

TCSOA – 2-18 Relationships Policy

At the Community School of Auchterarder we aim:

- To provide excellence and equity in learning and teaching.
- To ensure that the rights of all are respected by everyone.
- To actively promote the health and wellbeing of all.
- To develop and maintain strong community partnerships.



We share clear expectations for Nursery, Primary and Secondary pupils based on our values

- Happy - We will try to make ourselves and others as happy as possible
- Engaged - We will join in with our learning and try our best to do well
- Ambitious - We will challenge ourselves to try new things
- Respectful - We will care for ourselves, others and our school
- Trustworthy - We will try to make the right choices



We talk and listen to help us to build and maintain strong relationships.
We recognise positive behaviours and celebrate them together.

Happy

Engaged

Ambitious

Respectful

Trustworthy

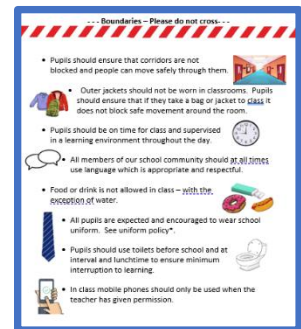
We teach and model how to live out our values, for example:

Value	What this may look like:
<i>Happy</i>	Greeting teachers and students; smiling; making others feel better; demonstrating a positive attitude, showing you are happy to learn; having fun learning; helping to create a welcoming environment for others.
<i>Engaged</i>	Focussing and being ready to learn; doing what is asked of you; taking part in class activities; feeling eager to learn;
<i>Ambitious</i>	Coming out of your comfort zone; excited to learn; trying harder; enthusiastic; stretching yourself; going the extra mile to achieve goals; striving to excel;
<i>Respectful</i>	Being kind; treating others the way you would want to be treated; good manners; listening to the person who is meant to be talking.
<i>Trustworthy</i>	Being honest even when you have done something wrong; owning up to mistakes;

Primary Tiered Approach



Secondary Tiered Approach & Boundaries



Our processes are underpinned by a respect for the rights of every child as outlined in the United Nations Convention on the Rights of the Child which we teach and celebrate.



We know things go wrong, but by working together we can restore relationships.

Together we:

- focus on repairing relationships and returning to learning as quickly as possible
- take responsibility for ourselves, for our actions and for making things right
- accept that we may need help from someone else to do this
- use reminders, warnings and consequences so everyone has a chance to think about their next steps
- accept that there may be consequences (beyond a restorative conversation) however these will always be specific to the situation and the individual needs of everyone involved

Our approach builds on our learning about rights, trauma, restorative practice, nurturing approaches, promoting wellbeing and emotional intelligence.

This policy supports, and is supported by our other policies / approaches:

Attendance	Learning & Teaching	GIRFEC	ASN	Inclusion & Equality	Health & Wellbeing	Anti-Bullying
Communication	Exclusion & Alternative to exclusion	UNCRC	Complaints	Child Protection	Circle	Reporting

Good relationships are everyone's responsibility.

Behaviour and Additional Support Needs

Intensive: A small number of pupils have their learning needs met in a different setting.

Enhanced: Some pupils require more frequent support from external agencies.
This may include time in a different learning setting.
Some of these pupils will require a Coordinated Support Plan to ensure their needs are met.

Additional: ASN staff, school leaders and partner agencies support the development of ASN plans which help pupils manage their behaviours. These plans are shared with teachers who retain the responsibility for managing pupil learning experiences. At times pupils may be supported by different staff or in a different learning space.

Universal: Positive behaviour is taught and recognised by class teachers. [Reminder, Warning, Consequences](#) and [appropriate consequences](#) used in response to negative behaviours. Pupil behaviour often is linked to additional support needs. ASN plans are reviewed through [Child/Young Person's Planning Meetings](#) and in some cases [Risk Assessment and Behaviour Protocol documents](#) are appropriate. These plans are followed by class teachers.

Pupils develop their own resilience and problem solving skills. Friendships and [Big deal, little deal](#) language supports this. Families and carers support young people to build resilience.

"It's Everyone's Job to Make Sure I'm Alright"

Everyone has a part to play in keeping pupils safe. If something is not sitting right with you – Do something – speak with the child, contact the appropriate people, ensure your concerns are heard.

We will regularly review and update this policy, any updates or changes will be shared and implemented accordingly.

Appendix 1 – Hyperlinks

Attendance

Positive relationships contribute towards good school attendance. Where there are relationship or behaviour problems this can have a negative impact on pupil attendance.

We follow the Perth and Kinross Council Staged Intervention Framework for Education which sets out how we as a school should respond when a pupil's attendance becomes a concern. Our goal is to support all of our pupils have as close to 100% attendance as possible.

Learning and Teaching

Classroom teachers work hard to establish positive relationships in their classrooms. They use a range of techniques to ensure lessons are interesting and tailored to the needs of every pupil in their class. The school has a learning and teaching policy and teachers are supported to ensure their classroom practice promotes positive behaviour and relationships.

Our School Learning and Teaching Policy is also informed by the Perth and Kinross Council Learning, Teaching, Assessment and Moderation Framework.



FRAMEWORK
Learning Teaching /

GIRFEC

GIRFEC stands for Getting it right for every child. This summaries the commitment of the Scottish Government to provide all children, young people and their families with the right support at the right time. The GIRFEC documentation outlines eight wellbeing indicators. These are Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.

We use these wellbeing indicators to recognise and respond to pupil needs. The GIRFEC documentation also explains the role of the named person and outlines the child planning process for pupils who have Additional Support Needs.

The full GIREC documentation can be accessed [here](#).

ASN

Some pupils have additional support needs which impact on their ability to establish positive relationships. At times pupils with additional support needs can find it follow behaviour expectations. Each pupil with additional support needs has a clear learner profile which is shared with staff. This learner profile records pupil strengths, barriers to learning and agreed strategies to help them to manage all aspects of school life including behaviour and relationships

It is essential that all pupils with additional Support Needs are supported to overcome any barriers which impact their learning and enjoyment of school. At times pupils will require additional support from their class teacher or other members of staff. They will also benefit from other reasonable adjustments to support them. Every pupil with additional support needs will have their needs and agreed actions recorded and reviewed through Children and Young Person's Planning Meetings. These meetings centre on the needs and opinions of the child and include the child, parent/carer, school staff and any other agencies involved in supporting the child or family.

The Perth and Kinross Council ASN policy can be accessed [here](#).

Inclusion and Equality

As we monitor relationships and behaviour we need to ensure that everyone is included regardless of their background or life experience. We promote equality and inclusion throughout the curriculum and where issues arise we respond in line with national best practice.

An overview of the Scottish government approach to Inclusion and Equality can be found [here](#).

Health and Wellbeing

Behaviour and relationships are often impacted by our Health and Wellbeing. Pupil's experiences at school can have a significant positive or negative impact on their health and wellbeing. We promote positive health and wellbeing throughout the curriculum. We monitor pupil health and wellbeing and respond to observations or reports of concern.

Local strategies to promote positive Health and Wellbeing of Young People can be found [here](#).

Anti-Bullying

We are committed to addressing unkind and bullying behaviour. Our approach to bullying is outlined in our [Anti- Bullying Policy](#).

Our policy is influenced by the Perth and Kinross Council [Anti Bullying Strategy](#) and the work of [Respect Me](#) – Scotland's Anti-Bullying Service.

Communication

Positive Relationships are built on good communication.

We aim to communicate well with our school community and do so through a range of approaches.

Our [Parental Communication Policy](#) explains how we seek to build a culture of positive communication with parents and carers.

Exclusion and Alternative to Exclusion

Exclusion from school is an extremely serious action which school try to avoid using wherever possible. When an exclusion is considered the appropriateness of the exclusion and the process we follow is informed by the [Perth and Kinross Council guidelines on exclusion](#)

To help address more serious behaviour issues and to ensure the safety of all pupils and staff we have an Alternative to Exclusion Programme. An Alternative to Exclusion is an agreed period of time, often one day, where a pupil is supported to attend school but experiences some restrictions to give them an others space and time to address the behaviour which requires attention. This usually mean a pupil working in a different space, away from their usual classmates and teachers. They are supported to access learning materials and to reflect on what they need to address before being restored to their normal classes. These pupils are usually also supported through unstructured times such as interval and lunchtime to ensure there are no further incidents while.

UNCRC

We are a Rights Respecting School. The United Nation Convention for the Rights of the Child (UNCRC) underpins how we think out the Children and Young People in our care. We promote the rights of the child and ensure our pupils grow up understanding their rights and standing up for the rights of all people.

<https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>

Complaints

It is important that we are always seeking feedback to improve our practice. We seek to respond well to any concerns raised. At times it is best that concerns are recorded and addressed using the formal complaints process. This process can be explained in person but is also outlined on the following [Perth and Kinross Council Complaints Procedure](#).

Child Protection

There are clear processes which we follow if we have concerns for the safety of our pupils.

Every member of our school community plays a part in ensuring our school feels safe. If there are any concerns about the safety of a pupil these concerns are shared, recoded and responded to in line with [the Scottish Government Child Protection Guidance](#). All of our staff are trained regularly and we have processes for sharing information with other local partners including the police and social work to ensure that all of our young people are kept safe.

Circle

Every school in Perth and Kinross Council has recently been trianined in the use of a resource called CIRCLE. This resource helps us to evaluate how inclusive our classrooms are and supports planning for improvement.

Details of the Circle Resource can be found [here](#).

Reporting

There are a wide range of ways in which we share information about the progress of each pupil. These various ways of sharing information are outlined in this [Reporting Jigsaw](#) document.



Reporting
Jigsaw.docx

The Community School of Auchterarder

Behaviour Management Procedures (Nursery & Primary)



The purpose of this document is to present a clear policy and approach to relationships in our school. It explains the key international, national and local policies which encapsulate our school culture, systems and decision-making. It also makes explicit, the processes and procedures which we use to support good relationships and manage conflict.

1. Policies

A Child Rights Approach based on the United Nations Convention of the Rights of the Child (UNCRC 1989)

At TCSOA, we specifically draw attention to 4 overarching categories of rights which include:

- Children shouldn't be discriminated against (Article 2)
- Children should have their best interests accounted for as a primary consideration (Article 3)
- Children have the right to survive and develop (Article 6)
- Children have the right to have their views heard and taken seriously (Article 12)

Curriculum for Excellence – 'The Four Capacities'

GIRFEC, SHANARRI and Inclusion

Restorative Practice

All schools in Perth and Kinross are committed to developing and using restorative approaches including the use of consistent language, to create inclusive and nurturing relationships. Restorative practice is used to address issues when relationships are negatively impacted, or things go wrong.

Key Principles of Restorative Approaches

- Building, sustaining and repairing relationships in our schools
- Fairness for everyone involved
- Respecting other people
- Taking responsibility for one's actions

At TCSOA, we expect all communication to be conducted in a respectful, thoughtful manner. We invest time in developing and modelling language, communication and processes which build and restore positive relationships.

Systems and Processes to keep us on track

At TCSOA, all staff support and create a nurturing and inclusive culture, promoting good relationships and positive respectful interaction. When expectations are clear, explicit, consistent and fair, we all feel safer. This happens through:

School Tiered Approach (appendix 1)

This approach is linked to our school values, it is then visually and verbally reinforced by management and school staff throughout the school, in the classroom, the playground, designated support spaces (Pitstop, Zen Den, backs rooms, Nursery rainbow room etc) and in whole school activities and promoted at assemblies.

If pupils do not make good choices, staff will then make use of our tiered approach to help promote positive behaviours, as well as provide a clear and consistent escalation process. If a pupil continues with their negative behaviour and reach step 3, a restorative conversation slip (appendix 2) will be sent home for parents/carers to sign and the pupil to return to school the following day. This supports school and home partnership working.

Celebrating our values

In primary, certificates are awarded regularly to those exhibiting the school's expectations. These are celebrated at assembly and also rewarded by SLT. Pupils are nominated by class teachers for personally demonstrating our school expectations.

In Nursery, the use of stickers celebrate children's engagement with the school values. This allows parents to initiate learning conversations at home.

Class Charters:

Each class develops their own agreed behaviour contract in line with The United Nations on the Convention on the Rights of the Child, thus ensuring ownership. These are used in different ways in each class according to class needs.

Playground:

In the primary playground our staff support pupils based on school values. We also have in place the following systems to reinforce the school values and to enable pupils to develop the skills and language they need to resolve conflict and to build good relationships.

- Peer mediation (P7)
- Buddy system (P1 and P7) starting with work in P6 and Nursery as part of transition
- Health and Wellbeing Ambassadors

Our House System

Our House System in primary supports good relationships and strong social skills. It is pupil led, supported by management and class teachers. House groups meet regularly to celebrate achievements, share school news and take part in house challenges. The purpose of the house meetings and activities are to:

- communicate, reinforce and model school values
- create a sense of pride, community, identity and belonging
- encourage 'working together', pupil leadership and pupil participation

- build “community” across stages
- encourage pupils to excel in earning points for their House

House Points are awarded to pupils for:

Demonstrating a school expectation	2 points
Going above and beyond	10 points

Staff discretion can be applied where necessary to award a maximum of 10 points.

Classroom Rewards

Some classes also have their own reward system to meet the needs of the class and individuals.

Other ways positive behaviour is recognised:

- Bronze (25 points), Silver (50 points), Gold (75 points), Platinum (100 points) and Diamond Awards (150 points) for house points in primary.
- Other certificates
- Prizes at prizegiving
- Extra playtimes
- Health and wellbeing mascots
- Leadership roles
- Value stickers (HEART) in Nursery, as well as various day-to-day opportunities

Building the Skills and Understanding

Through planned, curricular learning, pupils have the opportunity to develop their social and emotional skills. Staff plan experiences in class to develop emotional literacy based on **SHANARRI**, Emotion Works and Restorative Practice. As part of developing social and emotional skills, pupils are encouraged to determine whether a matter is a Big Deal or a Little Deal. This is reinforced as part of our “5 Minutes of Friendship.”



Today _____ had a restorative conversation with _____.

This was because _____

_____.

Between us we decided _____

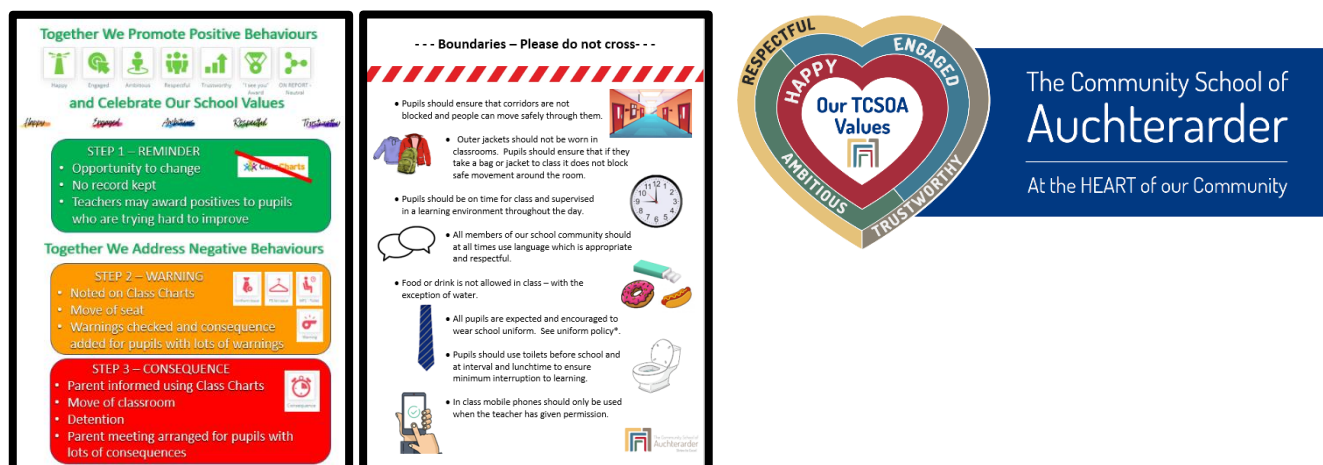
_____.

Please take the time to discuss the above incident/behaviours at home and sign the slip to confirm you have received this record.

Signed (pupil) _____

Signed (parent) _____

TCSOA – Secondary – Behaviour Management User Guide



Ensure the following posters are displayed clearly and explained:

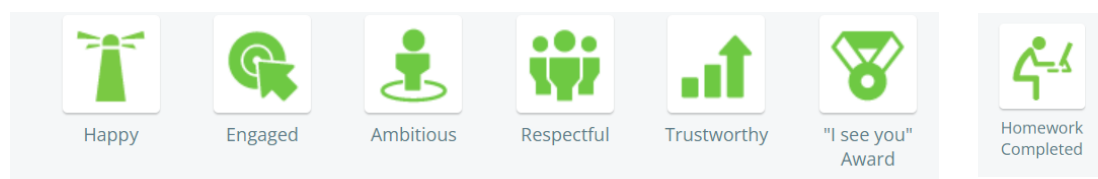


- Ensure all your classes are correct.
- Ensure all your pupils within your classes are correct.
- Ensure your seating plans are correct.
- Ensure positive behaviours are celebrated, recorded, and promoted.
- Ensure all unwanted behaviours are addressed and recorded.

[Class Charts User Guide](#)

Promoting Positive Behaviour

Pupils should regularly be recognised and praised for meeting our expectations. Please enter these on Class Charts:



Examples of behaviours that positively raise standards:

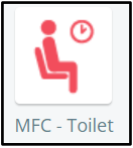
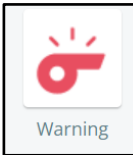
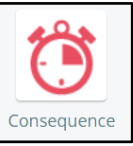
- Prepared for class
- Organised & prepared to start the lesson quickly
- Consistent effort
- Completing homework
- Positive achievement
- High Standards
- Willingness to help
- Participating in extra curricular opportunities
- Personal improvement in their own learning

Homework: All homework must be logged on Class Charts

[Homework Learning Policy](#)

2-18 Relationship Policy

This table aims to share suggestions on the use of our framework of Reminder, Warnings and Consequences. Teachers will exercise their professional judgement as they aim to create a warm and strict learning environment. Teachers will exercise professional judgment and take account of the learner profiles of the individuals in their class. While it is often helpful to move slowly through these stages some behaviours may result in a teacher moving straight to a warning or consequence. Wherever possible teachers should try to resolve things without escalating to the next level.

Steps	Examples of Behaviours (behavioural & raising standards) – not an extensive list	Strategies & Protocol	Actions + Class Charts
1. Reminder	• Unprepared for class • Mobile phone use • Refusing to remove jackets • Inappropriate language • Persistent talking • Arriving late to class • Lack of respect e.g., laptop trolley • Lack of effort	• Verbal reminder of expectations. • Conversation to de-escalate. • Change seating plan. • Keep an informal log of pupils who are getting multiple reminders & report to PT / Line Manager.	No action required on Class Charts unless for going to the toilet: 
2. Warning	• Persistent refusal to follow instructions & failure to meet shared expectations despite reminders within a lesson.	• Conversation with pupil outside the class/after the lesson. • Move seat	 Enter a warning on Class Charts. This is shared with pupils only.
3. Consequence	• Complete refusal to comply with the above. • Significant disruption to learning & teaching. • Risk to H&S.	• Removal from class to PT. If PT is not available, use the good neighbouring system. • Support call 61399 – request either attendance officer/SLT • Enter a consequence in Class Charts = detentions • Referral if action is required by someone else. • A restorative conversation to take place with PT & staff member (or SLT if required) • PT to contact home if required.	 Enter a consequence on Class Charts. This is shared with parents through Class Charts parent app.

Additional protocols

Principals of De-escalation

Staff ensure they always remain calm and respectful – modelling “in control” behaviours.

Mobile Phone Use

Expectation – Phones not to be seen in class without explicit permission from teacher.
 Teachers discouraged from allowing any mobile phone use unless essential for learning.
 Reminder – Ask pupil to put phone away
 Warning – Ask pupil to hand phone over for remainder of period
 Consequence – Seek support for phone to be removed until end of the day (possible return for lunchtime if required).
 PT / PCWO / Duty DHT to support.

Homework not submitted

- Homework is not compulsory so do not give a consequence.

Pupils walking out of class

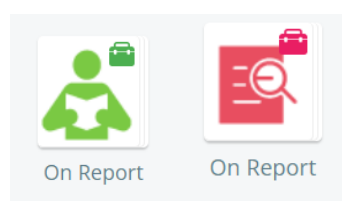
- Report on MS Teams Attendance channel - EDMS_TCSOA > Attendance – tag @attendance and state which pupil has left class.
Or call 61399 to alert attendance officer.
- If pupil returns a conversation must take place.
 If this is not possible, send pupil to PT.
- Dependent on the situation a warning or consequence may be issued on Class Charts.

On Report

- List sent weekly by MR and on daily staff bulletin.

Every lesson complete Class Charts for all On Report Pupils:

Ensure correct period is selected to help with tracking



Serious Incidents

(Ext. 61399 – ask for SLT)	Health & Safety
• Swearing directly at staff. • Threatening remarks towards staff. • Assaulting staff or pupils. • Serious violence or fighting. • Serious vandalism. • Hostility, open defiance, or aggression • Knowledge or suspicion of the presence of dangerous weapons, alcohol, illegal substances, solvents, or drugs.	• Letter home PT to communicate with home. • Serious H&S incident to be communicated with PT/SLT/Parents & carers and removal from practical work until resolved. Risk assessments to be completed for pupils.

May be required to complete a Child Protection form or Violence & Aggression form.	
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Alternative to Exclusion Programme

At times we arrange a period of time where a pupil is located in a different part of the school. This usually includes no access to phones and access to different toilet arrangements, breaks and lunchtimes. This enables a greater degree of reflection and informs parent meetings prior to a return to a more mainstream school experience. Work will be provided by class teachers and engagement with these tasks will be shared with parents as part of the process of planning the alternative to exclusion experience.

Exclusion

As a last resort exclusion from school may be considered. This is only for the length of time required to safely alter a pupil's plan and during their time not attending steps must be taken which address their support needs and any concerns for the safety and wellbeing of others.