



# **Promoting Positive** **Relationships**

**Session 2019-20**

## 1. INTRODUCTION

In January 2015 HMIE stated that the young people of Garnock Academy were “attentive, well behaved and demonstrated a high level of respect for each other and their teachers.” The positive relationships across the school were also commented on and this continues to be a strength of Garnock Community Campus (see Appendix 1).

The aim of the Promoting Positive Relationships Policy is to help our school community embed and strengthen our nurturing approach.

The policy is now more focused on the positive relationships built between staff, pupils and parents. It has been adapted by all stakeholders across the school community, taking into account local and National guidance, and as a school, it is important we adhere to the guidelines to ensure that our young people achieve their potential whilst at Garnock Community Campus and beyond.

This policy takes into account the Equality Act 2010 to ensure we are inclusive of gender reassignment, race, religion, disability, pregnancy and maternity, sex and sexual orientation of the pupil.

## 2. RATIONALE

Positive relationships are at the core of effective learning and teaching and the development of the wellbeing of the whole child. Research shows that; *“strong, reciprocal relationships – those with high expectations and clear and consistent boundaries - matter most in terms of pupils’ achievements and self-belief”* (Obsuth 2017). The development of a positive learning environment is essential if effective teaching and learning is to take place within Garnock Community Campus. Effective learning and teaching is also dependent on the nurturing of positive relationships through the daily interactions between staff and our young people and between the young people themselves.

The principles of nurture help us to take a holistic approach to the child or young person and when thoroughly understood and implemented leads to:

- Greater academic attainment
- Improved behaviour
- Improved attendance
- Reduced exclusions
- Attachment to the school and community
- Improvements in long term mental health
- Improved resilience

Whilst this approach is of benefit to all children and young people, it is especially beneficial to those who have experienced adversity and trauma in their lives.

Curriculum for Excellence also promotes health and wellbeing as a responsibility of all to ensure that all our children and young people achieve positive outcomes.

*“Curriculum for Excellence cannot be delivered without good relationships and positive behaviour. Children and Young People should feel happy, safe, respected and included in the learning environment and all staff should be proactive in promoting positive behaviour in the classroom, playground and wider learning community. Underpinning this is the emotional health and wellbeing of staff.”*

**Curriculum for Excellence**

*“Teachers should show in-depth awareness of educational research and local and national advice, and use in a consistent way, a variety of strategies to build relationships with learners, promote positive behaviour and celebrate success.”*

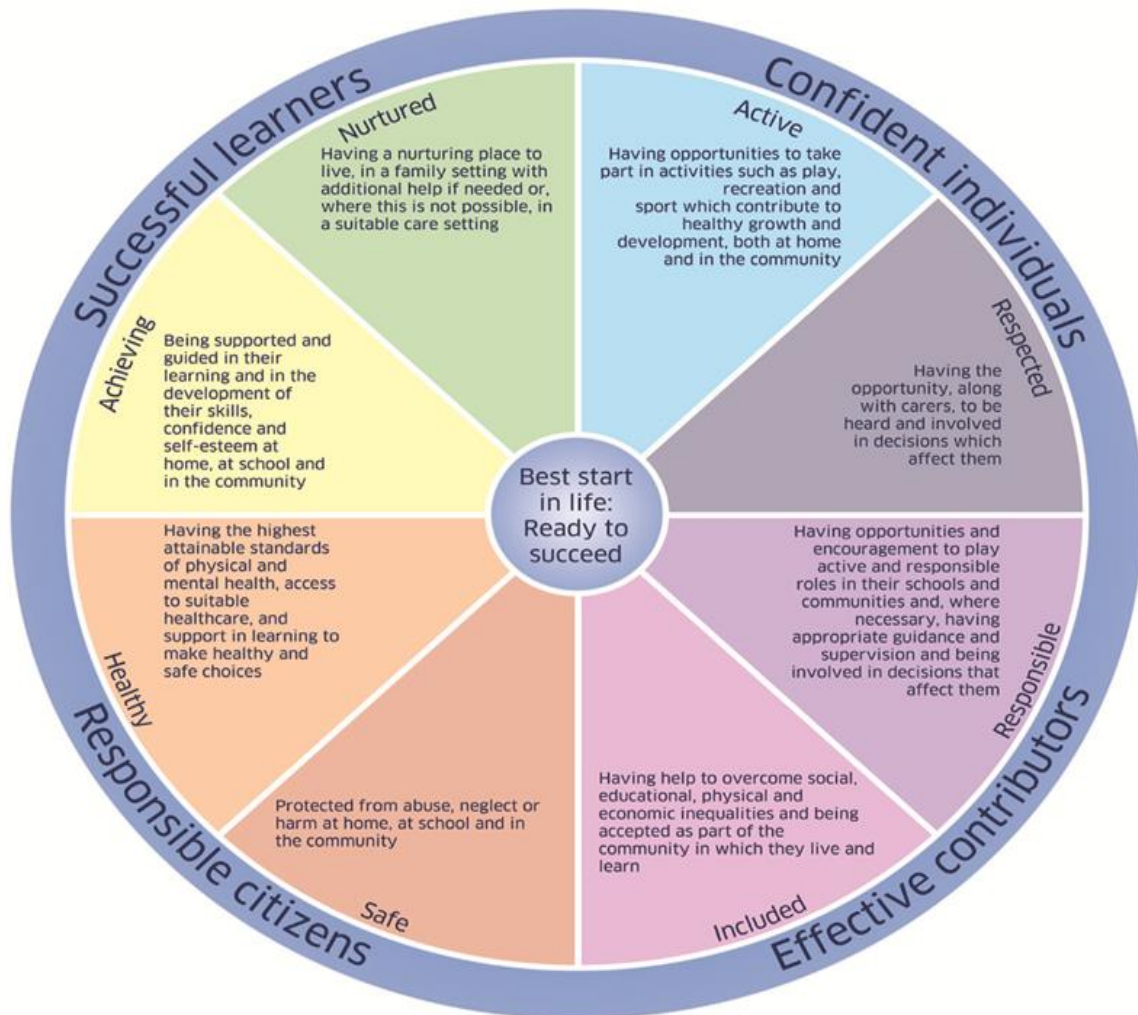
### The Standards for Registration (GTCS)

*“Children’s education should develop each child’s personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people. Children have a particular responsibility to respect the rights of their parents, and education should aim to develop respect for the values and culture of their parents.”*

### UNCRC Article 29

This policy is based on:

- A set of core values identified by the school community which permeate all aspects of the guidance: teamwork, respect, creativity, determination, responsibility and achievement.
- Commitment to developing a nurturing school environment to ensure that we ‘Get it Right for Every Child. Supporting the core outcomes associated with GIRFEC to make certain that our young people are:



- A reward system which will promote attainment and achievement of all our young people.

## 2a) VALUES

Through extensive consultation, led by pupils, the school community agreed on the following 6 values and what these mean to the school community:



**ACHIEVEMENT**

**Successfully reach your goals and achieve your dreams**



**CREATIVITY**

**Step out with your comfort zone, express yourself and think outside the box.**



**TEAMWORK**

**Learn to get past each other's differences, work and share ideas together, whilst listening and helping one another.**



**RESPECT**

**Accept that everyone is unique and have their own personality.**



**DETERMINATION**

**Never let anything get in your way, keep trying, stay positive and don't give up.**



**RESPONSIBILITY**

**Stay controlled and realise the potential impact your actions may have.**

## **2b) NURTURE**

Garnock Community Campus adopts a nurturing and restorative approach to promoting positive relationships in our school (see appendices 1-3). In order for these approaches to be successful, the six underlying principles of nurture need to be understood and implemented by all staff:

- Children's learning is understood developmentally
- The learning environment offers a safe base
- The importance of nurture for the development of children's wellbeing
- Language is a vital means of communication
- All behaviour is communication
- The importance of transition in children's lives

Restorative approaches help us to create peaceful learning environments for children and young people in order to help them to become successful learners, confident individuals, responsible citizens and effective contributors. In most cases children and young people respond well to restorative conversations. As it gives them the opportunity to hear about and face up to the harm and distress that they have caused others.

### **What do we need to do to support our young people?**

#### **Pupils**

- Young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included.
- Young people are able to describe the progression in their own learning, including their personal and social skills development (Profiling, Learning Conversations, and Target Setting).
- Young people have responsibility within the whole school and within the classroom (Pupil Council, Pupils Focus Groups, House Captains, Prefects, Mentors, Buddies and Ambassadors).
- Young people are involved in the conversations regarding their learning environment.
- Young people are offered choices with regards to their learning style.
- Young people are involved in setting rules and expectations within the classroom, and in planning and reviewing their learning outcomes.
- Opportunities are built in throughout the curriculum for pupil contribution and discussion.
- Pupils are consulted on how well the school is doing (focus groups, questionnaires,).
- Pupils with an individual Wellbeing Assessment and Plan are actively and routinely involved in identifying and setting targets and evaluating the progress made in relation to these targets at regular reviews.
- A robust Anti-bullying policy is in place (Respect Me guidance).
- Young people have access to a curriculum that meets their needs.
- Young people have access to a safe and secure learning environment (classrooms, corridors and outdoor areas)

#### **Staff**

- Staff training on the Principles of Nurture and Attachment Theory
- Social and emotional support for young people is based on need and not age.
- Sensitivity is used to encourage young people to contribute and boost their confidence to do this.
- Staff supervision at break, lunch and at the beginning and end of the school day creates a safe, nurturing positive environment for our children and young people..
- Staff are visible in the corridors during period change overs and during breaks.
- Issues of pupil safety are addressed by staff and appropriate supports actioned.
- All staff take a consistent approach to the application of the policy.
- All staff ensure that they know their pupils through the use of Pupil Profiles (S1 Holistic Pupil Profile).
- Staff promote positive, safe, nurturing teaching and learning environments.
- Staff prepare appropriately planned lessons to engage all pupils.
- Staff provide a differentiated approach to young people who present with issues relating to anxiety/withdrawal.

- Staff reward progress and effort and celebrate success within the classroom.
- Model the behaviours they expect to see.
- Staff are able to be flexible in their delivery/teaching style.
- Sensitivity is applied when involving young people in the review process, and alternatives are provided to ensure that the young people have their say.
- Expressions of stereotyping are tackled and explored by staff to support learning and whole school ethos.
- Staff have a sound understanding of the GIRFEC Well-being indicators and apply these in their daily practice.
- Staff have an understanding on pupil targets documented in the Child's Wellbeing Assessment and Plan.

#### **SLT/ELT**

- Support staff.
- All relevant policies, procedures and school handbook are reviewed and up-dated regularly.
- Time spent during the August inset day going through the Promoting Positive Relationships procedures.
- A consistency of approach adopted by all school leaders.
- An appropriate curriculum that meets the needs of all learners.
- Through an enhanced transition pupils are identified to attend The Greenhouse (Nurture base).
- SLT are approachable and provide sensitive support to staff, pupils and parents/carers.
- High levels of SLT visibility.
- A robust Anti-bullying policy is in place.
- Regular promotion of success and achievement (newsletters, Twitter, website, assemblies, reward events)
- Restorative meetings facilitated, where appropriate.
- Themed assemblies operational in order to promote whole school values, equality and diversity.
- Pupil profiles updated regularly for all staff to access.

## **2c) CELEBRATING SUCCESS**

### **Merit System**

Pupils will automatically receive one merit for every period in the week – a total of 128 merits per month.

If pupils receive a “*warning*” in class they will lose their merit for that period, (this is done by the classroom teacher on Seemis - see overleaf). Merits will then feed into the reward system.

### **Celebrating Success**

Within classes and at whole school level we regularly celebrate the achievements of our young people in a variety of ways, from verbal praise, certificates, phonecalls home etc.

In addition to this, throughout the academic year there will be 3 reward afternoons which pupils will attend in either year groups or House groups. Staff will have the opportunity to organise reward events for smaller or larger groups of pupils.

### **Fundraising**

In order to support the reward system the whole school will be involved in an annual fundraising event at the start of each session to raise money for their year/house group.

### **Seemis Instructions**

For pupils to lose a merit staff should click on the pupil(s) name and then click on the black ink mark at the top of the window. Thereafter click on ‘loss of merit’ and then done. This should then show up on Seemis.



Miss M. Young  
S2 .2

Date: 21/11/16 Period: 4

Show Class List

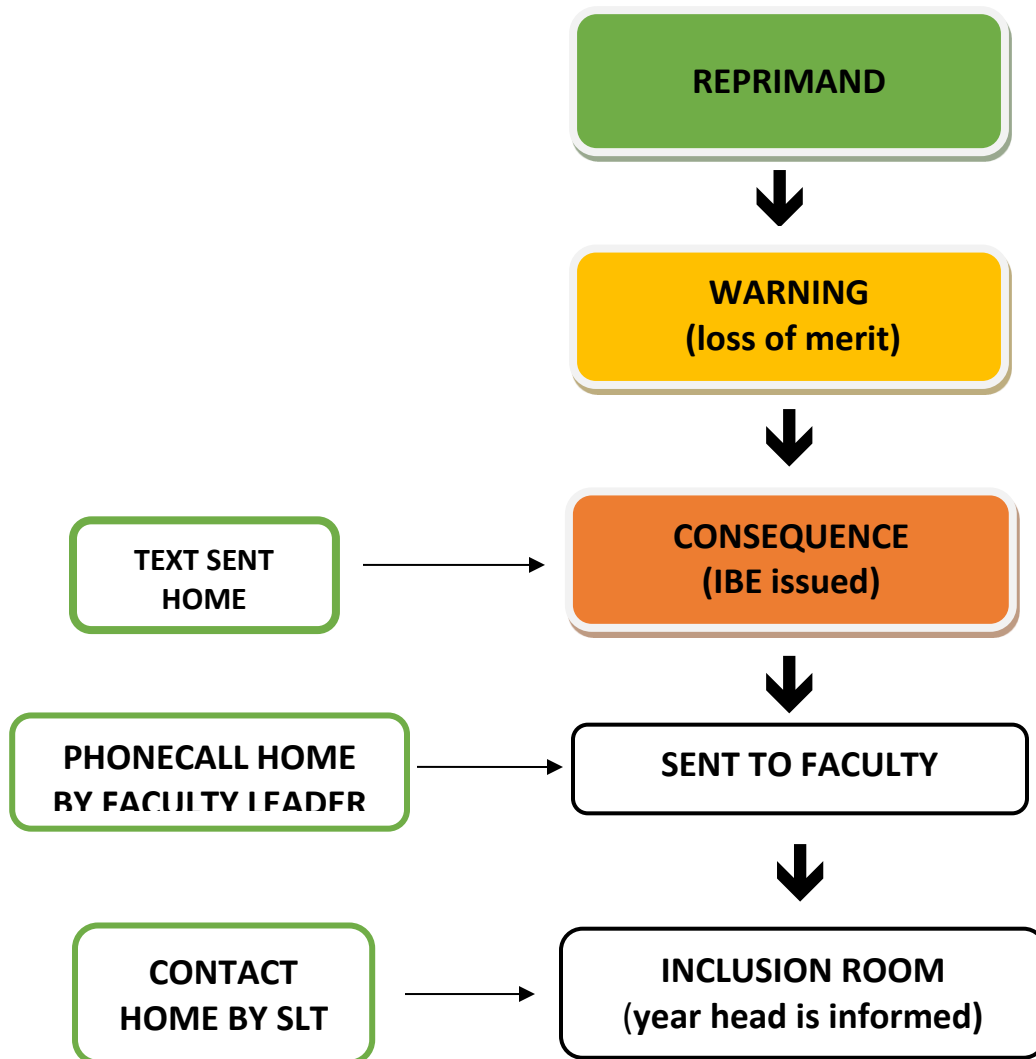
Gen...	House	Reg. Class	Stage	Photo	Health	Order	ASN	Known As	Surname	Demerits	Event	4
F	Islay	2.4	S2					Justine	Callaghan			
F	Harris	2.3	S2					Elouise	Ellison			
M	Arran	2.1	S2					Grant	Forrest			
M	Islay	2.4	S2					Nathan	Furey		TBC	
F	Islay	2.4	S2					Stacey	Gardiner			
F	Harris	2.3	S2					Carrie	Gemmell			
M	Arran	2.1	S2					Marcus	Harvey			
F	Arran	2.1	S2					Lauren	Henderson			
M	Cum...	2.2	S2					Ben	Martin			
F	Arran	2.1	S2					Georgia	Mcalpine			
M	Arran	2.1	S2					Shane	McGhie			
F	Islay	2.4	S2					Ellise	McGlone			
F	Islay	2.4	S2					Mairi	McKay			
M	Harris	2.3	S2					Zac	McInlay			
F	Arran	2.1	S2					Annie	McLelland			
F	Cum...	2.2	S2					Kady	McWilliam			
F	Cum...	2.2	S2					Ellie	Morley			
M	Cum...	2.ESR	S2					Louie	Morrison			
M	Arran	2.1	S2					Shane	Murray			
F	Arran	2.1	S2					Emma	Nicol			

Click here to remove the merit

Loss of merit will show in this column

3.

Careful application of the approaches mentioned previously it is hoped that the need to “respond” to children and young people displaying distressing behaviour will be greatly reduced however there may still be occasions where the following procedures apply:



**Please Note:**

- Every period is a fresh start for every young person.
- As a school we will work together to support our young people to ensure that they are included in all aspects of school life. Support strategies will be implemented when necessary.
- Restorative strategies will be used throughout this process.
- Exclusion is a last resort and can only be actioned by the Head Teacher who will then follow NA Guidelines. Careful consideration needs to be given to those children who are at risk.
- On return to school (after an exclusion) a review meeting will take place involving the pupil, parents/carers, DHT and where appropriate support staff. At this meeting support strategies and pupil targets will be agreed and then carefully monitored moving forward.



#### **4. MAINTENANCE OF POLICY**

In order to maintain this policy the following shall be undertaken by SLT/ELT:

- Awareness raising of the policy throughout the session at assemblies, staff meetings, parents information sessions.
- Annual review of policy with school community as part of the campus self-evaluation activities.
- Ensure policy reflects local and National guidance.
- Identify professional learning need where necessary.
- FLs/PTs to ensure that new staff are fully aware of the guidance.

**Appendix 1**  
**Promoting Positive Relationships at Garnock Community Campus**

The following quotes are taken from pupil focus groups (BGE and Senior Phase) during session 2018/19:

*"Like the teachers and  
the atmosphere in  
class."*

*"Calm, relaxed  
atmosphere in class"*

*"Always feel  
supported and able  
to ask for help"*

*"Teachers good at  
explaining things to us  
(pupils) in different  
ways to help us*

*"Teachers always offer  
support."*

*"I feel safe."*

*"They (teachers) help  
me when I am feeling  
down by talking with  
..."*

*"They (teachers) are  
understanding of  
people's views."*

*"We feel supported in  
class and encouraged to  
ask questions without  
worrying."*

*"We do loads of group  
and paired work and  
we love this as it helps  
us to learn "*

*"Teachers are very  
supportive and  
approachable."*

## **Appendix 2**

*It is the **responsibility** of everyone in our community to contribute to the positive atmosphere in Garnock Community Campus, and support the delivery of effective teaching and learning.*

**Ensure your actions are safe, considerate and responsible at all times.**

### **Strategies for children and young people:**

#### **Throughout the school day:**

- ☐ Arrive at each class promptly and ready to learn.
- ☐ Bring necessary equipment with you.
- ☐ Ensure your language is respectful.
- ☐ Remain in class unless you have permission to leave.
- ☐ Remain on campus during school time.
- ☐ Remain in designated areas before school, during lunchtime and at interval.
- ☐ Walk in corridors and move sensibly and carefully on stairs.
- ☐ Ensure any movement around a classroom is permitted and purposeful.
- ☐ Remove hats and hoods in the building.
- ☐ Remove outdoor clothing in class.
- ☐ Use your own technology only with permission.
- ☐ Use the internet safely and appropriately.
- ☐ Cameras should only be used with permission of a teacher, and peers and staff should only be filmed with their consent.

#### **Take care of the school facilities and respect equipment and the property of teachers and peers by:**

- ☐ Ensuring damage including graffiti is prevented
- ☐ Placing all forms of litter in the bins available
- ☐ Passing objects to others without throwing them
- ☐ Ensuring your mouth is empty, and that you drink only water in classrooms and corridors

#### **Be supportive of the learning that is going on in the classroom by:**

- ☐ Listening carefully to the teacher
- ☐ Following instructions
- ☐ Understanding that silly, unhelpful or cheeky comments are inappropriate
- ☐ Staying focused on task and allowing or encouraging others to do the same
- ☐ Working through a problem independently before asking sensible questions when support is needed

**Play your part in the community by rejecting and reporting bullying behaviour both in school and online.** This includes:

- ☐ Name calling
- ☐ Threatening or aggressive behaviour
- ☐ Deliberately excluding others from friendship groups

**SPEAK UP AND SUPPORT EACH OTHER.**

**REMEMBER!**

Ensure your language is appropriate. Swearing is never appropriate on campus.

Racist, homophobic and otherwise bigoted language is banned on campus.

Smoking is banned on campus, as it is in all public places, and is illegal for those under 18.

Drinking alcohol is banned on campus, and is illegal for those under 18.

Physical conflict, including 'dummy fighting' is banned on campus. Assault is illegal.

### **Appendix 3**


#### **Promoting Positive Relationships**

##### **Strategies for staff:**

- ☐ Being at the classroom on time and standing at the classroom door to welcome classes will help set the tone for the lesson.
- ☐ Evidence of good practice ensures that there are clear classroom routines at the beginning of each lesson (including registration); removing outdoor clothing, ensuring mouths are empty, gathering necessary equipment and ensuring distractions such as mobile phones are turned off.
- ☐ Be present in corridors / around the building to maintain a positive atmosphere during period change overs and during breaks.
- ☐ Every period should be seen as a fresh start for pupils.
- ☐ Ensure lessons are planned with clear learning intentions, success criteria and a plenary so that pupils know what progress they have made.
- ☐ Ensure all lessons are engaging and challenging and are differentiated to meet the needs of all learners.
- ☐ Give pupils every opportunity to lead learning.
- ☐ Provide pupils with meaningful feedback to help improve their learning.
- ☐ Carefully reading the pupil profiles will help ensure that the needs of all our pupils are met and appropriate strategies are used with specific learners
- ☐ All resources for a lesson should be gathered beforehand.
- ☐ Seating arrangements should be designed for optimal learning.
- ☐ Use pupil passes to facilitate access to clubs / lunchtime activities.
- ☐ Remember to use praise and reinforcement.

**Appendix 4**  
**Improving Behaviour Exercise**

**4a) IBE Tracking Form**

<b><u>IMPROVING BEHAVIOUR EXERCISE</u></b> <b><u>Tracking Form</u></b>		
Pupil Name _____	Register Class _____	Date _____
Teacher _____	Department _____	Period _____
Merit removed (please tick) <input type="checkbox"/>		
<p>Today your actions have not been consistent with some of our agreed school values. Details of the incident are shown below. By copying the text on the attached sheet (both sides) it is hoped that you will reflect on your actions and ensure that they are more considered in the future.</p>		
<div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 10px;">Reprimand</div> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 10px;">Warning</div> <div style="border-bottom: 1px solid black; height: 20px;">Consequence</div>		
<p>To help us continue to work in partnership we would appreciate it if parents/carers took the time to discuss this incident and if necessary make an appropriate comment in the box provided below along with your son/daughter.</p>		
<p><b><u>Comment:</u></b></p> <div style="height: 100px;"></div>		
<p>Parents/carers should sign the slip ensuring that the attached exercise is completed. Pupils should hand the completed and signed exercise to their register teacher on the next school day.</p>		
Signature of parent/carer _____		Date _____
<b>*ACHIEVEMENT   *RESPECT   *DETERMINATION   *RESPONSIBILITY   *CREATIVITY   * TEAMWORK</b>		

4b) IBE written content for pupils to complete

<u>GARNOCK COMMUNITY CAMPUS VALUES</u>		
RESPECT,	TEAMWORK,	CREATIVITY,
ACHIEVEMENT,	DETERMINATION,	RESPONSIBILITY
As a <b>respectful</b> pupil, I will consider the impact my actions		
have on other members of <u>Garnock</u> Community Campus before I		
act. I will communicate <b>respectfully</b> and use kind language. Everyone		
has the right to be treated with <b>respect</b> at all times. I will		
be <b>respected</b> by others when I behave <b>respectfully</b> .		
I am part of a <b>team</b> of pupils and staff who must work		
together to make the school a productive place to work		
and learn. I will contribute to the learning that takes place		
in the school by listening carefully to instructions and allowing		
everyone to have the opportunity to learn. I will learn		
from and support others in the <b>team</b> , to gain		
confidence and achieve great things together.		
As a <b>creative</b> pupil I will be innovative and unafraid		
to take controlled risks by trying new things. I will		
use my imagination when problem solving and will adapt		
new ways of doing things to see what works best		
for me and others. I will celebrate individuality and		
support original ideas.		

As	an	aspiring	achiever,	I	must	demonstrate	a	positive	
attitude,	I	should	work	hard	and	use	the	opportunities	
I	am	given	in	order	to	do	the	best	I can,
I	should	make	myself	proud	through	my	achievements	and	
not	be	distracted	by	or	take	part	in	unproductive	
behaviour,									

I	must	show	determination	to	succeed	in	everything	I			
try.	Even	if	a	task	seems	difficult,	I	must	persevere-		
being	'stuck'	is	not	an	option.	I	should	be	unafraid	of	
making	mistakes	as	they	are	the	only	way	to	learn	how	
to	do	better.	If	it	isn't	challenging,	I'm	not	learning.		

As	a	responsible	pupil,	I	will	consider	and	be	accountable	
for	my	own	actions		and	behaviour.		I	will	make
responsible		decisions	and	take	care	of		the		school,
equipment,	my	belongings	and	the	belongings	of		others.		I
will	keep	our	environment	tidy,		making		it		somewhere
about	which	we	can	feel	proud.					

RESPECT, TEAMWORK, CREATIVITY,

ACHIEVEMENT, DETERMINATION, RESPONSIBILITY