and experience.
- At Monifieth High School we believe modelling positive behaviour promotes positive relationships and health and wellbeing thus encouraging it in others.
- At Monifieth High School we believe that the culture is set by the way the adults behave.

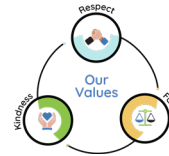
## Part 2: What

### Monifieth High Expectations

- At Monifieth High School we expect everyone to demonstrate our values of:
 

<b>Respect</b>	<b>Fairness</b>	<b>Kindness</b>
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  - **Respect** at Monifieth High School means:
    - Treating others as you would like to be treated
    - Being prepared, on time and ready to engage
    - Listening well, saying please and thank you
    - Considering the views and feelings of others
    - Looking after equipment and our environment
  - **Fairness** at Monifieth High School means:
    - Treating others equally whoever they are
    - Supporting everyone to learn and achieve
    - Accepting that not displaying our values impacts on ourselves and others, and needs to be addressed
  - **Kindness** at Monifieth High School means:
    - Helping and caring for others
    - Looking after yourself and aiming to be your best self
    - Asking for help if you need it
    - Not standing by or walking past if you can help
- At Monifieth High School we will support young people in each of these areas and work hard to ensure that all pupils can achieve these expectations.



- At Monifieth High School adults will refer to these core values during lessons and in discussions with young people.
- At Monifieth High School we recognise that some young people will need extra support in achieving our expectations and appropriate interventions will be used as required.

## Visible Consistency

- Our approach to supporting relationships and learning is based on **clarity** and **consistency**.
- At Monifieth High School all teachers will endeavour to meet and welcome their class at the door or teaching area at the start of each lesson. This will contribute to creating a positive environment
- At Monifieth High School all teachers will use The Monifieth Way to ensure a consistent and inspiring experience for all young people
- If a young person interrupts learning, does not follow instructions or displays behaviours that do not meet our school values, we will address this using the same four step process in every class, every time.
  - Step 1 - Reminder about expectations
  - Step 2 - Warning about behaviour interrupting learning
  - Step 3 – Discussion about behaviour (outside room, after class, in class, move seat) and recorded on Class Charts with notification home
  - Step 4 - Move of room to complete work and recorded on Class Charts with notification home - Class teacher to make PTC aware
  - Step 5 – Involvement of Duty Rota member of ESLT (for de-escalation or refusal to follow Level 4 or serious breach of school values)

## Visible Communication

- At Monifieth High School there is a consistent approach from the adults when communicating with young people.
- At Monifieth High School when there is formal communication through Class Charts, departmental meetings or contact with home, **the young person is aware of the reasons behind the communication**.
- At Monifieth High School all communication is done in a calm and supportive manner. At Monifieth High School we believe that the use of praise is vital in in



developing a positive atmosphere in the classroom and is key to developing positive relationships, including with those learners are hardest to reach.

- As a school, we are working on our approaches to recognising the achievements and successes of our learners. The most important part of celebrating success takes place in the classroom as teachers notice and praise the efforts of learners. Our staff consistently praise effort and notice when young people try to improve in their learning.
- We notice and praise when people go 'above and beyond' the behaviours and attitudes we expect from everyone.
- We formally record praise with Badges on Class Charts with real time notifications home.

## **Visible Kindness**

- At Monifieth High School all staff interact positively and proactively in the corridors and within the wider school community.
- By being visibly kind we endeavour to ensure that Monifieth High School is a safe place where young people have a sense of belonging and know that they have adults that want them to achieve their best.
- At Monifieth High School we know that "visible consistency with visible kindness allows exceptional behaviour to flourish". (Dix)
- At Monifieth High all staff will have an awareness of the trauma informed approaches and nurture principles and recognise their importance in a whole school philosophy. These principles provide guidance for staff in understanding a young person's behaviour and the pivotal role school can play in supporting young people.

## **Part 3: How**

# **The Monifieth Way**

**Respect Fairness Kindness**

## **Our Learning Standard**

### **Creating a Positive Learning Environment**

Acknowledge and welcome young people at the classroom door
Complete SEEMIS Registration confidentially
Be aware of the wellbeing and needs of learners
Display high expectations for all and a consistent approach to managing relationships
Promote class routines ensuring pupils are "Ready to Learn"
Visibly model MHS Learning Qualities & values of Kindness, Fairness & Respect



Acknowledge young people at the classroom door as they leave

### The Learning Process

Starter activities are used to recap prior knowledge or provide opportunities for new learning
All learners understand the Learning Intentions and purpose of their learning. Young people 'Know...' 'Understand...' or 'Are able to...'
Success Criteria are used effectively with learners to understand what success looks like. These are used throughout the lesson to support feedback, self/peer assessment
Learning is enriched and supported through interactive and digital learning opportunities, as appropriate, to engage and motivate learners
Differentiated learning experiences support and challenge all learners
Young people engage with a range of learning processes (e.g. Learning Pit, Learning Qualities, SOLO Taxonomy, Study Skills)
Questioning and discussion are used to identify misconceptions and deepen understanding
Learners support each other in their learning
Through effective feedback, young people understand the purpose of assessment and know where they are going, how they are doing and their next steps in learning
Teachers employ strategies, including effective plenaries, to evaluate impact, seeking feedback and signposting future learning

### The Reflection Process

Reflect on what you discovered about the learning and adapt for the next lesson
Share successes and concerns with young people, PTC, PC&S and parents/carers as appropriate (use of Class Charts)
What might you do differently?

*“Preparing young people for success now and in the future by developing skills and values through inspiring learning and teaching in a nurturing and supportive environment.”*

## Roles and Responsibilities

#### All Young People will:

- Demonstrate our school values of Respect, Fairness and Kindness
- Aim to be the best version of themselves
- Work with staff if they need support

#### All staff will:

- Follow The Monifieth Way
- Be consistent, insistent and persistent in addressing interruptions to learning and in communications with young people regarding our expectations
- Model and refer to the values of Respect, Fairness and Kindness



- Recognise and record positive behaviour
- Address and record negative behaviour
- Take on board feedback in planning to address relationship and behaviour issues

**All PTs Curriculum will:**

- Meet and greet learners in departments and be a visible presence modelling and encouraging respect, fairness and kindness
- Be consistent in their support for staff and learners with relationships and meeting expectations, including feeding back to staff regarding referrals and concerns
- Be proactive in monitoring data (including Class Charts) and communication with learners, parents and staff to support learning
- Feedback to staff regarding relationship and behaviour issues
- Manage behaviour within their faculty areas using a range of appropriate interventions

**All PTs Pupil Care and Support/ASN will:**

- Have an overview of a young person’s progress, including their data on Class Charts, and identify appropriate support
- Work closely with young people, families, staff
- Support PTCs and staff with relationships using a range of appropriate interventions to help young people engage in learning
- Play a pivotal role in ensuring clear communication
- Engage relevant partners in supporting young people

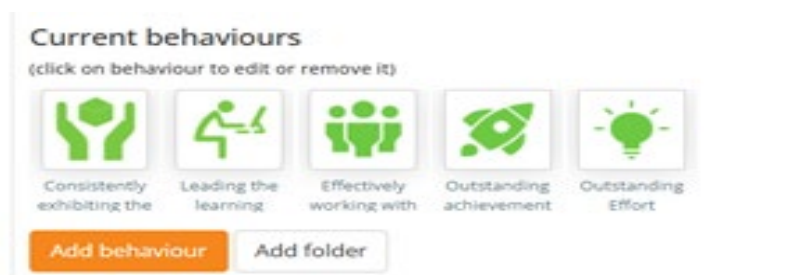
**All SLT will:**

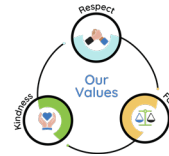
- Meet and greet at the start of the day, see young people out of school at the end of the day and be a visible presence at key times of the school day
- Support middle leaders in working with young people with more complex or entrenched behaviours that impact on learning using a range of appropriate interventions
- Evaluate and improve the impact of policies, interventions and actions
- Be consistent, insistent and persistent in supporting everyone to meet our expectations of being respectful, fair and kind to ensure an effective climate for learning.

**Visible Communication- Praise**

Staff will utilise Class Charts to record praise for learners using the following badges:

**Badges**





\*Consistently exhibiting the school values will be awarded on a termly basis

## Visible Consistency- Steps

Our approach to supporting relationships and learning is based on **clarity** and **consistency**. If a young person interrupts learning, does not follow instructions or displays behaviours that do not meet our school values, we will address this through the following four steps in every class, every time.

1. If a young person disrupts the learning of the class, on the first occasion the teacher will issue a **reminder**, with a specific instruction and thanks.  
eg. "Craig, I've asked everyone to listen, so remember not to interrupt, thanks."
2. If a young person disrupts the learning of the class a second time, the teacher will issue a **warning**, with a specific instruction, explaining that if they interrupt again, they will need to move seat and thanking them.  
eg. "Cara, remember to use respectful language, that's the second time I've had to talk to you so that is your **warning**. A third time and I will have to move your seat and record it, let's focus on the task, thanks."
3. If a young person continues to disrupt the learning of the class, the teacher will have a discussion with the young person about their behaviour and may want to use interventions (eg move seat) to support this. They should also warn that any further issue will lead to them moving to another classroom.  
eg. "Derek, you're interrupting me again, that's the third issue today, so I'll need to record that and I need to you to come and work here for now, thanks"
4. If a young person causes any further disruption to the learning of the class, the teacher will explain that due to it being the fourth occasion, they must now **move to another classroom** to complete work.  
eg. "Clair, that's four interruptions today so I need you to take your work and move to...."

### • **Following up a Step 4**

In most instances, should a young person reach Step 4, the teacher will be able to have a conversation with them in the welcome to the next lesson to reinforce expectations and reset for a fresh start. However, if this will not be appropriate they should discuss this with the PTC.

### **Step 5 Duty Rota**





Should a young person refuse to move class, or leave the area without permission, or display behaviour which is a serious breach of school values or require removal to de-escalate the class teacher/ PTC should call the office for the Duty Rota/ Time Out via the school office. This should be logged on Class Charts immediately and the school office will contact the member of ESLT on call.

Class teachers should send the details of the incident to their PTC with the heading REFERRAL which the PTC will liaise with the teacher about. This may result in further interventions eg phone call or email home, reflection time, etc. This REFERRAL should be forwarded to the PT PC&S/ DHT with further details/ actions, and can then be pasted into pastoral notes. This might be for action or for information only.

This should only be used in circumstances where a young person is displaying significantly challenging behaviour that cannot be managed through the steps above.

Instances of serious breaches of school values will be followed up by **ESLT** and feedback given to staff, including, where appropriate planning for any necessary restorative work.

## Visible Communication- Class Charts Flags & Referrals

Staff will record behaviour using Flags on Class Charts. Young people must be told why they have been issued with a flag.

<b>Flags</b>
<ul style="list-style-type: none"> <li>- Step 3</li> <li>-Step 4</li> <li>-Step 5 (Duty Rota/ Time Out)</li> </ul>
<ul style="list-style-type: none"> <li>- Left class    - Uniform (Form Tutors only)    - Not displaying the school values (out with classroom)    - Health &amp; safety concern (PTs and House Teams only)</li> </ul>

Referrals by email (not SEEMIS)

To share with Principal Teacher Curriculum:

- Information regarding why a young person was removed by the Duty Rota, including detail of incidents/behaviour and strategies attempted to manage the situation
- Information regarding a significant incident requiring action
- Information regarding subject specific concerns (eg. ongoing lack of engagement / low levels of disruption involving reaching Step1 or 2 repeatedly) - such referrals should be marked as 'for information only'.

To share with Principal Teacher Pupil Care & Support:

- Information relating to pastoral concerns (not Child Protection) - such emails should be marked as 'for information only' and have the heading REFERRAL



Principal Teachers Curriculum will:

- Monitor and deal with incidents being reported on class charts/ Referrals which have been emailed
- Share concerns / pass relevant referrals to PT PCS
- If required, escalate to SLT link

Principal Teachers PCS will:

- Monitor emailed Referrals/ class charts and act on information as required
- Share information as appropriate with learners, parents, partners to support learning
- Feedback to PTC or staff members as appropriate
- Escalate to House Head if required

SLT will:

- Monitor and act on referrals/class charts as required
- Share information with PTs on action taken to ensure feedback to staff and to inform future planning

## **Visible Kindness – Targeted Support**

We currently support young people facing potential barriers to learning in a range of ways based on their needs. As set out in HIGIOS 4:

*Staff and partners take positive and proactive steps to ensure that barriers to learning are minimised.*

All staff will have an awareness of who the most vulnerable young people are within each year group and be sensitive to their needs. There will be opportunities to discuss support and interventions with regards to this targeted support throughout the year.

The expectations and steps outlined in the above policy detail our Universal approach to supporting young people with relationships and behaviour. This will be appropriate for almost all young people.

For a small percentage of our learners, bespoke planning will be required. As we work to embed the universal aspects, we will be developing our approaches to young people who require targeted support with relationships and behaviour.

### **Class Routines – Ready to Learn**

- Outdoor clothing removed
- Mobile phones in box
- No earphones/headphones
- Water only/ no chewing gum or food
- Collect resources
- Sit/ stand in assigned seat/area



### **Appropriate Interventions – Class Teacher**

- Check pupil profile
- Ensure work is differentiated
- Conversation with pupil
- Class charts
- Discuss positive strategies with other class teachers
- Change in seating plan
- Liaise with PTC or PT PC&S
- Request for support/ senior buddies

### **Appropriate Interventions – PTCs**

- Message on class charts
- Good neighbour
- Restorative conversation with pupil and/or teacher
- Phone call/ email home
- Reflection/ catch up time
- Faculty/ Department monitoring sheet
- Request for support/ senior buddies
- In class support
- Liaise with ESLT
- Duty Rota

### **Appropriate Interventions – PT PC&S**

- Contact with home
- Parental meeting
- Child's plan
- Sharing practice/ positive strategies
- Reflection/ catch up time
- Monitoring sheet
- In class support

### **Appropriate Interventions – SLT**

- Removed from classes/ Time out
- In class/faculty support
- Reflection/ catch up time
- Contact with home
- Parental meeting
- Monitoring sheet



• Exclusion