



VIEWFORTH HIGH SCHOOL

POSITIVE RELATIONSHIPS POLICY

October 2020

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Shared Vision

“Aspire Together, Achieve Together”

SHARED VALUES

Care for All
Ambition for All
Respect for All
Equity for All

RATIONALE

At Viewforth High School we aim to create a culture of mutual respect where all members of the community feel valued. This policy is designed to support the development of positive relationships among all members of the school.

AIMS

- To create and maintain a welcoming, safe and caring environment for all.
- To ensure all learners experience a calm, positive and safe environment which promotes good behaviour, self-discipline and respect for themselves and others.
- To enable young people to enjoy their education and develop positive attitudes towards learning.
- To ensure that all learners are able to realise their potential.

Structure for Implementing Boundaries

A positive and inclusive learning environment allows all pupils to fulfil their potential and positively progress in their future.

Staff are encouraged to develop and apply their own behaviour management strategies within the classroom in order to form positive relationships with all learners. It is important that staff have clear and consistent expectations and routines for all classes and promote an environment of mutual respect. To ensure consistency, staff should ensure they maintain high standards in line with the schools' expectations (see appendix A) and model these behaviours at all times.

Stage 1

Where a pupil **consistently** chooses not to cooperate positively with a member of staff and where **all** positive classroom management strategies have been exhausted, Teacher should record a demerit for 'Not engaging in learning' on SEEMIS (see appendix B) and make a verbal referral to PT/PTC. If pupil is causing disruption to the learning of others then teacher should talk restoratively to pupil outside of the classroom and if appropriate, pupil will be re-integrated back into class. If teacher feels incident needs to be recorded, then teacher should complete a referral on SEEMIS.

Stage 2

Where a pupil **continues** to choose not to cooperate positively with a member of staff, teacher should make a phone call to PT/PTC for intervention. A demerit for "Persistent classroom disruption" should be recorded on SEEMIS and a written referral made to PT/PTC. Should the pupil fail to cooperate positively with the PT/PTC, a Duty Manager call should be made by PT/PTC. In the event that PT/PTC is unavailable then a Duty Manager should be requested via reception. Referral process will then be followed (see Appendix D)

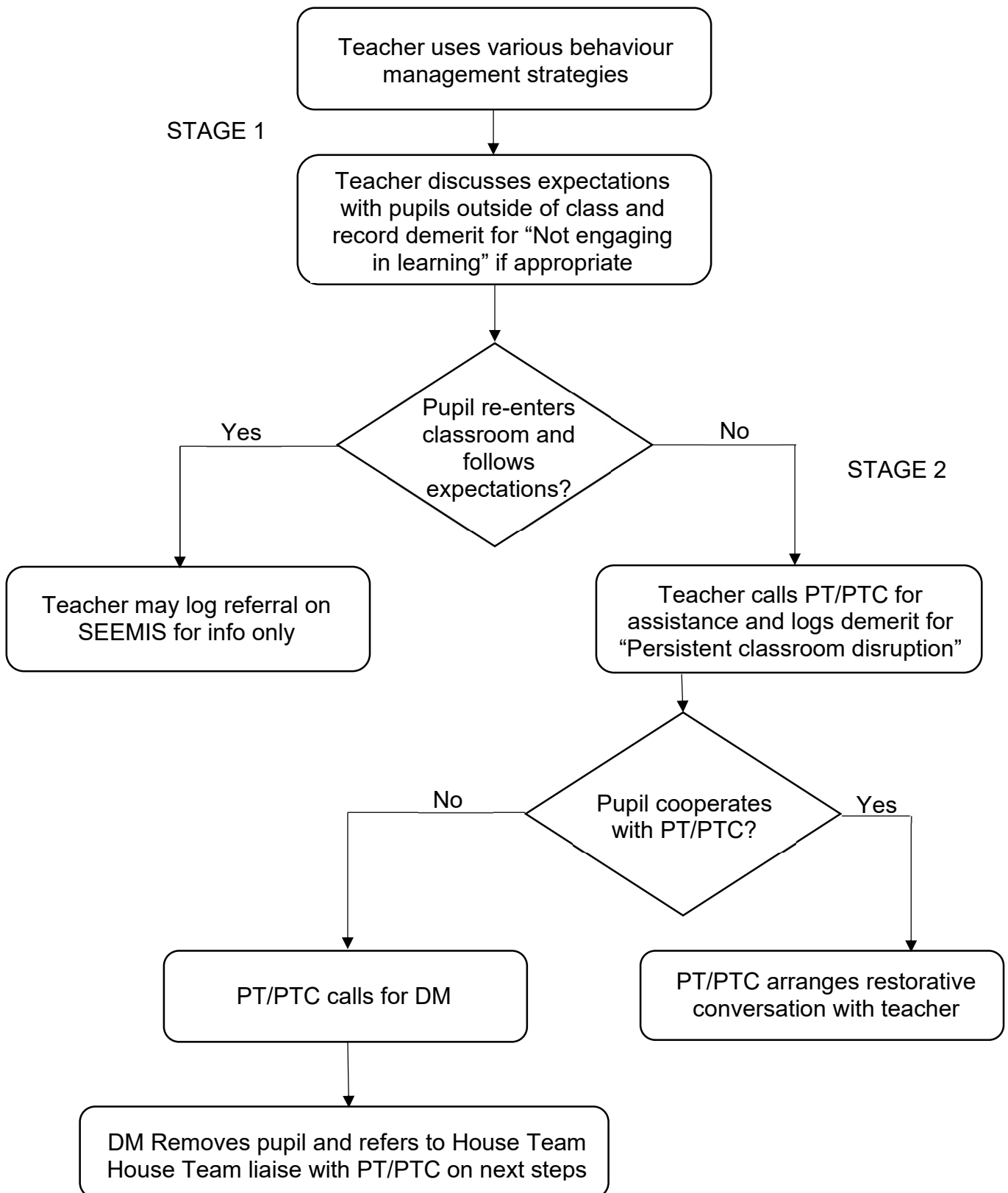
Stage 3

If the pupil continues to refuse to follow the schools' expectations in the department the PT/PTC and House Team should work collaboratively to achieve a positive outcome for the pupil. This may involve parental engagement, removal from faculty, progress diary or change of class (where possible).

SERIOUS INCIDENT

In the event that a pupil is **totally refusing** to cooperate/follow any instructions, **verbally or physically abusive to a member of staff or other pupils** or where they are a **danger to themselves**, the teacher should contact their PT/PTC immediately who will then contact reception and request attendance of a Duty Manager. The DM will remove the pupil from the situation. The teacher should ensure that appropriate work is handed to the DM for the pupil to be given and log a referral on SEEMIS to PT/PTC. The PT/PTC must be the member of staff to request a DM unless they cannot be contacted, then the teacher can contact reception directly.

Staged Approach to Implementing Boundaries



Mobile Phone Policy

Mobile phones should not be used by pupils in lessons unless instructed to do so by the teacher. In the event a pupil does use their phone in class they should be reminded of the school expectation and asked to switch the mobile off and put it away. Should the pupil persistently fail to follow this instruction the teacher should log a demerit on SEEMIS for “Mobile phone misuse” and inform the pupil of this.

A daily report will be run for mobile phone misuse and pupils who have received a demerit for this will receive a text message home informing their parent/guardian. For pupils who continuously receive multiple demerits for “mobile phone misuse”, the House Team will intervene and contact home.

Incidents in Corridors

All staff should work collegiately to ensure good behaviour within the corridors. Should staff meet pupils in corridors without permission during lessons, they should ask pupils to go to their timetabled class. If pupils refuse to follow this instruction then a call to reception should be made to make them aware of pupils wandering corridors. Staff should avoid entering into confrontations with pupils regarding this.

APPENDIX A

Viewforth High School Expectations

- Always try your best
- Be polite and considerate of others
- Arrive at class on time and be ready to learn
- Be attentive in class and follow instructions
- Mobile phones should be switched off in class, unless told otherwise
- Remove outdoor clothing. You may wear a mask
- Chewing gum should be put in the bin at the start of the lesson
- Only water can be consumed in class
- Leave classrooms neat and tidy
- Pupils should use the allocated areas during break and lunchtime.

Additional expectations may exist depending on the specific needs of each subject/classroom.

APPENDIX B

Promoting Positive Behaviour at Viewforth High School

SEEMIS MERITS/DEMERITS

Merits = 1 point
Demerits = -1 point

At the beginning of each lesson, pupils will automatically be awarded 2 merits (1 & 2). These can then be added to by receiving further merits for criteria 3-5. Demerits should only be assigned after prior warning and encouragement has been offered by the teacher and the pupil still refuses to follow the instruction.

Criteria

Merits:

1. Hard Work (trying your best, not giving up, perseverance etc.)
2. Good Behaviour (polite, respectful, kind)
3. Outstanding Work (going above and beyond)
4. Contribution to Lesson (asking questions, giving answers, helping others, working with others well)
5. Excellent Homework (on time and outstanding effort)

Demerits:


1. Refusal to remove hoodies/outdoor clothing
2. Persistent classroom disruption (shouting out, talking over others, being rude to others, refusal to carry out instructions, obstructing the learning of others etc.)
 - **If 4 or more are received in a week a text will be sent home**
3. Continuous use of inappropriate language
4. Misuse of mobile phone (using phone in class without permissions, refusal to put away/switch off when asked)
 - **Text will be sent home on a daily basis for this**
5. Not engaging in learning (not producing adequate work, refusal to do work set etc.)

Positive Postcards

In addition, to being able to award merits which contribute to the House System we can also award positive postcards to young people who have shown clear effort to embody the school's values of caring, ambition, respect and equity for all.

This should be when someone has gone above and beyond the norm. This can be for one-offs or a series of small efforts that together make a big impact on themselves, others, the school or the community.

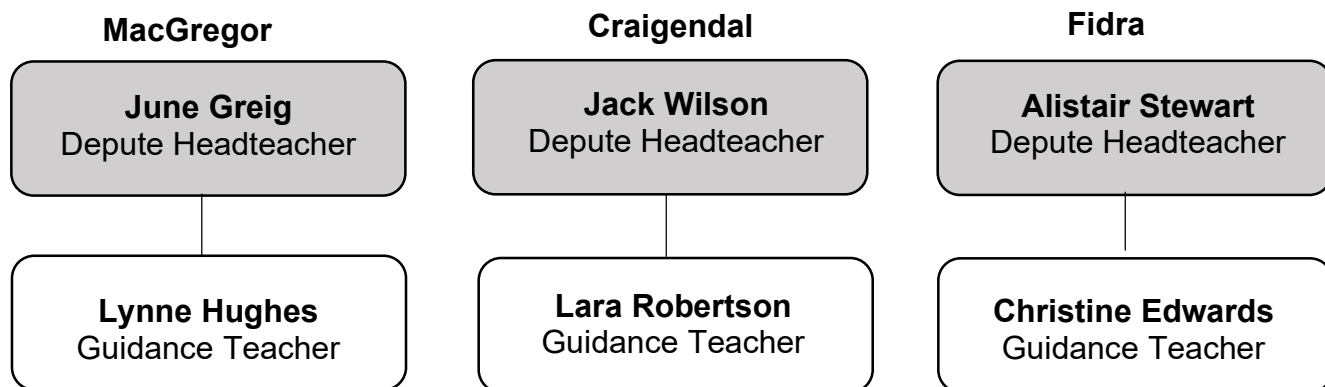
This will allow us to actively recognise the positives in the school and promote them in a tangible way with young people and families. It will support us to recognise everyday victories and allow the policy to identify positive behaviour and effort as well as dealing with negative behaviour.

Viewforth High School Positive Postcard Earned By: _____ Recognised By: _____ Date: _____ Earned For: _____ _____ _____ _____	
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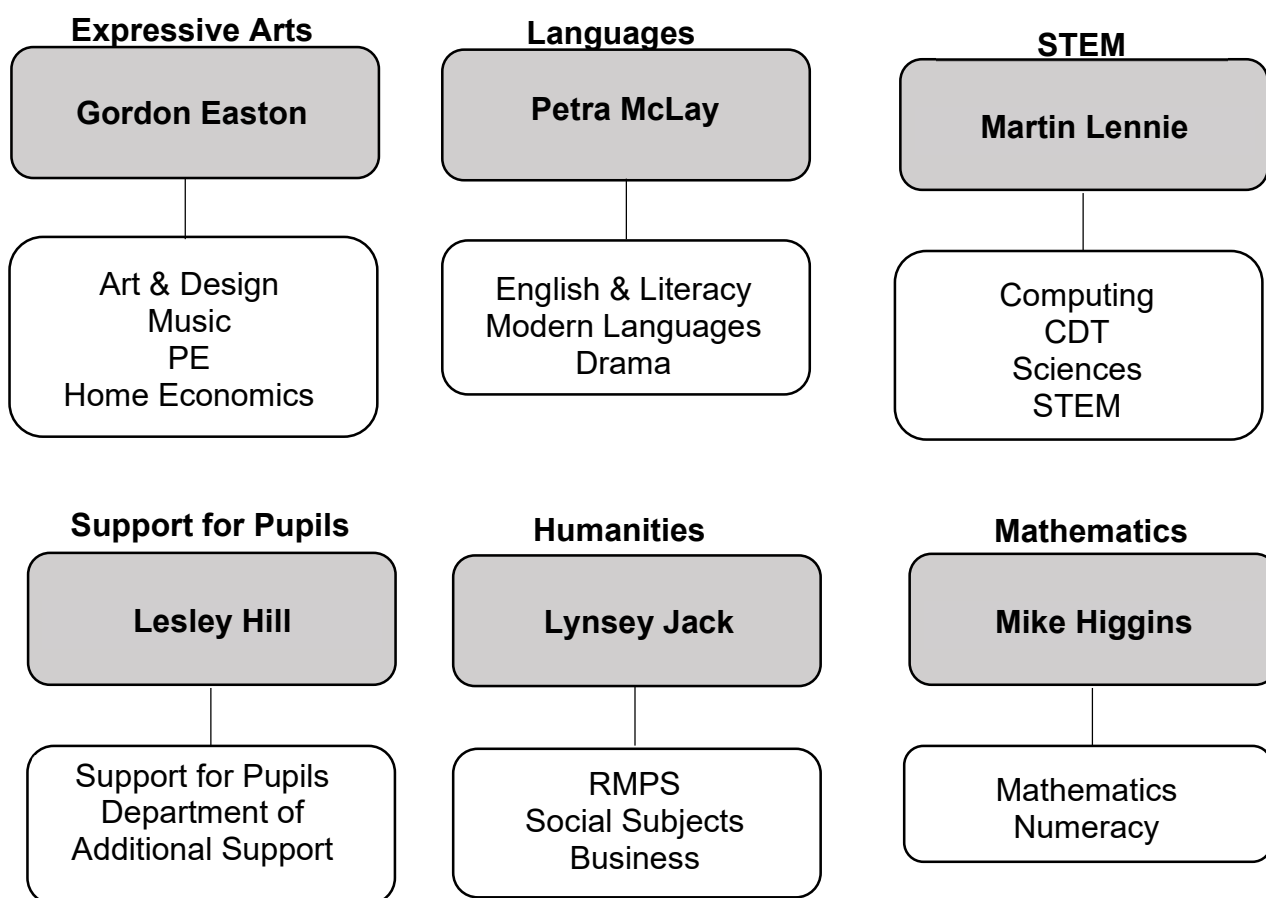
Positive Letters

For those pupils who make huge individual achievements or who have been consistently successful throughout the term a positive letter can also be sent home. This will include those who have a significant number of positive merits to their name at the end of each term.

House Team Structure



Faculty Structure



Appendix D - Referral System

This approach is intended to:

- support colleague understanding of the wellbeing indicators and applying them to the needs of our young people
- support the framing of a young person's behaviour in terms of communication of need
- support PT Guidance tracking of the needs of our young people (and patterns in the type of need)
- reaffirm that recording of info-only referrals can be important evidence in the decision making by the PT Guidance and PT Curriculum.
- ensure PT Guidance maintain an overview of the needs of our young people
- reaffirm the role of referee action before the majority of referrals are sent
- reaffirm the necessity of verbal communication as well as a referral in the context of the most serious incidents

Additional Details

Cover

- If you are covering a class in a different faculty from your own and a referral is necessary, follow the referral processes detailed below but ensure it is sent to the PTC of the faculty where the incident took place.

Progress of Referrals

- Referrals should only go one way through the process in the flow charts detailed below. Referrals should not be sent back to any referees. If a referee wishes to follow up on the actions taken after an incident, they can check into the referral chain in Seemis. If necessary, they are welcome to discuss any interventions detailed with their line manager.
- All referrals will be seen by the relevant young person's PT Guidance before they are closed.

Legal Considerations

- When writing a referral ensure any other young person involved is not named in the referral. This is for GDPR reasons. Although if this is the case you should note that the other young person also has a referral to help the guidance team look out for it.
- All colleagues should remember that referrals may be used as evidence in working with partners and parents and also that a FOIR may be made to see them.

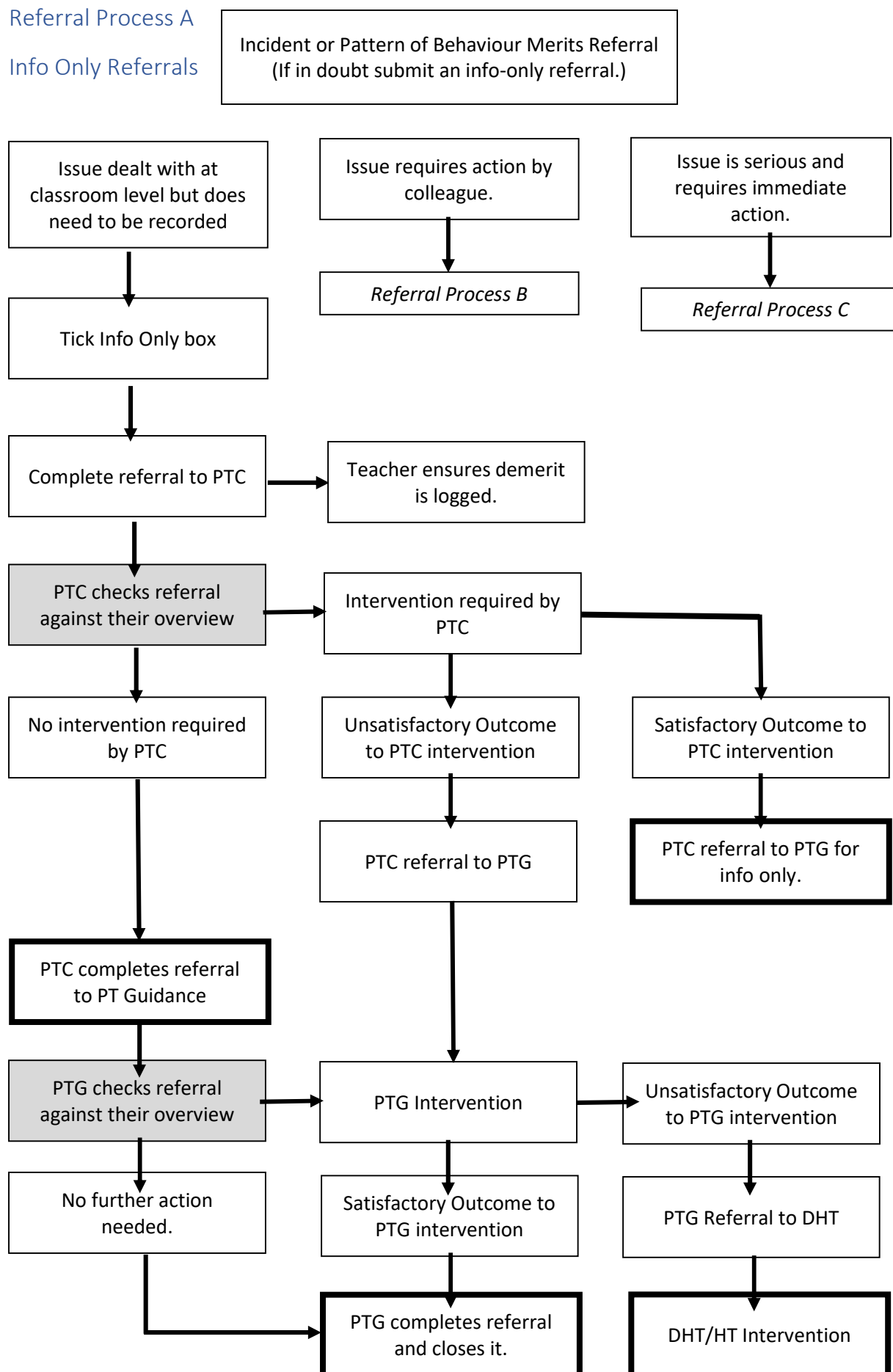
Information Only Referrals

- Colleagues should exercise judgement in deciding when to complete information only referrals. These are for minor incidents or repeated low-level issues, that you are comfortable you have dealt with, but feel that should be noted by PTCs or PTGs. However, if in doubt, complete one.

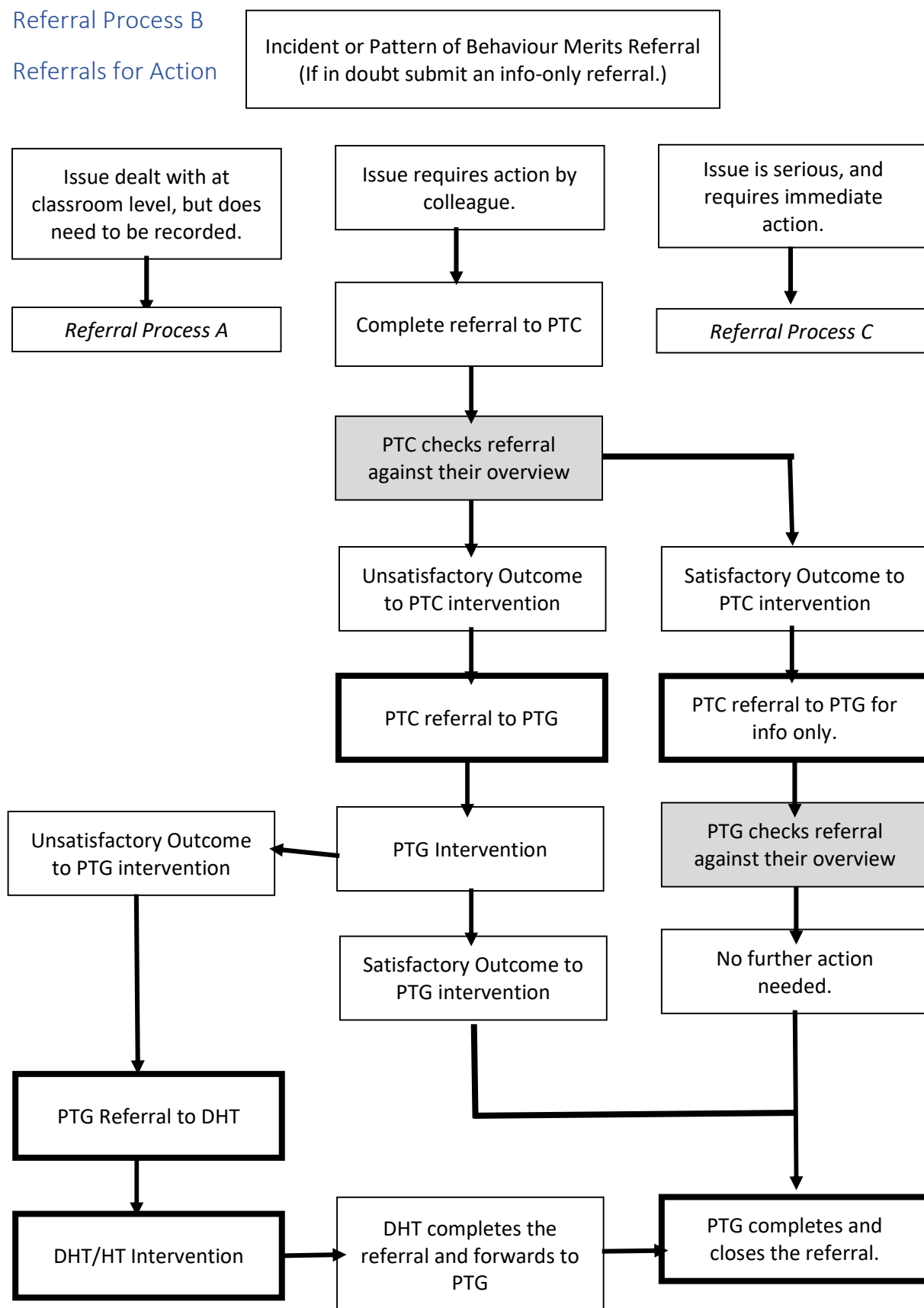
Turnaround of Referrals

- Colleagues should aim to have the majority of referrals actioned within 1 working day of generation.

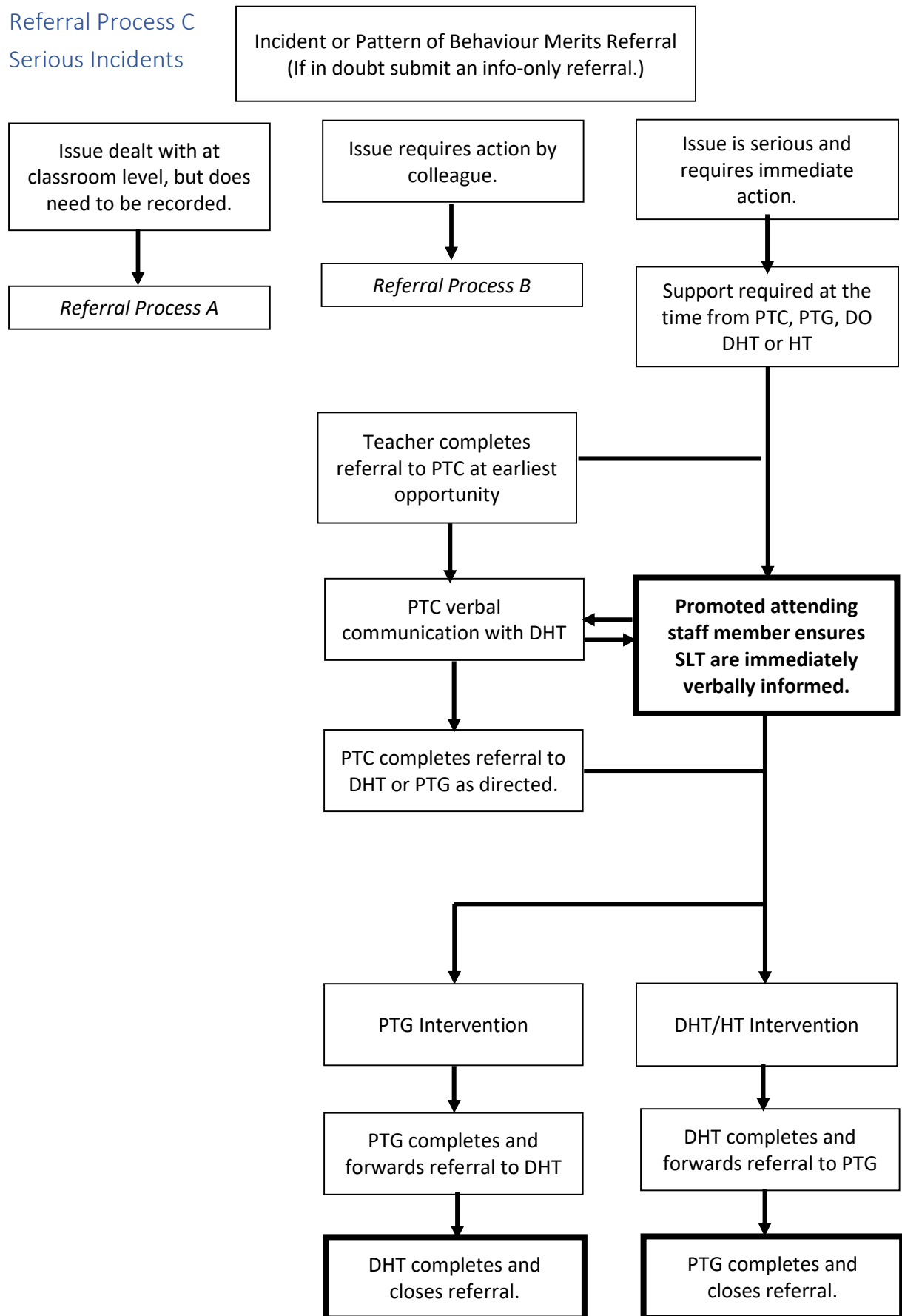
Referral Process A
Info Only Referrals



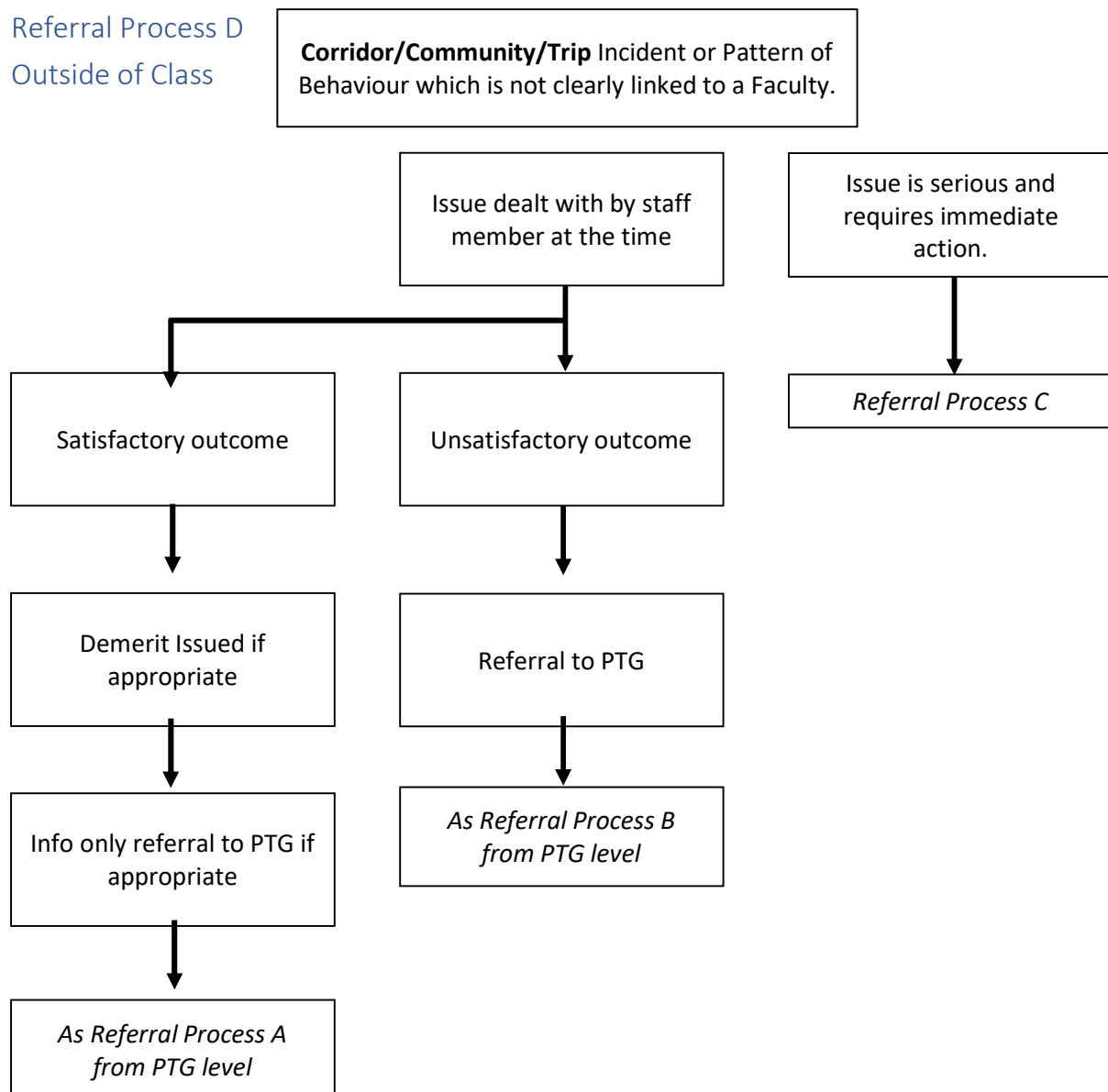
Referral Process B
Referrals for Action



Referral Process C Serious Incidents



Referral Process D
Outside of Class



Referral Format

- Wellbeing Indicator (in BLOCK CAPITALS)
 - Your judgement of which indicator best fits the need communicated by the young person
- Detailed description of event/incident/issue
 - Word by word if necessary (especially if the issue is serious)
- Detailed description of the intervention by the member of staff.
 - Word by word if necessary (especially if the issue is serious)
- Next steps by staff member if applicable.

If you have a referral which is clearly purely pastoral in nature follow process A or B but also add “GUIDANCE” before the WI.

Remember: if you are ever in doubt, or you think it is necessary, have a verbal conversation with the relevant colleague first.

Which Wellbeing Indicators to Use and When

Indicator	Definition	Basis for Referral of Young Person	Examples of Behavioural Communication of Need	Other Possible Signals of Need
Safe	Protected from abuse, neglect or harm at home, at school and in the community.	Anything you observe which suggests their actions or the actions of others mean they might not be safe.	Repeatedly refusing to follow instructions (especially in higher risk areas) Wandering corridors	Signs of physical abuse Cyberbullying
Healthy	Having the highest attainable standards of physical and mental health, access to suitable healthcare, and support in learning to make healthy, safe choices.	Anything you observe in their words, actions or environment which suggests they may need support to stay healthy.	Aggressive behaviour Repeatedly not bringing PE kit. Attending school without breakfast. Poor dietary choices.	Poor personal hygiene Change in mood Frequent absences
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.	Anything which you see is having an impact on their ability to achieve.	Not attending class. Not completing homework. Not meeting agreed targets. Repeated low-level disruption of class.	Parental concerns about progress. Reduced progress in extra-curricular activities.

Nurtured	Having a nurturing place to live in a family setting, with additional help if needed, or where not possible, in a suitable care setting.	Anything which suggests they need additional support networks to help them to flourish.	Struggling to remain in class for a full period. Hanging around certain departments/staff members.	Not wanting to return home.
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.	Anything which you observe in their actions or environment which may be impeding their ability to be active.	Repeatedly not bringing PE kit. Attending school without breakfast. Poor dietary choices.	Not participating in the wider life of the school.
Respected	Having the opportunity, along with parents and carers, to be heard and involved in decisions that affect them.	Anything in their actions or those of others which affects their ability to be heard and have their views taken into account properly.	Not engaging with learning/wellbeing conversations. Not having constructive conversations about behaviour or achievement.	Difficult relationships with adults. Young person may need an advocate.
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.	Anything in their actions or those of others which is preventing them from being fully involved in daily life in the school and wider community.	Repeated low-level disruption of class. Poor decision-making. Not engaging with learning/wellbeing conversations. Not having constructive conversations about behaviour or achievement.	Involved in problems in the community. Vandalism of school/other property. Disruptive at social times.
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.	Anything by their actions, those of others or their environment which is preventing them from being able to be part of the school and wider community.	Few positive relationships with peers or staff. Consistently refuses to participate in group work.	Often sits alone at break or lunchtimes. Refuses to wear school uniform. Does not bring needed equipment.

Example of Information Only Referral

This referral would be forwarded to the PTC who would then forward it to guidance for information only.

Class Teacher to PTC

SAFE

James entered the metalwork workshop “toy-fighting” with another pupil. I called on them both to stop and to come across and speak to me while the rest of the class stowed their bags and got their aprons. I reminded both about the increased need for safety in the workshop. I explained that sort of behaviour was not acceptable in the whole school, but it was downright dangerous in the metalwork workshop. This is the third time I have seen this kind of behaviour, and I made clear it had to stop. Both were apologetic and promised it wouldn’t happen again. We agreed in the future that they would enter the workshop and all other classrooms in safe and controlled way.

I will continue to monitor their behaviour in the future.

N.B. Referral also generated for other pupil.

PTC to PT Guidance

SAFE

Agreed this behaviour is unsafe. Keep me informed if there are any further incidents like this.

No PTC action needed at this time.

PT Guidance

SAFE

Thank you for this information. There have been several referrals similar to this in the past week.

I have phoned home this morning to ask they reinforce the need for safe conduct around the school and especially in the workshops.

Example of Referral to Guidance for Action

Class Teacher to PTC

ACTIVE

Karen entered the PE department without her PE kit today, this is the third occasion. Karen has repeatedly promised me she will have her PE kit. I had informed her last period, if she didn't have her kit again, I would need to refer this to the PTC.

I have spoken to Karen again and have received the same assurances, but I'm not convinced.

PTC to PT Guidance

INCLUDED - ACTIVE

I spoke to Karen today (24/08 period 5). She quickly became tearful and disclosed that her shorts were ripped and she didn't have another pair. I reassured her that she would be able to borrow some shorts from the PE dept. if needed. However, she was worried that others would notice and pick on her.

In the short term I have agreed with Karen that she turn up to the department before registration to ask to borrow then. However, is it possible to arrange something in the longer term so that Karen has a pair of shorts to see her through the year?

PT Guidance

INCLUDED - ACTIVE

I spoke to Karen today (24/08 period 7) and spoke with Mum by phone. I have arranged for a pair of shorts to be sourced for her so she has them in time for starting PE next week.

Please let me know if there are any further issues regarding kit in PE or Karen's wellbeing in general. As we will be discussing this referral at next week's House Team Meeting.