

Perth Grammar School

Relationship Policy

2017

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RELATIONSHIP POLICY

PRIDE

RESPECT

AMBITION

AIMS OF THE POLICY:

At Perth Grammar School, we understand that the best interests of our young people must be a top priority in all decisions and actions that affect them¹, and our new relationship policy has been designed to ensure that discipline in schools must respect children's dignity and their rights², as well as ensuring that our pupils have equal respect for each other and staff. The aim of this policy is to establish and maintain a school climate that is based on positive relationships and mutual respect between teachers and pupils. Through a range of proactive skills and strategies, all staff will be expected to play their part in encouraging pupils to:

- Show respect by being polite and well-behaved at all times
- Develop self-discipline and a sense of personal and social responsibility
- Acquire positive attitudes and values based on respect and mutual co-operation
- Show pride in themselves by becoming increasingly responsible and independent for their own learning and the relationships they develop
- Develop the personal qualities and social skills necessary for success in society

PHASED IMPLEMENTATION

This policy outlines our high expectations of pupil-staff relationships at Perth Grammar School, and will focus on three key areas within behaviour management that are of importance to fostering good relationships between staff, pupils and parents. There will be a phased implementation of the three areas, to give staff time to adopt and embed the necessary strategies of each phase and see the positive impact on relationships before moving on. It has been agreed by staff that phases 1 and 2 will be introduced at the same time.

The more consistently this policy is put into practice, the more powerful it will be in promoting positive relationships within our school. Therefore, **it is the expectation that every member of staff will follow this relationship policy.**

¹ Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children.

² Article 28: Every child has the right to an education. Discipline in schools must respect children's dignity and their rights.

PHASE 1: [12TH JUNE 2017]

At Perth Grammar School, we believe that education must develop every child's personality, talents and abilities to the full.³ To allow us to create an environment where this is possible we are focusing on a clear and consistent routine that pupils will be expected to follow.

The key areas we will be focusing on are:

- First Five Minutes of a Lesson
- Mobile Phones
- Last Five Minutes of a Lesson

CLASSROOM ROUTINES: FIRST FIVE MINUTES

- Every teacher should be at the classroom door, monitoring corridor behaviour.
- Every teacher should greet pupils at the door.
- It is the expectation that every lesson will begin with a starter activity. Pupils will be expected to complete this activity while the register is taken.
- Every teacher will then refer to the behaviour expectations of all PGS pupils –

All pupils must show respect for themselves, others and their environment by:

- Following all instructions immediately and without comment
- Staying silent and listening when anyone is speaking
- Preparing quickly by removing any outdoor clothing⁴
- Ensuring that mobile phones are in a school bag during a lesson

There should be a visual display of behaviour for learning expectations up in every classroom⁵. Staff do not need to read this out every day but they should remind pupils of this list of expectations, as well as any subject-specific expectations that they may have.

Classroom teachers should only begin the lesson **once this routine has been followed**.

MOBILE PHONES

It is the expectation that no mobile phone will be visible within any classroom unless the teacher gives an express instruction for phones to be used for a learning purpose.

³ Article 29: 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 the environment.

⁴ *Outdoor clothing refers to jackets, hoodies, fleeces, zippies, scarves, hats, gloves or any other item deemed by the classroom teacher to be 'outdoor'.*

⁵ This will be created before the agreed date for phase 1.

Once the classroom teacher has referred to the behaviour for learning expectations of Perth Grammar School, they will then instruct all pupils to ensure that their phones are in their school bag⁶. Teachers should be **explicit** that mobile phones should be put in their bag. If a pupil refuses to put their phone away, please treat this as a failure to follow instructions and follow the consequences stages. Please do not remove a pupil's phone.

CLASSROOM ROUTINES: LAST FIVE MINUTES

In the last five minutes of a lesson it is the expectation that every teacher follows the same routine:

- End the lesson with a review of learning
- Give positive feedback to pupils with regards to learning and relationships
- Ask pupils to tuck their chairs under their desks and check that the room is tidy
- Show support to their colleagues by reminding pupils of the behaviour for learning expectations in their next lesson and remind pupils that **they do not leave** the classroom until the teacher has indicated that they may leave
- Be at the classroom door, monitoring corridor behaviour, thus enhancing the ethos of our school

PHASE 2: [12TH JUNE 2017]

We firmly believe in the importance of pupils respecting themselves, each other and their environment. Therefore a core focus for all staff is the behaviour of pupils when moving around the school. The key area we will be focusing on in this phase is:

CORRIDOR BEHAVIOUR

Since corridor behaviour can have a significant impact on the ethos of our school community, it is vital that we, as a staff, work together to ensure that all pupils behave in a respectful manner when walking between classes.

It is the expectation that all staff, **including those on non-contact periods**, support one another by standing outside their classroom door at the school bell.

Staff must ensure that the following is adhered to by all pupils:

- Pupils must walk on the **left-hand** side of the corridor
- There will be no eating or drinking in the corridor
- Pupils must not wear headphones when walking between classes
- While pupils would be allowed to wear their outdoor-wear whilst moving between classes, their hoods and hats should be removed.

⁶ As part of taking responsibility for their own learning, pupils will all be expected to carry a bag into school.

PHASE 3: [TBC]

The key area we will be focusing on is classroom routines that enable our young people to develop their *social skills*

We recognise every child's increasing capacity to make their own choices⁷, and in this phase the social skill we will be looking at is taking responsibility to work together in a classroom, and we will use 'numbered heads' to encourage our young people to support their peers in the classroom:

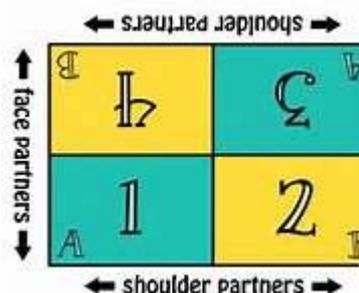
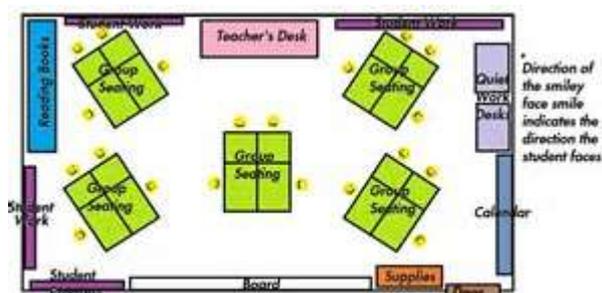
CLASSROOM ROUTINES

By phase three there will be an increased expectation of pupils to take responsibility for their own relationships and develop the necessary social and communication skills that they will need to become successful individuals in the classroom and the world of work.

We will move towards providing pupils with a structure for learning that will allow them to foster positive relationships with each other and experience a consistency of routine in every classroom.

It is the expectation that by phase three, the majority of classrooms will be set up for groups of four, all facing the teacher, and all staff will embed co-operative routines and strategies into their practice (where appropriate).

Staff will be expected to use the consistent language of 'numbered heads', 'shoulder partners' and 'face partners'. Below are examples of how this might look in a classroom:



⁷ Article 5: recognising the child's increasing capacity to make their own choices

CONSEQUENCES:

This policy has been designed to promote mutual respect and positive relationships between pupils and staff in our school community. Any behaviour that disrupts the learning and progress of pupils should be addressed consistently by every teacher. However the focus on building and restoring relationships is of equal importance. All staff must ensure that each stage of consequence is followed accurately, consistently and fairly.

Stage One: Verbal warning

Pupils will be given a verbal warning and reminded of the behaviour expectations.

Stage Two: Second verbal warning and move of seat (if appropriate)

A move of seat might not be possible in every classroom and departments may choose to simply give a second verbal warning.

Stage Three: Move of classroom (good neighbouring) and restorative conversation with teacher at end of the period. A recorded warning will come in the form of a Seemis demerit.

Pupils must be given work to complete when good neighboured. They must also engage in a restorative conversation with their teacher at the end of the lesson. The teacher who moved the pupil must be satisfied that the work they have been given has been completed to an acceptable standard and that the pupil has engaged in the restorative reflection properly. If the teacher is not satisfied that this has been done, then the pupil will be asked to work out-with class for the following period (stage four).

Stage Four: Removal from class the following period

If a pupil has moved on to stage four, the class teacher should put in a referral to their PT requesting that pupil is kept out of class for the following period. They should not expect that pupil in the class the following day, and they should provide work for the pupil to complete. The PT will organise the removal from the class. The PT will then facilitate a restorative conversation between pupil and class teacher and ensure that the relationship is repaired. If this is not successful, this will move on to stage five. At this point the pupil should return to class, unless this is deemed inappropriate by the PT.

Stage Five: PT Detention

- Principal Teachers will issue up to a 30-minute lunchtime detention with them, where the pupil will complete subject-specific work. This will be recorded on Seemis as a 'PT Detention'.
- PTs will then arrange to facilitate a restorative conversation between the classroom teacher and the pupil at a convenient time.
- PTs will also contact parents to seek support in working with this young person to improve their behaviour in class⁸ (They may wish to liaise with Guidance staff to ensure that contacting home is appropriate).
- If a pupil fails to complete a PT detention, they will be referred, by the PT, to the DHT (stage 6)

⁸ This will be in the form of a text home: "We are becoming concerned about your child's behaviour in [department] and have issued them a detention. If you wish to discuss this further please contact the Principal Teacher via the school office"

Stage Six: Referral to Depute Head-teacher

- Only once all stages have been followed correctly, and the pupil involved refuses to take part in the restorative process or complete the consequences given to them by the classroom teacher and PT, they should then be referred to their DHT.
- A DHT will issue the pupil with an appropriate sanction. The classroom teacher/PT should be aware of what this sanction is.
- Once this has been completed, the DHT should seek to facilitate a restorative conversation between pupil and classroom teacher.

ESCALATED INCIDENTS

The majority of pupil misbehaviour should be dealt with in the order written above and relationships should be restored quickly. However in extreme cases of misbehaviour, or a repeated pattern of incidents, staff can move more quickly through the consequence stages and seek support from their line manager or senior leader.

If a young person refuses to move between classes (stage three), the class teacher must seek support from their PT. If this is during PS, the class teacher should seek support from the Head of House or nearest PT.

If a young person leaves a room without permission, class teachers should contact the school office so that they can alert the school attendance officer to bring the pupil back to the PT⁹; this will then be treated as a **stage five** consequence. This can then be logged as a PT detention.

LATECOMERS

If a pupil is late to a lesson during periods 2 – 7, please mark them on SEEMIS as LTC and give the pupil a verbal warning for not meeting expectations. This then becomes their **first verbal warning** (stage one).

However, pupils who are late to school (marked as LAT) will be required to attend a lunchtime 'Late Zone' where they will discuss their lateness with their guidance teacher. The guidance teacher will decide whether the pupil requires any support to enable them to attend school on time and discuss strategies to ensure that this does not happen again.

⁹ We are considering solutions to the problem of tracking pupils who leave class without permission.

EXTRA SUPPORT FOR RELATIONSHIPS

At Perth Grammar School we believe that relationships are central to our approach to supporting young people. A restorative philosophy overarches our policy and actions, and at the centre of all interventions is a focus on what is best for our pupils.

In addition to our behaviour expectations and consequences, house teams will provide extra support with pupils' behaviour when:

- A pupil has received 3 demerits in one week
- A pupil has received 2 PT detentions in one week
- A pupil has amassed a concerning number of demerits/detentions/LTC over a four-week period

POSITIVE RECOGNITION

Once the new relationship policy has been put into practice in PGS, we will then look at positive recognition. We are currently considering the most effective method for recognising positive behaviour. We acknowledge that the system for recognition that we choose must be appropriate for PGS.

MONITORING AND EVALUATION

The process of implementing the new relationship policy will be monitored closely by using a combination of:

- Reviewing the number of demerits/PT detentions pupils receive in a four-week period
- Reviewing of monitoring and tracking for effort and behaviour within SEEMIS
- Feedback from pupils, staff and parents before and after each phase has been implemented. Feedback will come in the form of online surveys, pupil focus groups, DM feedback and speaking to pupil and parent councils¹⁰.

¹⁰ Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views taken seriously.