

# **CURRIE COMMUNITY HIGH SCHOOL**



## **RELATIONSHIPS FOR LEARNING POLICY**

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## **Relationships for Learning: Rights, Respect and Responsibility**

“The Science is now irrefutable – effective learning cannot happen unless the more basic needs for physical and emotional nurturing are met first and the opportunities are created to develop emotionally literate skills and attitudes and the habits of sound emotional wellbeing.”

*Towards a Relationally Rich Environment, Learning and Teaching Scotland*

## About this Policy:

The policy places particular emphasis on the value of recognising and rewarding positive behaviour as the most effective tool in promoting effective relationships and learning. With this in mind, the policy encompasses the wider environment in which our school community operates as well as the immediate school community.

### 1. Vision and Values

Our Vision Statement:

**'DON'T LIMIT YOUR CHALLENGES, CHALLENGE YOUR LIMITS'.**

Our Values:

#### **Confidence**

- To perform to the best of your ability
- To try something new
- To be enthusiastic and motivated to learn
- To seize every important opportunity
- To accept others and yourself

#### **Unity**

- Supportive to others
- Appreciating achievements of all kinds
- Unified commitment to improvement

#### **Respect**

- Those around you
- Yourself
- Differences
- The Environment

#### **Responsible**

- For freedom of expression
- For your own actions
- For being safe and making good choices
- For participating in the life and work of our community

#### **Initiative**

- Mistakes are okay as long as you learn from them
- Achieve your own goals through developing skills for life, learning and work
- Show determination, resilience and ambition

#### **Equality**

- Accept all aspects of social and cultural life regardless of personal belief while developing your own beliefs and values
- Treat others as you would wish to be treated
- Show care towards those who may need help

## 2. Accountability and Responsibility

At Currie, we are committed to creating the best educational environment and opportunities for our young people. Within the behaviour policy we have focused on 4 key areas for the rights and responsibility of staff and pupils:

1. Ethos of the Learning Environment
2. Pupil responsibility for learning and progress,
3. Skills for life, learning and work,
4. Opportunity for wider achievement

This section highlights the importance of staff and pupils to be responsible and accountable for their actions within the classroom. Each section can be used as reference for staff and could be introduced and referred to within the classroom.

<b>1. Ethos of the learning environment</b>	
<b>Responsibility...</b>	Staff, pupils, parents/ carers and partners are all responsible for maintaining positive relationships within the school and wider community.
<b>Accountability...</b>	We all need to be aware that what we do and say can have a negative or positive impact on relationships, on the learning environment and in the wider community.
<b>Justification...</b>	This means by considering our actions carefully, we can contribute to positive relationships, making the school and community a more pleasant place to learn and live.

<b>2. Pupil responsibility for learning &amp; progress.</b>	
<b>Responsibility...</b>	I am responsible for evaluation of my own work/performance and for identifying, with my teachers, my strengths/achievements/skills, as well as areas for improvement and next steps.
<b>Accountability...</b>	I need to be aware that teachers will support me to achieve, but if I do not take some responsibility for my own educational development, I will not reach my full potential.
<b>Justification...</b>	By doing this I will show that I am being responsible for my own learning and educational development. I will be a confident individual as I take steps necessary to further improve.

<b>3. Skills for life, learning and work.</b>	
<b>Responsibility...</b>	I need to be conscious of, and reflective of, how the knowledge and skills learned in school can be applied across the curriculum and in life, learning and work.
<b>Accountability...</b>	I need to be aware that the skills and knowledge I develop in school are valued by employers and further education establishments, and that they will provide me with the ability to better manage situations outside of school.
<b>Justification...</b>	I need to understand the value of the tasks I complete in school, and of the skills I am developing, reflecting on how these will be relevant to, and will assist me in, my life outside of school, including in the world of work.

<b>4. Opportunity wider achievement.</b>	
<b>Responsibility...</b>	I need to become involved in opportunities for wider achievement provided by the school and local community. My achievements inside and outside of school life will be recognised and celebrated by the school. I will be responsible for recording these wider achievements in my pupil profile which will add value to my whole education.
<b>Accountability...</b>	I need to be aware that employers, universities and colleges will look for involvement in extra-curricular activities/examples of wider achievement, to show I have developed skills/qualities valued by employers.
<b>Justification...</b>	I need to understand the value of both my academic and non-academic achievements, as my successes in wider achievement will provide evidence of skills and qualities such as leadership, planning, working collaboratively, commitment, determination and communication. Employers will value my wider achievement.

### 3. Recognising and Supporting Positive Behaviour

Many pupils in the school are worthy of praise in their day-to-day conduct in classes and around the school. The Relationships for Learning Policy reflects this and the staff members are encouraged to reward those individuals who perform above and beyond the expectations we have for all of our pupils at CCHS. The policy also recognises that there are times when pupils need additional support in maintaining positive behaviour and encourages staff to record and report incidents of concern to ensure that the individual is appropriately supported to develop and improve their behaviour. School staff work with pupils, parents and, where relevant, outside agencies to continually encourage all pupils to meet high standards of behaviour in all aspects of the community.

#### Merits

Pupil Councils have deemed the use of the “Merits” system to be an appropriate and more valued method for recognising positive behaviour. This system was implemented in session 2014/15. The policy recognises that each individual, class and teacher will recognise and reinforce positive behaviour through a variety of methods e.g. stamps, verbal praise, reward chart. A Merit is a formal record of positive conduct or performance which should be awarded to any pupil who fulfils the criteria outlined below; a record of this can be accessed by all staff.

#### Criteria for Merits

The following table explains the types of Merits available and the criteria for receiving one:

Type of Merit	Criteria
Effort in Class	Pupils putting in a high level of effort to classroom activities.
Good Behaviour in Class	Pupils behaving in a polite and pleasant manner in class, both towards peers and staff.
Homework	Pupils producing high quality homework submitted on time.
Outstanding Contribution	Pupils performing above and beyond teacher expectations in class and, for Group Tutors, other school activities.

#### Monitoring

- Pupil Support Leaders, Year Heads and Group Tutors will make a monthly check of the progress of pupils in their care and will share this with
- Any pupil achieving thirty Merits or more in a term will have a Positive Postcard/Letter sent home to parents via pupils to commemorate their successes and will also earn 20 House points for their House. This will be monitored by the Year Heads.

This system will be reviewed on a regular basis as the process becomes embedded.

## Demerits

A Demerit is a formal means of recording behaviour and conduct that is contrary to teachers' expectations.

### Criteria for Demerits

The following table outlines the types of Demerits available for use by staff and the criteria for a pupil to receive one:

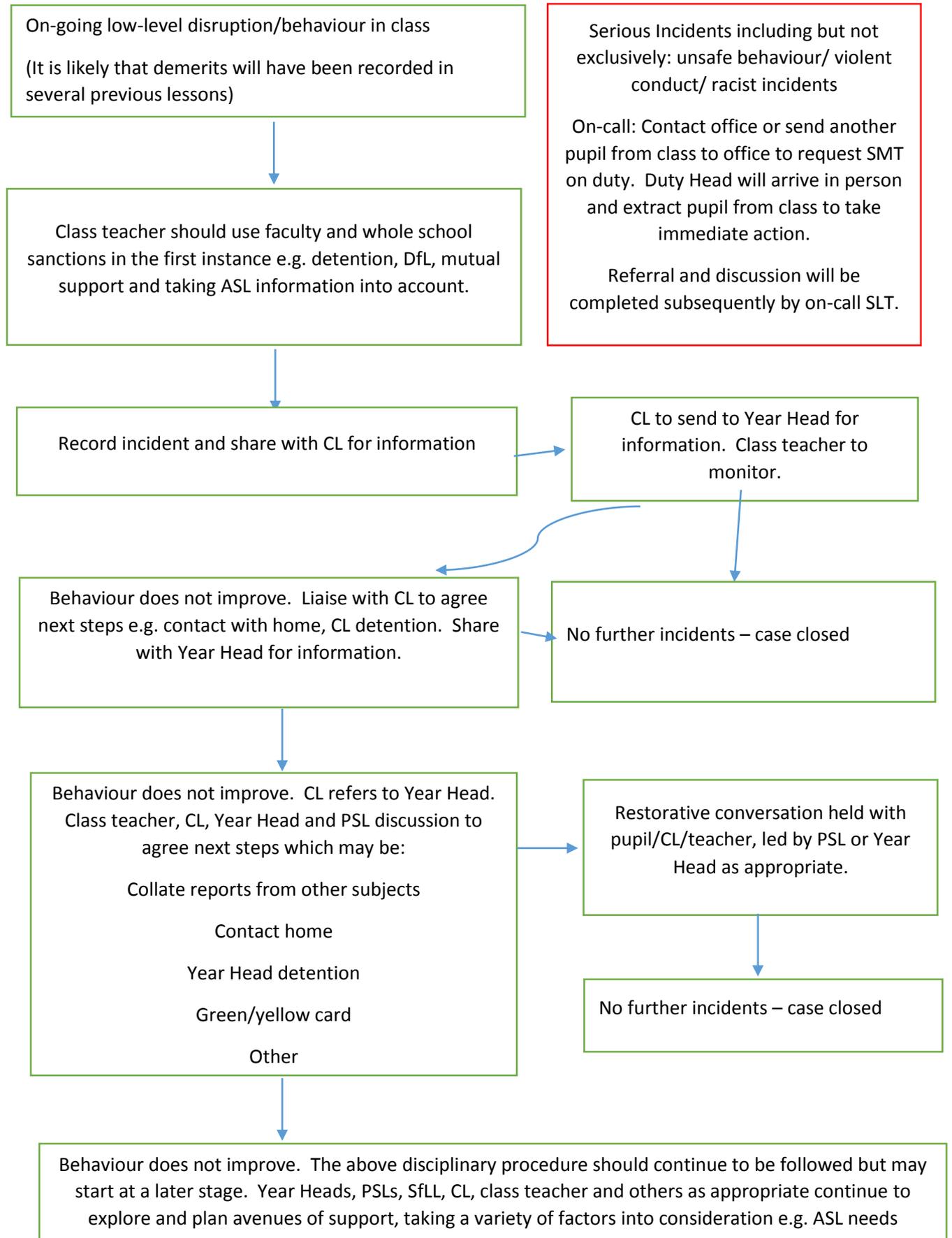
Type of Demerit	Criteria
Effort	Pupil does not put in the required amount of effort in class despite support and warnings as appropriate from teacher
Behaviour	Pupil does not follow the instructions of teacher and/or behaves in a way that is not conducive to class progress.
Homework	Homework is late or substandard.
School Uniform	The School Dress Code is not adhered to – <b>only to be completed by Group Tutors at the start of the day.</b>

- All teaching staff will be able to record Demerits as and when they arise.
- This info will be available to other staff, particularly Group Tutors, Pupil Support Leaders and Year Heads. Group Tutors will be provided with weekly printouts for their tutor group for discussion with pupils and sharing with PSLs and Year Heads when there is cause for concern.

**All pupils will be updated as to their progress by their Group Tutors.**

**Year Heads will monitor the merits/ demerits of pupils on a monthly basis.**

## 4. The School Referral System



## 5. Recognising Wider Achievement

Curriculum for Excellence and CCHS both recognise the importance of Wider Achievements for pupils in terms of the four capacities and for making the most of pupils' futures.

We want to make sure that young people get full recognition for all their achievements - not just their exam results. Building the Curriculum 3 recognises the importance of providing opportunities for achievement in a range of contexts in and out of school.

The term "Wider Achievement" at CCHS refers to the following:

***Anything in which we have performed well and developed significantly - where we have moved towards reaching our potential and produced personal improvements as a result of hard work, effort and embracing personal challenge.***

Young people are involved in a wide range of activities and have other important achievements that many never hear about, for example in:

- youth work
- volunteering
- part-time employment
- hobbies and interests
- projects that they undertake across the curriculum and their participation in the life of the school
- helping to care for a relative at home.

As a result, young people are developing important skills for learning, skills for life and skills for work that can be of real value to them as they grow up and when it comes to getting a job or going to college or university. We try to promote engagement in these types of activities but we also look to recognise them in some of the following ways.

### **The Achievers' Board**

The Achievers' Board is located in the foyer and is a visible means of conveying information on pupils' achievements to rest of the school community, thus exemplifying good practice in this area and encouraging other pupils to follow in the footsteps of their peers. The S5 Peer Supporters, led by a member of staff, generate the content of this and always check to ensure that pupils are happy that information is shared in this manner prior to displaying anything.

### **Tracking of Wider Achievement**

All pupils will complete an annual survey of their Wider Achievements via time in PSE. This will allow us to capture an overview of the types and extent of Wider Achievement, as well as allowing us to identify any pupils who feel they have no Wider Achievements and who may need further support.

### **The CCHS Celebration of Achievement Awards**

Each year we will hold Celebration of Achievement Awards that will see pupils recognised for a range of experiences, skills and talents. The first ceremonies took place in 2015 and they were well attended by pupils and parents.

### **Head Teacher's Letter of Recognition**

Mrs MacKinnon will issue letters to pupils who have excelled in one or more of the 4 capacities (Successful Learners, Confident Individuals, Responsible Citizens, Effective Contributors). These will also be examined by the Awards Committee.

### CCHS Achievement Awards 2015-2016

This form allows you to nominate **yourself or another pupil** for a Successful Learner Achievement Award for this session. Please mark the name and class of the pupil you choose to nominate, tick the box(es) which apply to them and include an example of where and how the pupil has shown this quality. Take the form home so that the nomination can be “sponsored” by an adult who agrees with the reasons for the nomination/s. Bring completed forms back to Ms Moar or your Group Tutor. The Awards Committee will then examine the forms and award certificates will be created to be issued at our Achievement Awards Ceremony during session 2015/16. **NB Pupils may be nominated in more than one category.**

Your name: \_\_\_\_\_

Class: \_\_\_\_\_

#### Successful Learner

Name of Pupil: \_\_\_\_\_ Class: \_\_\_\_\_

#### She/he shows

- enthusiasm and motivation for learning
- determination to reach high standards
- openness to new thinking and ideas

#### She/he can

- use literacy communication and numeracy skills
- use technology for learning
- think creatively and independently
- learn independently and as part of a group
- make reasoned evaluations
- link and apply different kinds of learning in new situations

#### Example

Adult Sponsor: \_\_\_\_\_

Signature: \_\_\_\_\_

**CCHS Achievement Awards 2015/2016**

This form allows you to nominate **yourself or another pupil** for a Confident Individual Achievement Award for this session. Please mark the name and class of the pupil you choose to nominate, tick the box(es) which apply to them and include an example of where and how the pupil has shown this quality. Take the form home so that the nomination can be “sponsored” by an adult who agrees with the reasons for the nomination/s. Bring completed forms back to Ms Moar or your Group Tutor. The Awards Committee will then examine the forms and award certificates will be created to be issued at our Achievement Awards Ceremony during session 2015/16. **NB Pupils may be nominated in more than one category.**

Your name: \_\_\_\_\_

Class: \_\_\_\_\_

**Confident Individual**

Name of Pupil: \_\_\_\_\_ Class: \_\_\_\_\_

**She/he shows**

- self-respect
- a sense of physical, mental and emotional well-being
- secure values and beliefs
- ambition

**She/he can**

- relate to others and manage themselves
- pursue a healthy and active lifestyle
- be self-aware
- show an ability to develop and communicate their own beliefs and views
- live as independently as they can
- assess risk and make informed decisions
- achieve success in different areas of activity

**Example**

Adult Sponsor: \_\_\_\_\_

Signature: \_\_\_\_\_

### CCHS Achievement Awards 2015-16

This form allows you to nominate **yourself or another pupil** for a Responsible Citizen Achievement Award for this session. Please mark the name and class of the pupil you choose to nominate, tick the box(es) which apply to them and include an example of where and how the pupil has shown this quality. Take the form home so that the nomination can be “sponsored” by an adult who agrees with the reasons for the nomination/s. Bring completed forms back to Ms Moar or your Group Tutor. The Awards Committee will then examine the forms and award certificates will be created to be issued at our Achievement Awards Ceremony during session 2015/16. **NB Pupils may be nominated in more than one category.**

Your name: \_\_\_\_\_

Class: \_\_\_\_\_

#### **Responsible Citizen**

Name of Pupil: \_\_\_\_\_ Class: \_\_\_\_\_

#### **She/he shows**

- respect for others
- a commitment to participate responsibly in political, economic, social and cultural life

#### **She/he can**

- show the ability to develop knowledge and understanding of the world and Scotland’s place in it
- understand different beliefs and cultures
- make informed choices and decisions
- evaluate environmental, scientific and technological issues
- develop informed, ethical views of complex issues

#### **Example**

Adult Sponsor: \_\_\_\_\_

Signature: \_\_\_\_\_

**CCHS Achievement Awards 2015/16**

This form allows you to nominate **yourself or another pupil** for an Effective Contributor Achievement Award for this session. Please mark the name and class of the pupil you choose to nominate, tick the box(es) which apply to them and include an example of where and how the pupil has shown this quality. Take the form home so that the nomination can be “sponsored” by an adult who agrees with the reasons for the nomination/s. Bring completed forms back to Ms Moar or your Group Tutor. The Awards Committee will then examine the forms and award certificates will be created to be issued at our Achievement Awards Ceremony during session 2015/2016. **NB Pupils may be nominated in more than one category.**

**Your name:** \_\_\_\_\_

**Class:** \_\_\_\_\_

**Effective Contributor**

Name of Pupil: \_\_\_\_\_ Class: \_\_\_\_\_

**She/he has**

- an enterprising attitude
- resilience
- self-reliance

**She/he can**

- communicate in different ways and in different settings
- work in partnership and in teams
- take the initiative and lead
- apply critical thinking in new contexts
- create and develop
- solve problems

**Example**

Adult Sponsor: \_\_\_\_\_

Signature: \_\_\_\_\_

### **The Wider Achievement Group**

The Wider Achievement Group is composed of members of staff at CCHS and cluster schools; the Group focusses on the discussing issues relating to the celebration and promotion of Wider Achievement and meets regularly to discuss good practice and innovations in this area.

## 6. Supporting Positive Behaviour – Integrated Support Team

The behaviour of pupils with Additional Support Needs, particularly pupils with Autism Spectrum conditions, AD/HD, Learning Difficulties and mental health issues, is likely to be affected more than others by:

- their surrounding environment, including sensory stimulations;
- the relationship they have with staff and peers;
- the school ethos;
- work level and pace;
- and any deviation from the predictable plan of the day.

Positive Behaviour concerns for such pupils are dealt with alongside information about their additional support need. Information is provided to all staff through confidential notes and updated regularly by the Support for Learning Leader. The IST team, with outside agency support, also provides information and advice to staff through staff meetings, symposiums and confidential memos/emails. Information includes issues to be aware of and strategies for use in the classroom

## 7. Restorative Approaches in the Classroom

Currie Community High School encourages and promotes the use of restorative practices in the classroom and community and aims to ensure that all staff understand the principles behind this practice and feel confident in using the associated strategies. School leaders rolled out training, commencing with Teenage Brains and Behaviour training in session 2014/15 which aims to enhance staff understanding of the reasons that may be behind the behaviour of young people.

### Why use Restorative Approaches?

*“It is recognised that restorative approaches can:*

- *manage the varied expectations of behaviour standards which exist among all school staff*
- *help develop a whole school positive ethos*
- *encourage members of the school community to effectively resolve and learn from conflict in a way which maintains relationships, or terminates them in a positive way*
- *support any necessary sanctions by processes of learning and reconciliation”*

(Source: [www.restorativepractices.org](http://www.restorativepractices.org))

Currie Community High School staff recognise that restorative approaches offer a powerful approach to promoting positive relationships in schools and supporting positive behaviour management. We know and value the fact that individuals respond best to those in authority when they do things with them, rather than to or for them and are most likely to change their behaviour when this is the case.

Restorative Approaches can be used in dealing with a wide range of discrepancies in and out of the classroom. Restorative approaches do not occur in place of sanctions, but support the effectiveness of the systems in place, ensuring a fair process occurs.

Fair process involves the following three principles:

- *Engagement — involving individuals in decisions that affect them by listening to their views and genuinely taking their opinions into account*
- *Explanation — explaining the reasoning behind a decision to everyone who has been involved or who is affected by it*
- *Expectation clarity — making sure that everyone clearly understands a decision and what is expected of them in the future*

(Kim & Mauborgne, 1997)

Restorative conversations allow pupils, staff (and parents if necessary) to be part of this process while understanding the impact of their behaviour on all others in the community. CCHS staff are encouraged to engage in restorative conversations in dealing with behaviour concerns and can do this in the classroom as the incident occurs.

### **What is a Restorative Conversation?**

Restorative conversations include affective statements and questions which enable those involved to understand the causes and effects of behaviour on others, facilitating change in the future. Rather than looking to blame and enforce sanctions, restorative conversations include questions such as;

- What happened?
- What were you thinking when this happened?
- How did you feel at the time? Afterwards? Now?
- Who do you think has been affected by this? How do you think they have been affected?
- How can we put this right and learn from it?

Training and support will be provided on a rolling programme, beginning in session 2014/15 with the Senior Leadership Team and continuing from that point. Staff will be provided with questioning prompt cards to be kept in a visible part of the classroom for reference when discussing incidents with pupils. SLT and PSLs can provide support in leading these discussions while training is ongoing. As training is rolled out across all staff, this section of the policy will be adapted to reflect current capacity.

## **8. Sustainability**

Many of the approaches suggested in this policy are already visible across the school. We hope this formal identification of good practice will support the excellent work of our staff and the positive ethos that creates.

It is important that we review this policy regularly. It will be reviewed in the first instance in December/January.

## Appendix 1

### **THE SCHOOL DRESS CODE**

The school badge should be visible at all times

- School polo shirt in white with embroidered badge OR collared shirt or blouse in white with a school tie
- School sweatshirt in black with embroidered badge (can be worn on its own or over school polo shirt) OR plain black v-necked pullover or plain black v-necked cardigan (to be worn over shirt/blouse and tie) OR school hoodie in black with embroidered badge which must be worn over school polo shirt or shirt/blouse & school tie
- Black footwear
- Black trousers or skirt
- School blazer for S6 (compulsory) and S5 (optional)

*NB All outdoor clothing, including hats and scarves, must be removed indoors.*

#### **Physical Education Kit:**

- House t-shirt (preferred) or sports top, shorts, sports trousers, socks, training shoes and a towel
- Tracksuits and sweatshirts can be worn for outdoor sport. Pupils are required to bring a complete change of clothing
- Pupils must be able to remove all jewellery (including body piercing) for PE on the grounds of health and safety

#### **Items which are not part of our dress code include:**

- Any items of clothing which are so tight, short or revealing that they may cause offence
- Shorts
- Fashion, patterned, illustrated or hooded tops of any style
- Tops in different colours to school colours (this includes grey)
- Tracksuit or jogging tops
- Denim jeans of any colour
- Combat, tracksuit, jogging trousers
- Football strips, scarves or football related clothing
- Caps and hats
- Clothing bearing prominent manufacturers' logo, words or pictures which contravenes our policy on equality and fairness or which advertises alcohol, tobacco or other drugs

- Clothing or jewellery which contravenes health and safety regulations. For example, dangling ear-rings, long necklaces, scarves, garments which are easily flammable due to material and/or design
- Any items which are clearly fashion accessories eg coloured or decorated fashion belts
- Excessive or inappropriate make up
- Coloured or part-coloured footwear

