



LARGS ACADEMY

RELATIONSHIPS POLICY

Building Strong Relationships

- 1. Arrive on time.
- 2. Ready to learn.
- 3. Wearing school uniform.
- 1. Be honest.
- 2. Do your best.
- 3. Allow others to do their best.



- 1. Be kind.
- 2. Care for our school environment.
- 3. Make everyone feel accepted.



Aims

The Relationships Policy aims to demonstrate how the development and promotion of positive relationships in our school establishes a calm, structured and nurturing environment which creates the best learning and teaching conditions and impacts positively on a young person's development and wellbeing. The Scottish Government publication, 'Better Relationships, Better Learning, Better Behaviour' reflects the importance of focusing on emotional wellbeing and on creating a school ethos based on mutual trust and respect, stating that this is the most 'helpful approach to improving behaviour'.

This policy is informed by both local and national policy and guidelines relating to inclusion and promoting positive relationships. The North Ayrshire Council Inclusion Policy states that 'every community is built on the relationships within it, across it and its connections with others. Every member of staff is responsible for establishing and maintaining positive relationships with each other, with parents and with partners and most importantly with the young people in their care'.

Largs Academy strives to ensure that relationships remain at the heart of the school community. This was acknowledged by HMIE during our Inspection in January 2017. 'Positive relationships across the school support a purposeful learning environment and a climate of mutual respect'.

This policy is structured around three areas:

SECTION 1: BUILDING RELATIONSHIPS – how we can establish positive and secure relationships in the first instance

SECTION 2: SUSTAINING RELATIONSHIPS – how we can maintain these relationships even when there are incidents / challenges

SECTION 3: SUPPORTING RELATIONSHIPS - how we can ensure that all stakeholders are working together to uphold the policy and to promote positive relationships

SECTION 1: BUILDING RELATIONSHIPS

1. School Values

Ambition, achievement, respect, responsibility and community are the core values we aspire to live by and are central to the relationships policy. These values have a high profile across the school and we aim to demonstrate these in all aspects of school life on a daily basis. We promote our core values among our pupils, staff, parents/carers and partners and through this consistent approach, we continue to develop strong relationships across the school community. The importance of this is highlighted in the Scottish Government Curriculum for Excellence Publication, 'Learning Together: Promoting Positive Relationships' which states that 'challenging behaviour is much less common where staff and learners enjoy positive relationships based on mutual respect and consideration. These strengths are supported and reinforced by a shared understanding and acceptance of the school's values'.

Achievement

To support all young people to succeed in school and in the wider community. To celebrate achievement in all aspects of learning.

Ambition

To encourage determination and ambition to succeed in all aspects of learning, life and work and to provide leadership opportunities for all. To support our young people to achieve a positive post-school destination.

Respect

To value positive relationships based on mutual respect. To value a kind, honest and supportive school ethos.

Responsibility

To encourage all young people to take personal responsibility for their: Learning, Attendance, Behaviour, Organisation, Uniform and Timekeeping.

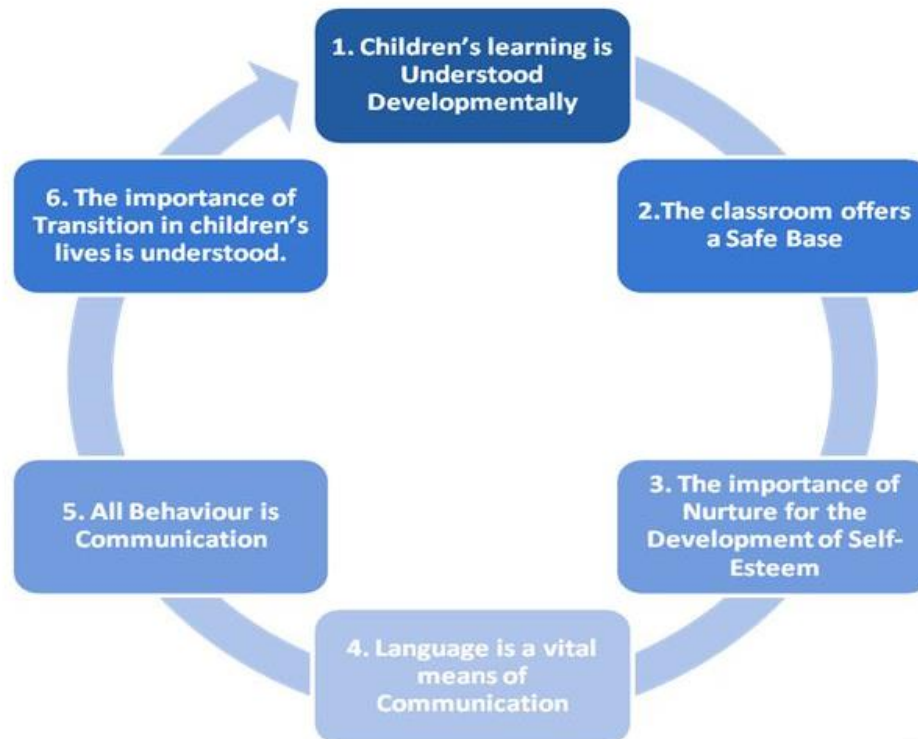
Community

To foster positive relationships with parents, carers, and the wider community. To help people whenever we can and wherever they are.

2. Nurturing Approach

In Largs Academy we are adopting nurturing approaches to ensure that every young person feels safe, supported and valued within the school regardless of their past experiences, academic ability and developmental progress. The majority of staff have undertaken training on both the theory behind this approach as well as on how this translates into classroom practice. Staff are guided by the 6 nurture principles listed below:

On a whole school level to embed nurture across all aspects of learning, all learning environments and all aspects of school life we promote the following:



- Learners feel safe
- Staff value children as individuals and work to establish a close relationship
- Pupils are known by staff and all of their achievements are noticed and valued
- Staff consider learners' development which informs expectations and targets
- Staff listen to, anticipate and respond to children's needs
- Staff are attuned to learners and try to understand their behaviour
- Staff take time to remember shared activities/events and to talk about feelings
- Small achievements are praised in a variety of ways to build self-esteem
- Staff are conscious of their body language, facial expression and tone of voice in all interactions
- Staff are good role models
- Staff use language to de-escalate situations and which is appropriate to the learner's developmental needs

See Appendix 1 for more details on the nurture principles.

3. Getting it Right for Every Child

Getting it Right for Every Child (GIRFEC) is the national approach in Scotland to improving outcomes and supporting the wellbeing of our children and young people by offering the right help at the right time from the right people. It supports them and their parent(s)/carer(s) to work in partnership with the services that can help them. The Children and Young People (Scotland) Act 2014 is about improving the wellbeing of children in Scotland and includes key parts of GIRFEC.

In Largs Academy staff are committed to promoting the wellbeing of our pupils and we understand that before effective learning can take place, a young person must be effectively supported to ensure positive social and emotional development and to encourage a feeling of self-belief and self-worth. Some aspects of health and wellbeing are the responsibility of all staff, working together to support the learning and development of children and young people. The principles of GIRFEC are embedded across the school and staff take a holistic approach to the wellbeing of our pupils, using the eight wellbeing indicators to assess the need for intervention. The indicators allow both staff and the young person him/herself to consider strengths as well as barriers to growth and development. A key element of GIRFEC is building on strengths and promoting resilience and staff are aware that children can thrive in different environments. Staff ensure that the child and their family are at the centre of any wellbeing assessment or decision regarding appropriate actions to address identified needs.



SAFE

Protected from abuse, neglect or harm at home, at school and in the community.



HEALTHY

Having the highest attainable standards of physical and mental health, access to suitable healthcare and support in learning to make healthy, safe choices.



ACHIEVING

Being supported and guided in learning and in the development of skills, confidence and self-esteem, at home, in school and in the community.



NURTURED

Having a nurturing place to live in a family setting, with additional help if needed, or, where possible, in a suitable care setting.

	ACTIVE	Having opportunities to take part in activities such as play, recreation and sport, which contribute to healthy growth and development, at home, in school and in the community.
	RESPECTED	Having the opportunity, along with carers, to be heard and involved in decisions that affect them.
	RESPONSIBLE	Having opportunities and encouragement to play active and responsible roles at home, in school and in the community, and where necessary, having appropriate guidance and supervision, and being involved in decisions that affect them.
	INCLUDED	Having help to overcome social, educational, physical and economic inequalities, and being accepted as part of the community in which they live and learn.

4. Supporting Learners

There are many ways in which pupils at Largs Academy are supported to ensure their learning and pastoral needs are met and that good working relationships and a positive ethos continue to develop within our school.

‘Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which a Curriculum for Excellence can provide.’ (Building the Curriculum 3)

We are committed to meeting this entitlement to universal support and our pastoral support system ensures that there is one key adult who takes the lead in overseeing progress, coordinating support and acting as the key link with parents/carers and, where appropriate, external agencies. All pupils have access to personal support regarding curricular, pastoral and vocational issues. Pupils have weekly contact through their personal and social education class as well as individual

interviews throughout the year to discuss their learning, their wellbeing and their future plans. Our HMIE Inspection Report stated that ‘most young people feel that they have a key adult they can talk to if they are concerned or worried about matters that affect them. They have good working relations with (pastoral support) staff in particular, who are highly committed to improving the wellbeing of young people within their caseload.’

Year Group Structure:

	S1	S2	S3	S4	S5	S6
Year Head	Mrs McClelland	Mr Wilson Mrs Mazzoni	Mr Wilson Mrs Scott	Mrs Gilmour	Mr McCoy	Mr Frew
PT Pastoral Support Remit	Mrs Furey PT Pastoral Support MHW	Mr Trainer PT Pastoral Support Transitions	Mrs Love PT Pastoral Support DYW – Pathways, Electives, Careers & Destinations	Mr Sinclair PT Pastoral Support Pupil Leadership	Mr McCoy/Mrs Cook PT Pastoral Support Behaviour and Relationships	Mrs McIlroy PT Pastoral Support Rights Respecting Schools
Teacher of Pastoral Support	Mrs McNicol	Mrs Paterson/Mrs Kerr			Mr McFadyen	Mr Love
Teacher of Pupil Support	Mrs Blair (Transitions)	Mr Elliott (Curricular Pathways)		Miss Newell (SQA AAA)		

Teacher of Pupil Support (Lit, Num, HWB)	Mrs Henderson (Literacy) Mr Halbert (Numeracy) Ms Guthrie (Nurture and Inclusion)
Wellbeing	School Based Police Officer – PC Ross Pollard Youth Worker – Gareth Smith School Based Counsellor – Gia Smith Area Inclusion Worker – Beverly Drum Family Learning – Jaqueline Fadian Skills Development Scotland – Paul Aitken and Pamela Kelly
Classroom Assistants	Mrs Brennan – Nurture Miss Gillespie – Pupil Support Classroom Mrs Logan – Medical Mr Scott – Severe and Complex Mrs Gray – Reading Recovery Miss O’Hara, Mrs Sutherland, Mrs Robertson, Mrs Abercrombie, Mrs Moore, Mrs McCann, Miss Gillan – Whole school support

In addition to the support outlined above, we also have the following resources available within the school:

Area Inclusion Worker (Mrs Beverly Drum) – Mrs Drum’s role is to work with young people and their parents/carers within Largs Academy and across our cluster primary schools offering support relating to a range of issues from attendance, friendships and relationships to coping with family break-ups and peer pressure.

School Nurse (Evelyn Irvine) – Our school nurse works within Largs Academy and across the cluster primaries offering both general support and guidance to young people regarding wellbeing and healthy lifestyles and well as more targeted input for young people with specific health issues.

Campus Police Officer (Ross Pollard) – PC Pollard helps to promote the safety of our school community from traffic management to input with individual and groups of pupils regarding a range of different issues. By building up positive relationships with the pupils, PC Pollard can support our young people to make positive choices regarding their behaviour and lifestyles.

School Counsellor (Georgina Smith) – Ms Smith offers young people a safe and confidential environment to discuss personal issues or difficult feelings. She aims to help young people to better understand themselves and the way they think to help them to develop the tools to navigate their way through troubled periods.

Educational Psychologist – Young people can be referred to the school Educational Psychologist for targeted support for emotional or learning issues which are impacting on their progress and wellbeing.

Our allocated school resources co-ordinated by the pastoral Depute Head Teacher, Mr Colin Frew, form the basis of our team around the child along with any other appropriate external agencies. Meaningful partnerships with appropriate agencies and the community help to support the promotion of positive relationships and behaviour. Some of our key partners who can offer additional support are:

- Social Work
- Young Person's Support Team
- Rosemount Project
- Child and Adolescent Mental Health Services (CAMHS)
- Health Care Professionals
- Speech & Language Therapists
- Occupational Therapists
- Clinical Psychologists
- Crisis Counselling
- Extended Outreach
- Young Carers
- Women's Aid
- Other Third sector parties such as Bernardo's
- Children's Reporter

Largs Academy offers different levels of support based on the needs of the young person in line with North Ayrshire Council's Inclusion Policy and GIRFEC pathway. Team around the Child meetings are held to plan for meeting the needs of the young person, as appropriate. The team around the child will make the decision as to whether or not the young person requires a child's plan to ensure that support is effectively co-ordinated and evaluated. An explanation of the Staged Intervention levels and the GIRFEC pathway can be found in Appendix 2.

5. Learning and Teaching

'Relationships are the bedrock of learning,' John Hattie

Secure and positive teacher-pupil relationships have been proven to be the key factor in ensuring that effective learning and teaching occurs. The North Ayrshire Inclusion Strategy states that 'there is an essential link between learning and relationships. The success of this Inclusion Strategy resides in the ability of teachers to deliver effective learning and teaching within a climate of positive relationships.'

The learning environment

The learning environment is influenced by our school values, creating a positive classroom ethos where pupils are challenged to achieve their best and teachers set consistently high expectations regarding effort, behaviour and progress. Pupils are given regular praise and feedback to improve motivation and engagement in learning. Pupils are encouraged to take responsibility for their own learning and are supported to plan for next steps. Through a robust process of collating and sharing information regarding pupils' learning needs, teachers are able to prepare lessons and assessments appropriately.

In Largs Academy teachers adopt a range of approaches to ensure that young people are learning and are developing the skills they need to make them successful learners, effective contributors, responsible citizens and confident individuals. There is a clear rationale for our curriculum at all stages and courses and programmes are designed to meet the needs of all and to ensure that all our young people have opportunities for success and achievement. Our Senior Phase offers pupils flexibility and personalisation which supports a range of different pathways. Through meeting the requirements of 'Developing Scotland's Young Workforce', we aim to prepare pupils for their future and support them into a positive destination. Pupils are offered work experience placements throughout the Senior Phase and a growing school-college partnership has enabled us to provide a richer blend of learning, including vocational options.

Learning & Teaching Strategies

Teachers aim to create lessons which engage young people and help them to develop skills and deepen their knowledge and understanding in all curricular areas. Active learning is promoted through the following strategies:

- involving pupils in conversations about their learning, based on high quality feedback
- using a range of questioning approaches
- utilising self and peer assessment
- encouraging pupils to have a growth mindset
- using ICT and digital technology
- utilising different learning environments

Tracking & Monitoring

Tracking periods throughout the school calendar provide regular information to pupils, staff and parents regarding progress. This allows for appropriate interventions to be put in place to ensure pupils remain on track with their learning.

Through the academic session there are a number of supported study classes run by different departments. In the lead up to the SQA examinations, there is the opportunity for pupils to attend Easter school. Our Peer Assisted Learning programme enables S6 pupils to provide support to younger pupils in specific subject areas. This not only helps to raise attainment, but also further develops positive relationships across year groups.

6. Wider Achievement & Praise

Largs Academy strongly promotes and encourages our young people to participate in all of the opportunities that the wider school community has to offer and fully recognises that for some young people, the greatest success may not be achieved within the classroom environment. There is a wide range of extra-curricular activities on offer to cater for different interests and aptitudes. We have a House Council in place to ensure that the pupil voice is heard and has an impact on developments within the school. Events, trips, external speakers, focus days, interdisciplinary learning and inter-house competitions allow all pupils the chance to have positive experiences within school.

Largs Academy is committed to acknowledging achievement and recognises the motivating factor of praise in influencing beneficially a pupil's behaviour and in raising a pupil's self-esteem and attainment. For praise to have the intended positive impact, it must not be overused and the target of the praise should be the young person's behaviour rather than the individual him/herself.

In order to promote a positive ethos, staff are encouraged to make use of the following tools to celebrate success:

- Year group reward tokens
- Pupil of the week nominations
- Pupil of the week certificates
- Verbal and non-verbal praise in the classroom
- Praise postcards / stickers / stamps
- Displaying pupil work
- Assemblies
- Celebrating achievements in class chat, Twitter and the school website
- Phone call home from principal teacher of pastoral support
- Formal recognition of pupils at prizegiving

7. Rights Respecting School

In Largs Academy, one of our core values is respect and we believe that all relationships should be characterised by respect and mutual trust and consideration. As a Rights Respecting School, all members of the school community have a responsibility to help each other to develop positive attitudes and behaviour, and to create a calm and safe environment where effective learning and teaching can occur. We have already achieved a Recognition of Commitment and are working towards level one. We strive to ensure that everyone in Largs Academy feels safe, included and valued and that any behaviour which challenges this is dealt with consistently and appropriately.

Our responsibilities are set out in the United Nations Convention on the Rights of the Child. Article 28 guarantees that every child has a right to an education. Article 19 states:

‘Children have the right to be protected from being hurt and mistreated, physically or mentally. Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.’

In addition, article 29 clearly sets out the goals of education:

‘Education must develop every child’s personality, talents and abilities, to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures and their environment’.

As a Rights Respecting School, staff and pupils are working together to develop respectful and healthy relationships which are essential to creating an environment in which every young person can thrive.

8. Embracing Diversity

As a school we strive to create a culture of acceptance, tolerance and respect where differences are embraced as part of a diverse and vibrant school community. We believe that positive relationships can only occur when pupils feel fully included in the life of the school and in particular, those with protected characteristics (disability, gender re-assignment, pregnancy and maternity, race, religion and belief and sex) feel they can grow and develop in an environment free from discrimination. In session 2018-19, we introduced Anti-Bullying Ambassadors who help to educate their peers on bullying, leading campaigns and promoting a culture which celebrates difference. Our LGBT+ group was formed in session 2018-19 and with a growing membership, will continue to offer support and work to enhance the rights of this group as well as collaborate with staff with regard to improving LGBT+ education across the school.

The Largs Academy Relationships Policy should be read alongside our Anti-Bullying Policy. During session 2019-20 there will be a review of our current policy to align with NAC's Respect of All policy and the 2017 Scottish Government publication, 'Respect for All: The National Approach to Anti-bullying for Scottish Children and Young People'.

9. Equity

The staff in the school are aware that not all young people have the same starting point and while expectations of all pupils are high, there is a recognition that different levels of intervention and different resources will require to be utilised with different young people in order to achieve the same outcome. It is essential to try to address the barriers faced by young people in terms of their capacity to succeed. By trying to provide all pupils with equity of opportunity and by encouraging aspirational thinking in our young people, we further strengthen relationships across the school.

SECTION 2: SUSTAINING RELATIONSHIPS

To maintain a positive climate across the school, it is important to signal to those young people who choose not to cooperate, that their behaviour and attitude are not acceptable. Behaviour which challenges good order is a barrier to learning and teaching and pupils must not be allowed to infringe on another person's right to learn or to create an environment which is subject to disruption or aggression.

In dealing with an incident of indiscipline or unacceptable behaviour, the key aims must be firstly to ensure that the young person understands and accepts what they have done and secondly, to repair any damage caused to relationships as a result. It is vital for staff to provide the young person with a way out and a chance to reintegrate him/herself without reinforcing any feeling of shame. Sanctions can be used but these must not infringe the rights of the young person stated in article 28 of the UN Convention on the Rights of the Child: 'Discipline in schools must respect children's dignity and their rights.'

1. Prevention

Staff must strive to prevent confrontation or awkward situations developing in order to maintain good working arrangements for all pupils within the teaching environment. This can be achieved through the various factors detailed in Section One of this policy. In many situations, a young person's behaviour can be predicted and by working with a young person on a regular basis, staff may be able to determine the type of situation which could cause stress, frustration or anger, resulting in an outburst or unacceptable behaviour. An integral aspect of highly effective learning and teaching is the building and maintaining of positive relationships amongst all key stakeholders. It is expected however, that occasionally some relationships between the teacher and the pupil may experience difficulties due to the decisions made, and the behaviour displayed, by the pupil. A key element of Largs Academy's Relationships Policy is the consistency with which staff can de-escalate issues whilst maintaining clear, firm and fair boundaries that promotes the school values to allow high quality learning and teaching to continue. The consistency with which staged intervention consequences are applied is more effective than the severity of the consequences being implemented. The following strategies are encouraged when de-escalating incidents within the classroom environment:

- Positive and clear use of language, verbal and non-verbal communication
- Give pupils a way back / way out through making immediate better choices
- Be clear that you are unhappy / disappointed at the behaviour **not** the person
- Make pupils believe they have the capacity to change
- Help pupils to understand the consequences of their behavioural choices
- Link behaviour to school values and the Rights of the Child
- If appropriate, match the consequence with the 'deed'
- Help pupil to see how they could respond differently next time
- Request restorative meeting to promote teacher and pupil empowerment

2. Restorative Practices

North Ayrshire Council is committed to the principles of restorative practices. This is a solution-focused approach to managing behaviour and resolving difficulties and which promotes healthy relationships that enable better behaviour and better learning. In Largs Academy we are adopting restorative practices as part of our

whole school nurture approach as these provide a framework that allows young people to develop their social and emotional intelligence and that enables the school to build upon its ethos of strong relationships between pupils and between pupils and staff.

Education Scotland has identified the key principles of restorative approaches which guide our practice within the school:

- Being responsible for one's own actions and their impact on others
- Respecting other people, their views and feelings
- Empathising with the feelings of others
- Being fair
- Everyone in the school being actively involved in decisions about their own lives
- Returning issues of conflict to the participants
- Willingness to create opportunities for reflective change in pupils and staff

This approach to dealing with conflict ensures that all involved feel part of a fair process. It supports the school community to resolve and learn from conflict in a way which maintains relationships or terminates them in a way which allows for individuals to continue to work and learn together without further incident.

Restorative approaches should be considered in the following circumstances:

- To address inappropriate low level discipline in class
- To address a minor misunderstanding between two pupils
- To resolve a more serious relationship issue between two pupils through a formal restorative meeting
- To resolve a more serious relationship issue between a pupil and a member of staff through a formal restorative meeting

3. Behaviour Management Process

Pupils are encouraged to recognise that they have choices in the way they can manage their own behaviour. When a young person's behaviour falls short of expectations and they are failing to respect the school values or the rights of others, it is the responsibility of staff to deal with these situations as swiftly and effectively as possible to allow the majority to work and learn in a calm and orderly environment. The action taken by the teacher will depend on the nature of the misbehaviour.

In the event that a pupil causes low level disruption within the teaching environment, a staged intervention process should be followed. Although the nature of the behaviour being displayed may result in some stages being bypassed at the teacher's discretion, consistency across the school is crucial in order to improve understanding and support both pupils and colleagues.

Roles & Responsibilities of Staff

Key Staff	Process	Further Action
Class Teacher (CT)	<p>Verbal reminder to demonstrate the school values.</p> <p>▼</p> <p>Pupil asked to move seat to promote better concentration (if possible)</p> <p>▼</p> <p>Adaptation of set task (if appropriate)</p> <p>▼</p> <p>Pupil temporarily removed from class (2mins approx)</p> <p>▼</p> <p>De-escalation conversation prior to returning to class with final opportunity.</p> <p>▼</p> <p>Pupil extracted and placed in an appropriate place with suitable work (FL informed)</p>	<p>Should a pupil display repeated low level disruption CT should inform FL.</p> <p>CT complete Form to generate text home.</p> <p>(SEEMiS referral generated to FL)</p>

**Faculty
Leader
(FL)**

Pupil asked to complete set task with no further interruption to learning.



Contact Year Head/SMT/Office

Parental contact via
Form and/or
telephone.
Restorative
conversation
arranged with CT.

Referral actioned.

**SMT/Year
Head**

Pupil removed from faculty to work in an appropriate place with work provided for remainder of period.



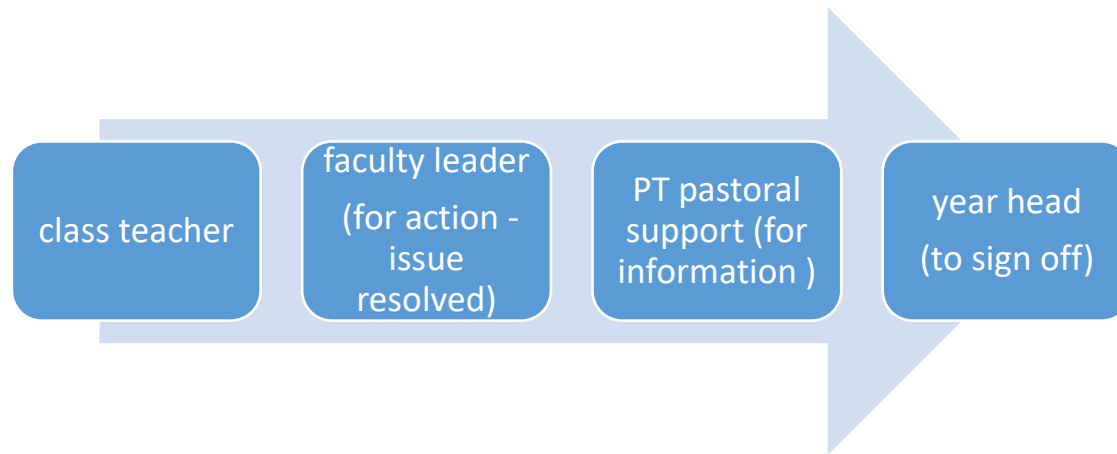
Pupil extracted from lessons/social times for a set period of time to work on tasks, including engagement with the school values (appropriate work to be provided by the Faculty)

Parental phone call.
Detention arranged.
Follow up with FL & CT.
Referral actioned (and fed back to all involved).

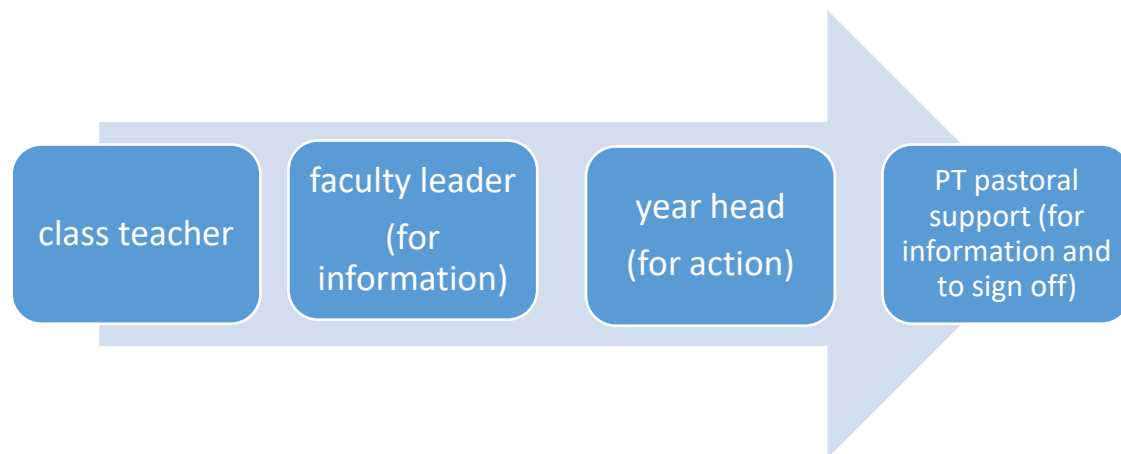
Repeated removal from classes will result in more extensive engagement with parents/carers and potential multi-agency input if appropriate.

Use of SEEMiS Referral System

As detailed in the behaviour management process above, the SEEMiS referral system should be used when a young person's behaviour results in their removal from class. The content of the referral should be factual and should avoid the use of emotive statements or personal comments regarding the young person concerned. It should be remembered that a parent/carer or young person can request to see a referral and it should, therefore, be written with this in mind. The referral should follow the process detailed below:



If a more serious incident is referred straight to SMT then the process should be as follows:



SLT Action

The Senior Leadership Team is responsible for the monitoring of behaviour in their year groups and for taking a proactive and firm approach in supporting departments. In addition to the responsibilities outlined in the behaviour management process above, SMT action may consist of:

- Parental meeting
- Referral to Pupil Support / Area Inclusion Worker
- Discussion with partner agencies
- Request for Team Around the Child meeting

This list is by no means exhaustive and individual pupils and circumstances will determine the most appropriate intervention to modify behaviour and improve relationships in the long term. Once SMT has actioned the referral, the action points will be copied and fed back to both the class teacher and FL via e-mail.

Exclusion

In exceptional circumstances it may be necessary to exclude a pupil from school for a short period of time. However, as stated in Included, Engaged and Involved Part 2: A Positive Approach to Preventing and Managing School Exclusions 'exclusion should only be used as a last resort.' To minimise our exclusions, a system of internal exclusion will be used where it is believed that all concerned would benefit from a young person being kept out of normal classes and separated from their peers during social times. In this instance, the young person will work in our nurture base, supported by our nurture teacher or nurture classroom assistant. During

this time, the young person will be fully engaged in activities which will support both their learning and re-integration into classes. The tasks set will include self-reflective exercises, activities to promote social and emotional wellbeing as well as subject specific tasks assigned by class teachers.

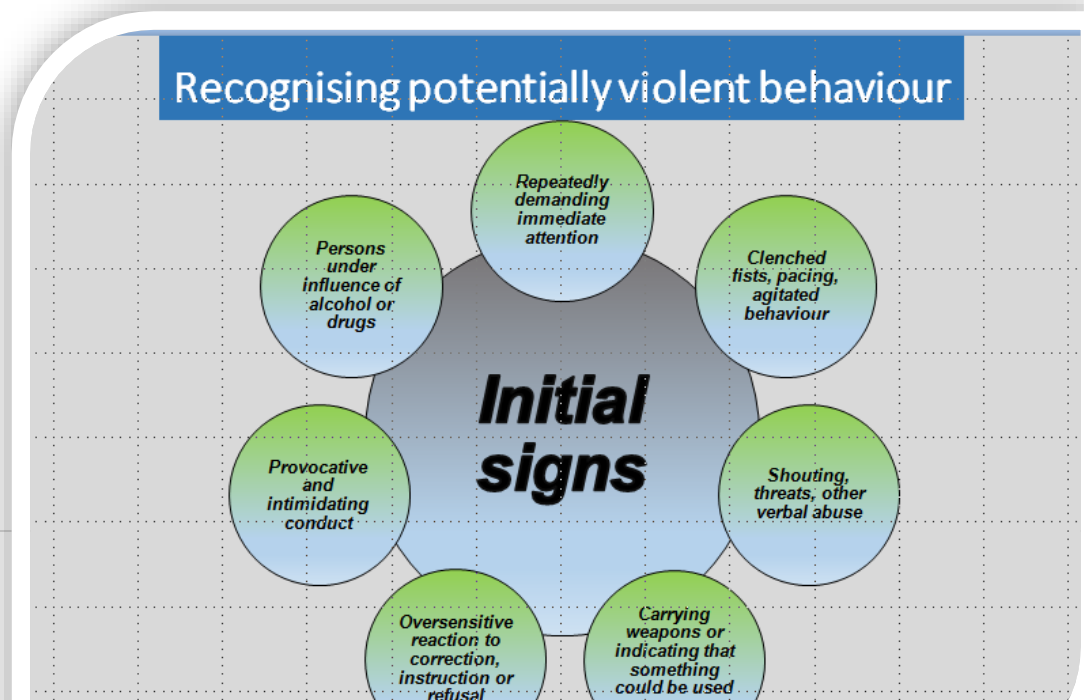
‘In the rare occurrence where a young person is given a formal exclusion from school, it should be a proportionate response where there is no alternative.The purpose of the exclusion and the impact on the child or young person should be taken into consideration, including the long term impact on life chances. The wellbeing and safety of the whole school community should also be taken into account when considering exclusion.’

The following factors are important when dealing with a school exclusion:

- An exclusion should provide time for reflection for both the pupil and staff involved
- The young person should participate fully in all stages of the process
- The young person should continue to receive an education while excluded
- A plan should be agreed to support the child on their return to school
- A restorative approach should be used to facilitate the pupil’s return to school

Dealing with Threatening or Aggressive Behaviour

There will be times when young people will behave in a way which is verbally and/or physically aggressive and which is intimidating and threatening to other pupils and staff. Staff’s knowledge of the young people they teach should help them to identify potential triggers that may lead to this challenging behaviour. Below are some general warning signs to look out for as provided by NAC Corporate Health & Safety.



Some signs are more obvious than others and some signs are very specific to a particular individual and their needs. Young people are more likely to have an aggressive or violent episode if they are suffering from a mental illness, physical impairment or emotional disorder. We have young people in our school who are at risk due to these issues.

Pupils in these categories should have a plan to support them as well as to support staff in terms of agreed strategies to be used. In some cases where a young person could potentially cause harm to him/herself or to others, a risk assessment should be in place to identify the steps which need to be taken to minimise the chance of incident and to keep everyone safe. Risk assessments should be shared with the young person, their parents and all staff who work with the young person.

Action to take if you spot signs of violence and aggression

- Use de-escalation techniques
- Adopt restorative / nurturing approaches
- Remove the young person from the situation
- If the young person refuses to move, remove yourself and the rest of the pupils in the class
- Call on the support of a colleague close by
- Call on the support of SMT (who will contact the police where necessary in extreme cases)

Actions to be taken after the incident

- Incident of violence and aggression to be reported via the Incident Report Form and submitted to Mr B Wilson (Depute Head Teacher)
- Review pupil risk assessment to ascertain if control measures were in place/adequate
- Appropriate support offered to all parties concerned
- Discussion with parent/carer to ascertain any changes in home circumstances or other contributing factors

- Team around the child to assess if further adjustments are required to support this pupil
- Restorative meeting to be considered to repair relationships

The Use of Physical Intervention

North Ayrshire Council's Standard Circular M16, 'The Use of Physical Intervention in Educational Establishments' states that 'physical intervention or physical restraint can only be justified if all other intervention strategies and non-physical methods have proved ineffective and there is an immediate danger of physical harm to individuals.'

If a situation continues despite all other steps being taken, the pupils should be warned that physical restraint may be used. Another staff member should be summoned if possible. Restraint must at all times be 'reasonable'. Any incident where physical intervention has been used should be reported to Mrs Burns without delay and an Incident Report Form should be completed and submitted to Mr Wilson.

Inclusive Approaches

Relationships are more successfully maintained when pupils are provided with support with reintegration following an incident and where staff are creative in terms of thinking of alternative strategies to re-engage a young person with their learning. We understand the need for flexibility in order to improve outcomes for the young person concerned. We work with our partners from within and outwith Education and Youth Employment to provide young people with packages of support which meet their needs at that time. We may consider a modified timetable, including periods in the Pupil Support Base, the use of college or vocational options and/or social work and third sector interventions.

SECTION 3: SUPPORTING RELATIONSHIPS

1. Clearly Defined Roles for all Staff

To ensure all parties fulfil their responsibilities in terms of our relationships policy, it is vital to have clearly defined roles.

The class teacher should

- Ensure lessons are well-planned and organised with appropriate pace and challenge to meet the learning needs of all learners
- Be responsible for the management of behaviour and the safety of pupils within their own classroom
- Reinforce the school values and model the behaviour they expect to see from their pupils
- Set clear expectations and be consistent and fair in all dealings with pupils
- Clarify that it is the behaviour and not the individual that they are unhappy with
- Use nurturing and restorative approaches
- Ensure they know the pupils in front of them in terms of their additional support needs
- Liaise with Pupil Support regarding appropriate strategies to use with targeted individuals
- Use sanctions as appropriate when misbehaviour occurs (in accordance with the behaviour management process)

	<ul style="list-style-type: none"> • Communicate with their FL and the pastoral support team regarding pupil concerns • Generate letter of concern • Provide pupils with a way back and a chance to explain things from their point of view • Ask for restorative meeting with pupil if appropriate • Involve pupil in planning next steps to minimise recurrence of misbehaviour
<p>The Faculty Leader should</p>	<p>Fulfil responsibilities as per class teacher and in addition:</p> <ul style="list-style-type: none"> • Be responsible for managing the behaviour in their faculties • Ensure that the school ethos is reflected in the classroom ethos across their faculty • Monitor use of nurturing approach by staff • Monitor behaviour across faculty in terms of behaviour management process and nature and content of referrals generated

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- Respond to calls for assistance regarding more serious pupil incidents
 - Support staff with behaviour management strategies
 - Employ sanctions as appropriate (same as class teacher and then as per FL roles and responsibilities in behaviour management process)
 - Communicate with the pastoral support team and year heads
 - Contact with parent (following discussion with PT pastoral support if appropriate)

<p>The Principal Teacher of Pastoral Support should</p>	<p>Fulfil responsibilities as per class teacher and in addition:</p> <ul style="list-style-type: none"> • Monitor the behaviour of pupils in their house group (Xpressions log /referrals/staff concerns) • Establish patterns of poor behaviour to allow more targeted support to be offered • Counsel pupils regarding the reasons behind unacceptable behaviour • Take a proactive approach in supporting departments by providing information about young person which could impact on their learning • Phone home • Invite parent in for informal meeting • Refer to Team Around the Child • Carry out wellbeing assessment and lead planning for improved outcomes
<p>The Senior Management Team should</p>	<ul style="list-style-type: none"> • Effectively communicate the relationships policy to the whole school community and regularly review practice • Set the ethos and expectations with regard to behaviour, effort and attendance • Ensure consistency of approach across the school in terms of upholding the policy and promoting the school values

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| <ul style="list-style-type: none">• Ensure that policy is in keeping with local and national policy and guidelines• Set an example through use of nurturing and restorative approaches• Be high profile around the school, particularly in term of supervision at interval and lunchtimes• Monitor behaviour within their year group, working with pastoral team to address patterns• Communicate effectively with staff regarding action taken• Employ sanctions as appropriate (in accordance with behaviour management process)• Oversee assessment of wellbeing and review effectiveness of child plans in terms of improving outcomes |
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2. Parental Engagement

Parental engagement is key to supporting children’s social, emotional and behavioural wellbeing. We work in close partnership with families to try to lessen the likelihood of disengagement and poor behaviour. The principal teacher of pastoral support is the central point of contact for the parent/carer and we strongly promote two-way communication between home and school to ensure that information is being passed on and that the young person is receiving a consistent message regarding expectations. The PT pastoral support will also provide advice and guidance on resources and services available for families and pupils within the wider community. We provide information and advice to parents on the curriculum and how parents/carers can help their child with learning at home. Parents/carers are consulted on important issues and are encouraged to become involved in the PTA and Parent Council. In session 2019-20, we look forward to developing our partnership with the Family Learning Team to improve the number and quality of opportunities parents/carers have to engage with the school in a way that is meaningful to them. Through joint working, we will strive to break down any barriers to families engaging fully with the school community.

3. Partnership Working with External Agencies

Relationships within school are strengthened through the effective partnership working with external agencies. This helps to ensure that we are getting the right support to the right young people at the right time to improve outcomes at both an individual and whole school level. Our partners work with us to promote positive development in terms of the eight wellbeing indicators, to remove immediate barriers to learning and to equip our young people with the skills, attributes and capabilities to transition into a positive post-school destination and to contribute effectively to their community in the future. Session 2019-20 will see a further strengthening of our partnership working as we support a whole wider community wellness model where different agencies come together to ensure the best and earliest intervention to support young people with regard to mental health issues.

4. Continuing Professional Development

We recognise the importance of upskilling our staff and providing them with adequate time, opportunities and resources to sustain positive relationships with our pupils and each other. The majority of our staff have been trained in nurturing and restorative approaches and this key aspect of professional development will continue to be a focus in session 2019-20. Similarly, we will seek to build on the work already underway in learning and teaching to improve the management and ethos of the classroom as well as to impact positively on attainment. Staff are encouraged to reflect on their practice and become more effective practitioners by redefining their skills and further developing their knowledge and understanding. Through close collaboration staff share good practice within the school and are encouraged to look outwards by learning from successful strategies and interventions in other schools both within our own local authority and beyond.

5. Staff Wellbeing

To sustain positive relationships across the school community, the wellbeing of our staff as well as our pupils is paramount. We aim to create a supportive working environment, which gets the best out of people, while ensuring staff needs are met in terms of health, safety and wellbeing. This session the Health & Wellbeing Committee and Staff Social Committee will look at further ways to impact positively on the wellbeing of all.





Appendix 1: Nurture Principles

Learning is Understood Developmentally

- Think of child's social and emotional age, not chronological
- Know the background of a young person and what part it has played
- Model the behaviours you expect

Language is a Vital Means of Communication

- Understand and use language consistent with de-escalation
- Understand the role of non-verbal language and the need to match
- Use developmentally appropriate language

Development of Wellbeing (self-esteem)

- Use praise, reinforcement and feedback for all
- Reward progress and effort
- Give support to challenge negative beliefs about themselves to build resilience

All Behaviour is Communication

- Be in tune with your own emotions and their own impact
- Consider what each behaviour is communicating
- Be attuned to the behaviour of the child

The Environment offers a Safe Base

- Ensure consistency over time
- Set clear parameters and boundaries
- Offer a way out / a way back

Transitions are Important in Children's Lives

- Have clear class welcome routines
- Prepare children for changes in routine
- Make use of personal greetings



Appendix 2: GIRFEC Pathway – North Ayrshire Staged Intervention Levels

Staged Intervention Level		
0	Universal Provision	Supports the 'Nurturing North Ayrshire' approach, supported by whole establishment practice, ethos, and experience - all staff have a responsibility to use positive approaches to build relationships and support children and young people's wellbeing. High quality learning and teaching; A coherent, relevant curriculum, making effective use of differentiation; Well-planned courses and programmes & Personalised learning.
1	Enhanced Universal Provision	Enhanced Universal provision for children and young people include those whose wellbeing needs are met with either additional approaches within the establishment : Access to a classroom assistant/Area Inclusion Worker; Nurture group & Learning/behaviour support
2	Enhanced Universal Provision	Outwith the establishment but within education, for example the Extended Outreach Support Service, involvement with Educational Psychology. As these are "associated services", they are considered universal: Longer term support from Educational Psychology ;Educated within a specialist NYE establishment (James MacFarlane, Haysholm, Stanecastle, James Reid) with no additional targeted support from other agencies at collaborative or enhanced collaborative stage ;Outreach support from an education service - an ASL school or base or extended outreach ;Area Inclusion Worker; School Counsellors & Peripatetic EAL Service
3	Collaborative	The collaborative stage reflects children and young people who require a more coordinated interagency approach to ensure their wellbeing needs are met, and the authority cannot meet needs through services which are generally available. Targeted intervention is required. For example: CAMHS - substantial, long term input ;Social work (non-statutory) – for example Young Person Support Team; Rosemount, Social Services, Area Team for Voluntary Supervision Orders ;Health – Occupational Therapy, Speech and Language Therapy, paediatrics & North Ayrshire Carers Centre (Young Carers) The wellbeing needs are likely to be more complex than those at the enhanced universal level. A Child's Plan must be in place at this level. A multi-agency wellbeing assessment will inform the Child's Plan.
4	Enhanced Collaborative	This stage applies to children and young people whose needs are such that they require more focussed collaborative planning, for instance, Child Protection and Care Experienced (Looked After, Looked After Away from Home and Residential, Foster and Kinship Care).



Appendix 3: Restorative Questions

RESTORATIVE QUESTIONS	
PERSON RESPONSIBLE	PERSON HARMED
<ol style="list-style-type: none">1. What happened? (...and then what happened?)2. What were you thinking at the time?3. What have your thoughts been since?4. Who has been affected by this? How have they been affected?5. What do you think needs to happen now?	<ol style="list-style-type: none">1. What happened? (...and then what happened?)2. What were your thoughts at the time?3. What have been your thoughts since?4. How have you / anyone else been affected by this?5. What's been the hardest thing for you?6. What would you like to happen now?

Key points:

- Separate the deed from the doer. This acknowledges the person's self-worth and makes them believe they have the capacity to change.
- No need to augment shame. Need to manage with respect and support.
- Consequences rather than punishment. Most successful outcomes occur when consequence is linked to original behaviour.
- Active listening, not judging, showing empathy and adopting a solution oriented approach are key to successful restorative practice.
- Avoid asking why someone behaved in a certain way – focus on what, when, how, where and who.

“The aim of a restorative approach is to build community, and to manage conflict by building and maintaining relationships, and repairing the harm of wrong-doing

How can we recognise positive behaviour at Largs Academy?

- Pupil of the month
- Departmental rewards boards
- Prizegiving
- Giving praise in class
- Text home
- Token awards
- Year Head phone calls / parental communication
- Twitter



Ambition

Respect

Achievement

Community

Responsibility