

Winchburgh Academy

Positive Relationships



Winchburgh Academy's Positive Relationships Policy explains the school's commitment to build and strengthen our positive ethos to create a culture of success for all our young people.

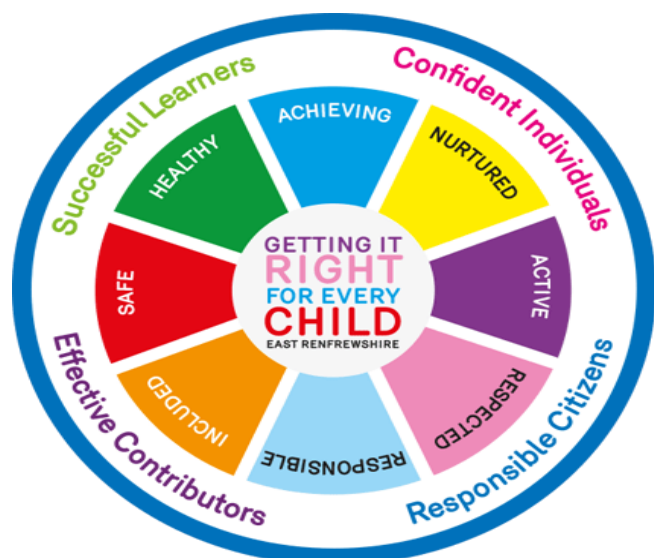
Our school prides itself on being a happy school where each individual is valued and encouraged to do their best. The national policy landscape continues to increasingly emphasise the importance of wellbeing and relationships in shaping positive outcomes for young people. Improving wellbeing and relationships is a key priority at Winchburgh Academy.

The GIRFEC approach contained within the Children and Young People (Scotland) Act 2014 determines eight areas of wellbeing that are the basic requirements for all children and young people. Every member of staff from Winchburgh Academy is required to ensure that all of our young people are safe, healthy, achieving, nurtured, active, respected, responsible and included. We aim to embed our understanding of self-regulation, adverse childhood experiences, restorative approaches and the inclusive classroom to ensure that we meet the needs of each individual young person.

We provide young people with effective learning and teaching within a caring, supportive and positive environment. Developing positive relationships and a climate of mutual respect and trust is central to our approach to supporting young people and an integral part of our practice within Winchburgh Academy. As a school with Gold Rights Respecting Status, Winchburgh Academy has a responsibility to help all young people develop positive attitudes and behaviour and allow everyone to learn. Everyone has the right to feel valued and respected, develop self-esteem, a sense of belonging, and a feeling of being safe. We have created our own school charter to reflect our school values and the rights that are most important to us as a school community. There are four key areas of impact for children at a Rights Respecting school; **wellbeing, participation, relationships and self-esteem**. The difference that a Rights Respecting School makes goes beyond the school gates, making a positive impact on the whole community.

Our aim is to develop positive relationships between all members of our school community and use restorative approaches to create an environment conducive to all aspects of learning in which every young person can be included, engaged and involved through their school career in order for them to achieve their potential.

RATIONALE



Promoting Positive Relationships in West Lothian Establishments

GIRFEC <https://www.gov.scot/policies/girfec/>

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

EDUCATION SCOTLAND <https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/better-relationships-better-learning-better-behaviour/education-system/policy-for-scottish-education/policy-drivers/better-relationships>
<https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/better-relationships-better-learning-better-behaviour/better-learning-better-behaviour/>

RESPECTme Scotland's anti bullying service www.respectme.org.uk

WEST LOTHIAN POSITIVE RELATIONSHIPS POLICY

<https://www.westlothian.gov.uk/article/32402/Education-Policies-and-Procedures?p=2&f=Metadata1789-16217&f=Metadata1789-16221&f=Metadata1789-16215&f=Metadata1789-16216>

Our Academy is a Rights Respecting School, the following summarises the strategies underpinning Winchburgh Academy's approach to creating a school where all young people are valued and respected:

- Create a positive ethos and a culture of mutual respect between young people and between young people and adults
- Build relationships through our pupil support structure (each pupil has an allocated PSR teacher)
- Embrace diversity and promote tolerance and understanding between young people and between young people and adults
- Deliver excellent learning and teaching and have high expectations of pupils' learning and achievement
- Address barriers to learning and participation, taking into account the needs of all young people
- Ensure inclusion, engagement and involvement of all learners
- Ensure all young people are valued irrespective of their needs, behaviour or background
- Enable, recognise and celebrate individual achievement/wider achievements
- Use nurturing approaches in our interactions with others
- Use restorative approaches to reflect on behaviours, the impact on others and resolve conflict
- A universal approach to wellbeing

Our Academy sets high standards of behaviour and expects young people to respect others, value their opinions and points of view and to treat them with courtesy and kindness working in conjunction with the UNCRC. Our School Values and Expectations aim to support young people by encouraging good behaviour and a positive attitude towards their learning in order to create a calm, caring and supported learning environment for all of the young people at Winchburgh Academy.

Our School Values are:

KEY DRIVERS

PROACTIVE MEASURES TO PROMOTE POSITIVE RELATIONSHIPS

SCHOOL VALUES & EXPECTATIONS

- Kindness
- Respect
- Ambition

Our Academy has three main aims.

Through working in close partnership and collaboration with our Academy community:

1/ Each person is fully supported as an individual to be included and celebrated to be happy and successful with their health and well-being at the centre of everything we do.

2/ We will provide excellent learning, teaching and assessment for all, using the most modern, collaborative and forward thinking practice.

3/ Each person achieves and attains at excellent individual levels to prepare them fully for a successful future.

Our Academy vision:

To be a school community that is sector leading in providing excellent experiences, opportunities and outcomes for all young people - united in the joy of learning, collaboration and improvement to build healthy and successful futures.

These are the values and aims that all staff will consistently refer to when addressing behaviour which interrupts learning or causes concern. Staff will use re-focussing, reflective and restorative approaches to discuss any concerns they have with the young person before requesting assistance.

*Appendix 1 (Re-focussing Strategies for Staff)

RESTORATIVE APPROACHES

By using a restorative approach in our Academy, it is hoped that pupils who have had a negative effect on others will realise the impact of their actions, have a better understanding of another person's perspective and a more positive outlook looking forward. Pupils will be supported to reflect on the following key questions:

- What has happened?
- What was the impact on you and others?
- How could you try to stop this situation from happening again?
- What can we do to support you if you feel like this again?

*Appendix 2 (Pupil Reflection Sheet)

In our Academy it is clear that recognising and rewarding pupils for engaging with our school values and rules is important. Winchburgh Academy awards merits and house points using our house points system and on DIDBOOK/REPORTING WINDOWS for:

- Respect
- Ambition

- Kindness
- Engagement
- Wider Achievement/Above and Beyond

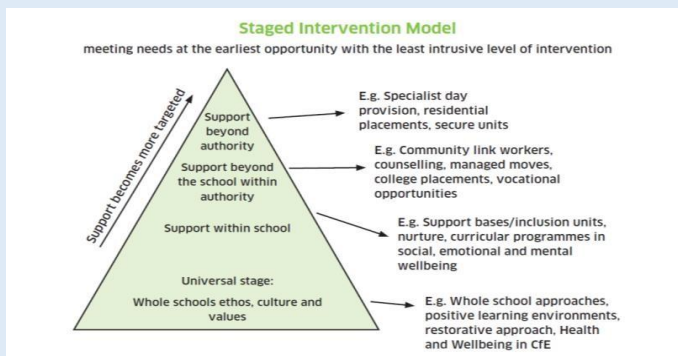
Class teachers will celebrate pupil successes through a variety of positive strategies and each Faculty will have their own unique way of acknowledging and appreciating their pupils. In addition, our school community has a variety of approaches to congratulating our pupils on their achievements, via rewards and values assemblies, certificates, prizes and twitter posts and awards ceremonies.

Our school houses are:

- Auldcathie
- Hawkhill
- Millgate

House Points and prizes are awarded for Gold, Silver & Bronze awards for Kindness, Respect, Ambition & Engagement as reflected in our pupils' school report.

In Winchburgh Academy, early intervention and prevention are key elements of a framework focused on ensuring we get it right for all our children and young people. Early intervention is crucial in reducing the need for exclusion whilst recognising that all support should be appropriate, proportionate and timely. Staged intervention models should include a range of approaches from universal through to more targeted and specialist support.



Our Academy is committed to:

- Restorative and Solution Oriented approaches as part of whole school development
- Whole-school nurturing approaches based on nurturing principles and including nurture groups
- Rights Respecting Schools
- Anti-bullying policies and procedures which contribute to social and emotional wellbeing.
- Effective learning and teaching which contributes to developing good relationships and positive behaviour in the classroom, playground and wider school community.

Pupil Support Structure



RECOGNISING POSITIVE ACHIEVEMENT

STAGED INTERVENTION MODEL OF BUILDING POSITIVE RELATIONSHIPS

Our Pupil Support structure is centred around GIRFEC (Getting it Right for Every Child). Our pupil support consists of:

- Creation of pupil profiles & data
- Pupil support referrals
- Transition programme
- PSR teacher roles and responsibilities*
- Pupil Support Team/PSW Support
- PSHE programme
- Literacy & Numeracy Support
- Interventions for ASN
- Smile counselling & wellbeing support
- Working with external partners (IWS, SDS, CAMHS, NHS, CLD, Social Work, FYPAS)

*Appendix 3 Exemplification of PSR (Pupil Support Registration) Teacher Duties



Pupil Support
Referral QR code



Our Academy is committed to working together with pupils and their parents/carers in ensuring a consistent approach to positive relationships and behaviour between home and the school learning environment.

It is the responsibility of school staff to:

- Model our expectations and school values of positive relationships by being respectful, responsible and ready
- Establish positive relationships with all members of the school community, recognising and accepting their individual culture, beliefs and background
- Be proactive in identifying opportunities to recognise and celebrate positive behaviour and pupil achievements
- Address inappropriate or distressed behaviour in accordance with the 'Promoting Positive Relationships' policy
- Adopt a restorative approach to restoring damaged relationships and allowing a fresh start for pupils

It is the responsibility of parents/carers to:

- Communicate with the school any changes at home which are likely to unsettle routines and may have an impact on their child's wellbeing/ lead to distressed behaviours
- Support the school in the practice of the 'Positive Relationships Policy' by discussing it with their child /young person and agreeing to any individualised behaviour strategies put in place to help their child/young person

It is the responsibility of our learners to:

- Accept responsibility for their own behaviour and, where appropriate, participate in any restorative work to move things forward positively
- Accept support offered, which enables the fulfilment of their potential
- Follow our school values and excellent expectations

PARTNERSHIPS WITH PARENTS/CARERS

5 EXCELLENT EXPECTATIONS

The Non-Negotiables of Winchburgh Academy



ARRIVE

to class on time in a calm and respectful manner, fully prepared for all learning activities

FOLLOW

all staff instructions straightaway

ALWAYS

be kind to all others including your words, thoughts and actions

LISTEN

attentively to the person who is meant to be talking

TAKE CARE

of all resources, equipment and the environment/community

WINCHBURGH ACADEMY

POSITIVE RELATIONSHIPS FRAMEWORK

Re-focussing Strategies for Staff (Appendix 1)



As a secondary School in West Lothian Council, Winchburgh Academy is committed to the promotion of positive relationships and positive behaviour in line with WLC policy framework. In our Academy, we believe that all children and young people have the right to an educational environment where they feel respected and safe where high quality learning takes place for all learners.

This framework is an appendix to our Academy Positive Relationships Policy and/or Learning & Teaching Toolkit and is designed to support all staff to ensure consistent approaches across our school providing clarity for all community members. In addition, at Winchburgh Academy, we take very seriously our responsibilities in being a Rights Respecting School and in promoting the rights of the child in line with the United Nations Convention on the Rights of the Child (UNCRC).

Refocusing Techniques

Teacher need = change of behaviour/re-focus:

- Most will follow immediately – 90/95% of young people
- A few will not – 5/10% of young people

Step 1 – Positive Repetition (calm voice)/have your ‘script’ ready (body language & clear communication techniques)

Remember – the human brain is designed to make a fight/flight response this includes the teacher/adult!!!

Be prepared by having a well rehearsed script – words and actions (how well do you plan lessons versus how well do you plan for dealing with low level situations THAT WILL OCCUR in your classes from time to time)

There are times where a win/win situation does not happen – be prepared for what you will do/say, in a calm and controlled manner.

Please refer to the flow chart framework (page 2) to support all staff in ensuring high quality learning, teaching and assessment.

Framework Updated

April 2024

DSM

HT, DHT & PT PS

Class Teacher

- Step 1 - Positive reminders of school values and expectations (verbal) and calmly re-direct the young person to what they need to be doing
- Step 2 - Consider moving seat or working area for a short spell or for the remainder of the learning workshop (as appropriate)
- Step 3 - If appropriate, arrange a short meeting with the young person (do this in an area where there are other staff colleagues around rather than 1:1 with a closed door. 5 minutes at the end of class/beginning or interval/lunch/end of school day. Make relevant Curriculum PT aware for their information)
- Step 4 - Arrange to discuss further with relevant Curriculum/Faculty PT to consider other support strategies together

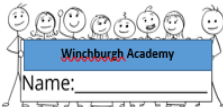
Principal Teacher

- Step 5 - Arrange a 1:1 discussion/check in with the young person, as PT (arrange restorative meeting with young person and class teacher if appropriate, use pupil reflection sheet to support)
- Step 6 - Discuss with PT PS and/or DHT with a view to contacting home to discuss with parent/carer (remember to insert Pastoral Notes on Seemis)
- Step 7 - Discuss and explain Faculty Target Card (no longer than 2 weeks) with a review arranged in advance (parents updated and aware)
- Step 8 - Learning individually/under supervision away from the affected class/subject (no longer than 1 week of classes)
- Step 9 - Arrange meeting with DHT & PT PS to consider next steps together and discuss further support

PT PS/DHT

- Step 10 - Arrange meeting with young person and PT if appropriate (contact home to explain)
- Step 11 - Check in/reflection time during interval/lunchtime (make parent/carer aware)
- Step 12 - Arrange meeting with parent/carer to discuss further - consider whole school monitoring card and arrange parent review meeting date in advance
- Step 13 - Work/learning supervised by SLT rather than in the class(es) affected no longer than two weeks and parents regularly updated
- Step 14 - With reference to WLC policy, consider School and Education Officer meeting with parent/carer and young person
- Step 15 - Consider part time timetable (in line with WLC policy) for a short time period as agreed with parent/carer
- Step 16 - Consider school exclusion (only once all other possibilities/strategies are exhausted)

Pupil Reflection/Restorative Sheet (Appendix 2)



Winchburgh Academy
Name: _____

5 EXCELLENT EXPECTATIONS
The Non-Negotiables of Winchburgh Academy
Be kind to others including your peers, thoughts and actions.
Fully prepared for all learning activities.

ARRIVE all staff instructions on time

FOLLOW be kind to all others including your peers, thoughts and actions

ALWAYS attentively to the person who is meant to be talking

LISTEN all resources, equipment and the environment

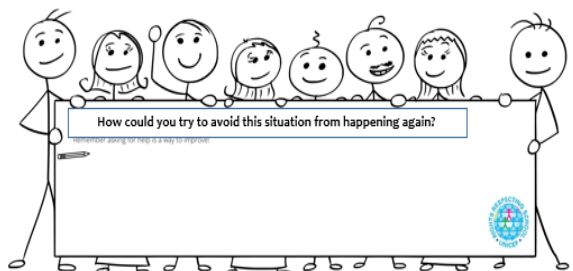
TAKE CARE

REFLECTION

Why have you been asked to do this reflection?


Favourite subject and why?

What was the impact on you and others?



How could you try to avoid this situation from happening again?

(Asking for help is a way to improve)



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Name: _____

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TAKE CARE

Taking responsibility for your feelings will help you improve your communication.
Improving your communication will help people understand you and what you need.

Pick an emoji that best describes how you felt during this lesson

<input type="checkbox"/> Confused	<input type="checkbox"/> Angry	<input type="checkbox"/> Stressed	<input type="checkbox"/> Embarrassed
<input type="checkbox"/> Sad	<input type="checkbox"/> Picked on/Bullied	<input type="checkbox"/> Hurt	<input type="checkbox"/> Anxious

Put your feelings into a statement now.

I **feel** _____

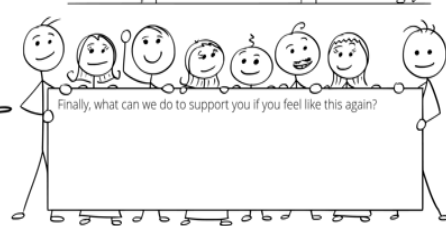
when _____

because _____

Examples of statements that can help identify how we feel:

I **FEEL** frustrated when everyone is making a noise in the classroom
BECAUSE I can't concentrate.

I **FEEL** sad when you walk home without me
BECAUSE it makes me think you don't like me anymore



Finally, what can we do to support you if you feel like this again?



Exemplification of PSR (Pupil Support Registration) Teacher Duties (Appendix 3)

Pastoral Area	Theme	Related Tasks
Personal Support	Attendance and Punctuality	<ul style="list-style-type: none"> • Complete registration procedures on Seemis • Monitor attendance and punctuality of pupils • Collect and monitor absence notes/emails or calls from office • Contact parents/carers in line with specific school policy • Alert line manager/PT Support (S.Oliver)/Attendance support (J.McDonagh) in cases of concern
	Health and Personal Welfare	<ul style="list-style-type: none"> • Be aware and follow duties and responsibilities regarding child protection issues • Communicate with support staff/PT support/SMT regarding areas of concern relating to health and personal welfare of pupils
Curriculum	Curriculum and Timetable	<ul style="list-style-type: none"> • Issue timetable information to pupils • Provide information on examination timetables • Provide information on specific matters in school calendar and upcoming events
	Learning and Teaching	<ul style="list-style-type: none"> • Encourage attitudes to promote the raising of attainment • Offer advice on assessment, study skills and exam preparation
School Ethos	Positive Relationships	<ul style="list-style-type: none"> • Promote and implement the school's positive relationships policy • Promote good citizenship in relation to our school values of Kindness, Respect and Ambition • Promote the school's standards and expectations • HWB check ins after HWB survey data • Promote Child Rights through the UNCRC and our school charter • Promote the school uniform policy • Assist with communications with parents/carers • Promote participation in school initiatives and activities
	Achievement	<ul style="list-style-type: none"> • Take an interest in the achievements • Encourage pupils to increase achievements or maintain high levels of achievement • Ensure that information on notable achievement is passed on to SMT/PT Pupil Support
	Health and Safety	<ul style="list-style-type: none"> • Promote and implement the school's health and safety procedures