



Kyle Academy- Relationships Policy

Our Vision and Values

Kyle Academy is a community of young people, staff, parents and partners. We believe that good relationships underpin the positive, caring ethos at the heart of our school. We have high expectations of all our young people and strive to provide an inclusive learning environment that supports attainment and achievement for all.

Our vision statement, 'Our learning, our future, our responsibility', underpins our aspirations for our school community. In Kyle Academy, we are all lifelong learners working together to embrace the challenges learning brings. We understand our responsibility to engage fully in learning to achieve as highly as possible and make a positive contribution to our school and our community.

Our core values form the basis of all our relationships.

- Responsibility- always doing our best in class; developing self-discipline and a sense of personal and social responsibility
- Achievement- working hard in class; reaching our full potential in classwork, homework, assessments and in personal achievements
- Respect- being pleasant and polite and always treating others as we would like to be treated; respecting the school, the local community and our environment
- Diversity- respecting the fact that we are all different and understanding that this makes our community a better place
- Ambition – being ambitious for ourselves and our community; working hard to achieve success

Our Aims

The aim of this policy is to establish and maintain a school climate that is based on positive relationships and mutual respect. We are committed to developing the best possible relationships between:

- Young people and one another
- Young people and school staff
- Parents and school staff
- School staff and one another
- School staff and other partners

As a Rights Respecting School, we promote the values and principles of The United Nations Convention on the Rights of the Child (UNCRC), and support an ethos of meaningful pupil participation, respect and positive relationships. Our approaches respect young people's dignity and their rights, as well as ensuring that our pupils have equal respect for each other and staff.

Our Learning – Our Responsibility

Learning and teaching is our core business. Relationships are vital to creating a supportive and inclusive learning environment where all young people feel valued. Clear and consistent expectations support a calm and purposeful climate for learning.

It is the responsibility of everybody in the Kyle community to contribute to the positive atmosphere and to promote respectful relationships that maximise learning and achievement.

Responsibilities of Young People

- Arrive at class on time and ready to learn
- Remove jackets and outdoor clothing in class
- Put phones and earphones away in classrooms and corridors
- Follow instructions and always do your best in classwork, homework and assessments
- Stay focused on tasks and allow or encourage others to do the same
- Work through a task independently or have a go, before asking for support
- Be pleasant and polite and always treat others with respect
- Take care of school facilities, respect equipment and the property of teachers and peers and place all litter in bins
- Use social media responsibly and respectfully and do not engage in unkind exchanges

Responsibilities of Teachers

- Be present in corridors and at your classroom doors to maintain a positive ethos during period change overs
- 'Meet and greet' pupils at the door to set the tone for the lesson
- Establish clear routines at the beginning of each lesson, including registration, removing outdoor clothing, ensuring mobile phones and earphones are put away, giving young people responsibility for handing our materials so that minimum time is wasted
- Ensure lessons are engaging and challenging and are differentiated to meet the needs of all learners
- Give pupils opportunities to be active in their learning
- Model the behaviours you expect to see (e.g. good manners, phones away, etc)
- Praise progress and effort and celebrate success within the classroom
- Have a good understanding of the GIRFEC wellbeing indicators and use the wellbeing concern form to report any concerns
- Know the needs of your pupils and the impact of poverty and additional challenges on learning and engagement (Pupil Support files, database on staff shared area, whole school tracking data).

Responsibilities of School Leaders

- Are highly visible across the school
- Establish clear policies and procedures at department and whole school level
- Are consistent in their approach
- Provide feedback to staff on actions taken

- Keep parents/carers informed about issues/concerns
- Share relevant information with staff to enable them to support young people facing additional challenges
- Reinforce the school values and expectations regularly with pupils
- Are approachable and provide support for staff, pupils, parents and carers
- Work closely with pupils, parents and partners to provide appropriate support plans
- Use GIRFEC approach to ensure all young people are known well and have their needs met
- Support professional learning for staff to enable them to fulfil their responsibilities

Responsibilities of Principal Teachers of Guidance

Guidance staff have a pastoral role and have a responsibility to know the young people in their house well and build strong relationships with families. They monitor and take action on the following:

- Attendance
- Latecoming
- Uniform
- Wellbeing concerns

They have year group conferences with year heads and PT Pupils Support on a monthly basis to identify where additional support, partnership working with parents/carers or TAC meetings are required to support learning and achievement or repair relationships.

	Year Group	SLT
Week 1	S1 and S4	L Harper
Week 2	S2 and S5	E Reilly
Week 3	S3 and S6	L Gardner
Week 4	Equity Group	M Byrne

Our Staged Approach to Maximising Learning and Maintaining a Positive Ethos

We aim 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. We will support staff to introduce restorative practice through a phased approach.

Stage 1- Class teacher

The class teacher has overall ownership of the relationships and ethos in the classroom. They have high expectations of what young people can achieve and aim to create a classroom climate where all young people can learn in an atmosphere of mutual respect.

At Kyle, all teachers aim to model the calm, consistent adult approach. When issues arise the following steps will be taken.

1. Reminder: a short verbal reprimand reminding pupils of expectations
2. Caution: a verbal warning identifying the behaviour that needs to change, with an action to address the ongoing issue if appropriate, such as moving pupil's seat or a quiet word outside the room
3. Consequence: a consequence is issued and the incident recorded with a Referral to PT
4. Repair: rebuild the relationship through a restorative conversation (training will take place in May/June)

We use a consistent consequence across the school at stage 1.

- Reflective exercise – a written task that supports the young person to reflect on the impact of their behaviour and reinforce the school values and ethos. This should be returned to the teacher at DPS time the following day.
- A referral should be completed by the class teacher and assigned to PT for information only when the pupil has completed the consequence satisfactorily. The PT will close the referral.
- If the consequence has not been completed, the class teacher will assign the referral to PT for action.
- A text will be sent home to inform parents/carers

If there continues to be an issue during the period after the consequence has been issued, the pupil should be sent to work in a good neighbouring class or with the PT. (Pupils must be given work to complete when good neighbored. The teacher who moved the pupil must be satisfied that the work they have been given has been completed to an acceptable standard.) They should return for a restorative conversation with the teacher at end of the period and to get their reflective exercise.

NOTE: Demerits will be issued for failure to complete homework only. This should be recorded as Homework detention and a time/method arranged for the pupil to catch up on any work.

Stage 2- Referral to Principal Teacher (PT)

A class teacher should move to stage 2 if the actions taken at stage one have not resolved the concern. A referral should be completed and sent to the PT.

Examples of when a teacher may wish to move to stage 2:

- Repeated referrals without improvement
- Failure to complete consequence
- Serious incident

The PT has overall ownership of the behaviour and ethos in their department. They have high expectations of how young people conduct themselves when they are in the department (including the corridors) and support class teachers to maximise learning for all.

When a class teacher submits a referral to their PT, the PT will:

- Speak to the young person using a restorative approach
- Agree an additional consequence for their actions

They may also contact PTG or PT of Pupil Support to discuss any underlying challenges the young person may currently be experiencing and identify effective strategies to support them to engage.

Consequences

- PT Detention – time to catch up or make up for learning missed due to inattention, talking or time wasting
- Department behaviour monitoring card
- Programmed out of the class for one or two periods to work with another teacher
- PT will contact home to inform parents/carers (email or phone call)

The PT will transfer the referral to year head for information. The DHT will close off the Referral.

Stage 3- Referral to the year head (DHT)

A PT should move to stage 3 if the actions taken at stage 2 have not resolved the concern. A referral should be completed and sent to the DHT responsible for that year group.

Examples of when a PT may wish to move to stage 3:

- Repeated referrals
- Failure to complete consequence for PT
- Serious incident

The DHT has overall ownership of the behaviour and ethos of their year groups. They work closely with PTG to know their young people well and build positive relationships with parents and carers.

When a PT submits a referral to the DHT, the DHT will:

- Speak to the young person using a restorative approach
- Agree an additional consequence for their actions
- Contact home to discuss

Examples of consequences

- SLT Detention
- Programmed out of the class for a period of time
- Behaviour timetable
- Parent meeting
- Behaviour support plan
- Exclusion

DHTs will use the school's staged intervention approach to support ongoing concerns about a pupil's engagement and behaviour. This includes holding a Team about the Child (TAC) meeting when appropriate and developing a behaviour support plan. Parents and young people are fully involved in this process.

Appendices

Appendix 1- Reflective Exercise and School Values

Appendix 2 – Our Staged Approach Graphic

Appendix 1 – Reflective Exercise and School Values

Name: _____ Class: _____

Date issued: _____ Date Due: _____

Issued by: _____ Subject: _____

Responsibilities of Young People

Circle the one that best matches the reason for this reflective exercise

Ready	Respectful	Responsible
<ul style="list-style-type: none"> ■ Arrive at class on time and ready to learn ■ Remove jacket and outdoor clothing in class ■ Put phones and earphones away in classrooms and corridors 	<ul style="list-style-type: none"> ■ Be pleasant and polite and always treat others with respect ■ Take care of school property, respect the belongings of others and put litter in bins 	<ul style="list-style-type: none"> ■ Follow instructions ■ Always do your best in classwork, homework and assessments ■ Stay focused on tasks and allow or encourage others to do the same

What happened? How did I feel?

Who was affected by my behaviour? How were they affected?

What could I have done differently?

What needs to happen to put this right?

Pupil Signature: _____

Parent Signature: _____

Your teacher may instruct you to copy and reflect on the School Values (RADAR) as part of your reflective exercise.

School Values

Responsibility

1. I arrive at class on time and ready to learn.
2. I remove my jacket and put my phone and earphones away ready to work.
3. I stay focused on tasks and allow or encourage others to do the same.
4. I behave in a responsible and courteous way around the school and in our local community.

Achievement

5. I follow instructions and always do my best in classwork, homework and assessments.
6. I complete good quality homework and hand it in on time.
7. I catch up on work that I have missed when I have been absent.
8. I listen to my teacher's feedback so that I know what to do to improve.

Diversity

9. I accept that everyone is different and entitled to their own views.
10. I would not post an unpleasant comment about someone on social media.
11. I don't make fun of people because of how they look or dress.
12. I wouldn't treat someone differently because they are of a different religion, sexuality or ethnicity from me.

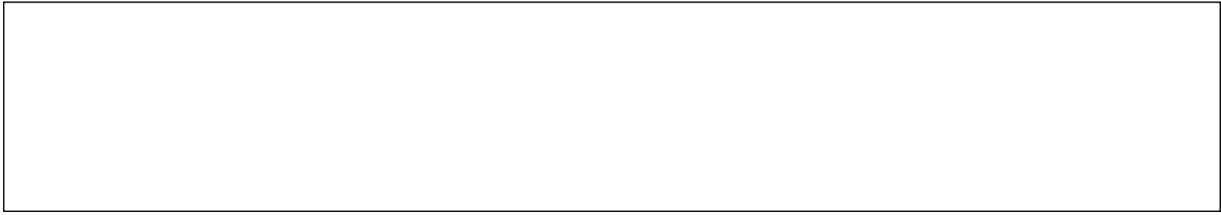
Ambition

13. I give my best effort to all class tasks In order for me to achieve my potential.
14. I make sure my behaviour is of a consistently high standard.
15. I study for assessments and use the results to identify my areas of strength and what I need to do next to improve.
16. I believe that if I work hard, I can achieve.

Respect

17. I try not to interrupt conversations or talk over people.
18. I am respectful when speaking to my teachers and to other pupils.
19. I don't leave litter lying around in the dining hall, the school building, the playground or in the community
20. I respect other pupils' right to learn by behaving well in classes.

What I'm going to work on in future...



Our learning *Our future* *Our responsibility*

Three overlapping wavy lines in blue, yellow, and red, positioned below the text. The blue line is the topmost, the yellow line is in the middle, and the red line is the bottommost. They all have a similar wavy pattern and extend across the width of the text above them.

