



## **Be Ambitious. Be Responsible. Be Safe.**

### **Relationships for Learning Policy 2020**

#### **Vision**

Braeview Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards and demonstrate our core values of Ambition, Responsibility and Safety.

At Braeview Academy we use a restorative approach and partnership interventions which support both staff and learners. This culture allows us to maintain positive relationships for learning.

#### **Aim of the policy**

- ✓ To ensure that all members of our school community are treated fairly, shown respect and value kindness, care and empathy for others
- ✓ To ensure that positive relationships are at the centre of all our learning experiences and achievements
- ✓ To ensure that our young people are included and are supported to engage in their learning

#### **Purpose of the policy**













To provide simple, practical procedures for staff and learners that:

- ✓ Embed our values
- ✓ Positively reinforce our values through appropriate intervention
- ✓ Celebrate success

#### **Our Values**

- ✓ Ambitious
- ✓ Responsible
- ✓ Safe







**We celebrate a pupil demonstrating our school values by;**










<b>Intervention</b>	<b>Suggested Script/ Reinforce OUR Values</b>	<b>Sharing Information/ Reinforce OUR Values</b>
Praise	Class Teacher '(Name), you are demonstrating the value of ambition/responsibility/safety. Thank you.	Name the value demonstrated
		
'Our Values Certificate' (positive postcard) (Appendix 4) given to pupil	Class Teacher '(Name), you continue to demonstrate the value of ambition/responsibility/safety to a very high standard. Thank you.	Name the value demonstrated  <ul style="list-style-type: none"> <li>✓ Certificate (positive postcard) emailed to pupil which pupil can share with people at home.</li> <li>✓ If pupil does not have access to ICT at home you can physically give pupil a postcard if it has not been touched for 72hrs.</li> <li>✓ Mark on Seemis</li> </ul>
		
'Positive Letter' (Appendix 3) sent home with pupil.	Class Teacher '(Name), you have continued to demonstrate our values to an extremely high standard. Well done and Thank you.	Name the value demonstrated  <ul style="list-style-type: none"> <li>✓ Letter emailed to parent</li> <li>✓ If pupil does not have access to ICT at home you can physically give pupil a positive letter if it has not been touched for 72hrs.</li> <li>✓ Mark on Seemis</li> </ul>
		
'Positive Phone call'	Class Teacher / Principal teacher '(Name), your child continues to demonstrate our values to an extremely high standard.	Name the value their child has demonstrated  <ul style="list-style-type: none"> <li>✓ Class teacher / Principal teacher makes phone call home.</li> <li>✓ Guidance staff informed via email.</li> <li>✓ Mark on Seemis</li> </ul>
		

<b>Celebrate Success Events</b>	<b>Event organiser</b> <b>'you have demonstrated our values to an extremely high standard. We would like to celebrate your success by inviting you to..... (name of event)</b>	<b>✓ Group call/ positive letter sent home by organiser of event</b>
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- ✓ This flowchart is not a linear process. Staff will use professional judgement in how to appropriately celebrate the success of a pupil.

We positively reinforce our school values through appropriate intervention;

Intervention	Suggested Script/ Reinforce OUR Values	Reinforce OUR Values / Sharing Information
Behaviour Check	Class Teacher '(Name), we are ready to..., thank you.'	Expectation of high standards
		
Warning- move seat if required	Class Teacher '(Name), you are not demonstrating the value of ambition/responsibility/safety. (Redirect to task), thank you (*)	Name the value not being met and make clear our expectation of high standards
		
Short time out	<p>Class Teacher (*) Please stand outside the classroom and when I am ready I will come out and have a conversation with you about this'</p> <ol style="list-style-type: none"> <li>1) What happened?</li> <li>2) What were you thinking at the time?</li> <li>3) What have you thought since?</li> <li>4) How did this make people feel?</li> <li>5) Who has been affected?</li> <li>6) I need you to come back into class and demonstrate our values? Are you able to do that right now?</li> </ol>	<p>Name the value not being met and reinforce our expectation of high standards</p> <p>Have a short restorative conversation outside of the classroom (see suggested restorative script) to establish reason for value not being demonstrated.</p> <p>Reinforce our high expectations and encourage young person to re-engage.</p>
Classroom Group call	Class Teacher, ideally in a quiet moment at the end of the lesson. (Name), I will be informing your parent or carer that you have not demonstrated our school values during today's lesson. This will be done via a group call that I will send home.	<p>Name the value not being met which has led to the groupcall and where possible reinforce our expectation of high standards</p> <p>If time allows and if required reinforce that parents/carers, pupils and teachers are all partners in a child's education and it is important that parents/ carers are informed of their young person's progress in school.</p> <ul style="list-style-type: none"> <li>✓ Class teacher refers to PT and requests that a Classroom Group</li> <li>✓ Call is sent home</li> </ul>

		✓ <b>Mark on Seemis</b>
		
<b>Good Neighbour.</b>  Think Sheet (Appendix 2) provided by the receiving department	Class Teacher (*) so you will now do a reflection task (Appendix 2) in (teacher's name) classroom. Thank you'	<ul style="list-style-type: none"> <li>✓ Class teacher referral to PT</li> <li>✓ Class teacher has restorative conversation prior to pupil returning to department</li> <li>✓ PTs make a phone call home OR send a Good Neighbour Group Call. They may wish to check in with Guidance staff in advance of phoning.</li> <li>✓ Guidance should be informed via a SEEMIS referral from PT when the PT feels it is necessary.</li> <li>✓ Mark on Seemis</li> </ul>
<b>On-call (called by PT where possible)</b> Pupils to be removed from department	PT and On-Call (*) so you will now do a reflection task in an alternative area. Thank you'	<ul style="list-style-type: none"> <li>✓ Class teacher referral to PT</li> <li>✓ Class teacher has restorative conversation with pupil prior to pupil returning to department</li> <li>✓ PTs make a phone call home OR send an On-Call Group Call. They may wish to check in with Guidance staff in advance of phoning.</li> <li>✓ Guidance should be informed via a SEEMIS referral from PT.</li> <li>✓ Mark on Seemis</li> </ul>
		
<b>Green Room.</b> Pupils provided with Think Sheet and curricular work.	Green Room Staff (*) you will now do a reflection task. Thank you'	<ul style="list-style-type: none"> <li>✓ Pupils who access the Green Room are recorded centrally.</li> <li>✓ Pupils who access the Green Room do class work provided or do work from our electronic shared area.</li> </ul>
		
<b>Timetabled Green Room.</b>	Principal Teacher '(Name), again you have not demonstrated our values, so you will spend (period of the week) reflecting on this in the Green Room. I look forward to you returning to the (name of the department) and demonstrating our values. Thank you'	<p>Requested if values are repeatedly not demonstrated and restorative conversations have been attempted.</p> <ul style="list-style-type: none"> <li>✓ Principal Teacher should request Timetabled Green Room for a pupil. This can be done by email to J.Telfer (although please email and phone if for the next day), please also copy in House Head and Guidance teacher.</li> <li>✓ Principal Teacher should inform pupil of Green Room referral</li> </ul>

		<p>(when it is approved) and when the pupil should attend.</p> <ul style="list-style-type: none"> <li>✓ Principal Teacher should send Timetabled Green Room Group call.</li> <li>✓ Class teacher / PT should ensure the pupil has appropriate work to do in the Green Room.</li> <li>✓ PT should mark on Seemis</li> <li>✓ J. Telfer sends letter home.</li> </ul>
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We also positively encourage our values during all our Social Times. If, even after all appropriate intervention, our school values are still not demonstrated during social times a group call can be sent home by a member of staff.

<b>Intervention</b>	<b>Suggested Script/ Reinforce OUR Values</b>	<b>Reinforce OUR Values / Sharing Information</b>
<b>Social Time Group Call</b>	<p>Member of staff '(Name), you are currently ***** which is not (school value). Please (reinforce expected behaviour).</p> <p>You continue to not demonstrate our school values so I will be informing your parent or carer of this. This will be done via a group call that I will send home.</p>	<p>Name the value not being met which has led to the groupcall and where possible reinforce our expectation of high standards</p> <p>If time allows and if required reinforce that parents/carers, pupils and teachers are all partners in a child's education and it is important that parents/ carers are informed of their young person's progress in school.</p> <ul style="list-style-type: none"> <li>✓ Class teacher refers to PT and requests that a Social Time Group Call is sent home</li> <li>✓ Mark on Seemis</li> </ul>

- ✓ This flowchart is not a linear process. Staff will use professional judgement and positively reinforce our values through appropriate intervention.

\*See Appendix 1 for Interventions beyond PT and suggested script in full.

## **Our Relationships for Learning Policy – how did we get here?**

### **Stakeholders views 2019**

Over the last 6 months we have consulted and collaborated with stakeholders to ensure that this policy can deliver our vision:

- ✓ Pupil voice
- ✓ Staff voice
- ✓ Parent voice
- ✓ Partner voice

### **Positivity Pioneers and ‘Tests of Change’**

During the last 6 months school staff have been invited to undertake and feedback on ‘Tests of Change.’ The Tests of Change undertaken focused on Restorative Conversations and Celebrating Success. This policy takes account of the results.

### **Paul Dix ‘When the adult changes everything changes’**

- ✓ Use positive notes properly, use positive phone calls consistently
- ✓ Repair damage to relationships with skilled reparation
- ✓ Develop policy through mini action research projects
- ✓ Focus conversations on learning, not behaviour
- ✓ Reward children for behaviour that is over and above minimum standards

### **How Nurturing is OUR School, Education Scotland 2017**

- ✓ Positive relationships are at the heart of the school setting and underpin successful learning and teaching.
- ✓ There is a balance between high expectations and structure with high warmth and support across the school.

### **Education Scotland 2019**

- ✓ Restorative approaches are built on values which separate the person from the behaviour. They promote accountability and seek to repair any harm caused in a situation.

# Braeview Academy Thematic Review on Relationships Report 2019

## What our learners say:

### Good practice

- ✓ Staff model positive relationships in interactions with pupils
- ✓ We like it when staff smile and say hello to us, and not just speak to senior pupils
- ✓ Most teachers are supportive, some are very helpful
- ✓ Staff treat me nicely like I'm someone in their family
- ✓ I really like twitter and prize giving
- ✓ I like peer to peer praise opportunities
- ✓ Praise when I am sticking with something that I find hard gives me confidence
- ✓ I like 'no wrong answers'
- ✓ Teachers at Braeview do control their emotions and role-model controlled emotions, even when faced with challenging behaviour
- ✓ It is good that we are thinking about how relationships are, so we can get better at it

### Aspects for improvement

- ✓ I would like it if more staff said 'Good morning' or 'Have nice weekend'
- ✓ Students need to be more welcoming to each other
- ✓ I think we need more opportunities for pupils to praise the effort of other pupils
- ✓ We want more praise for trying hard and when we keep going with a problem, as well as for getting things right. If teachers praised 'trying' more that would make you think that you'll get it right next time. Then "I think I've got this" attitude would result.
- ✓ Pupils could help 'control' peer behaviour by saying "that is stopping me learn"
- ✓ I would like more reward days/ activity days
- ✓ The pupil council have been involved in some decisions values but we want to be asked more.

## What our parents say

### Good practice

- ✓ We feel welcome in the school
- ✓ We value ABLE plans and the way that they can be used to support learning within the classroom
- ✓ I believe that clear learning routines and structures create a positive ethos
- ✓ I like it when my child comes home with certificates and awards- brilliant encouragement for the children

### Aspects for improvement

- ✓ I would like more celebration of non-academic achievements



## What our teaching community say

### Good practice

- ✓ It is important that staff model positive behaviour and good manners for young people
- ✓ A nurturing classroom sounds calm, controlled volume and no raised voices
- ✓ I feel appropriately supported in my role by other colleagues

### Aspects for improvement

- ✓ Opportunities to revisit the principles underpinning the Nurturing School, building on the work already taken by DEPS would be useful.
- ✓ Pupil voice should be utilised to establish classroom routines and expectations
- ✓ We need to embed the vision and values of the school community

## What our support staff say

### Good practice

- ✓ School expectations about behaviour and conduct are made clear through words

### Aspects for improvement

- ✓ Visuals to reinforce expectations about behaviour and conduct are needed throughout the school building
- ✓ There needs to be more staff around at social times and in the outside areas
- ✓ Some young people need to have a clearer understanding of school routines and expectations
- ✓ There needs to be clearly defined place for young people to 'cool down'

## What we see in the classrooms

### Good practice

- ✓ Staff appropriately welcome young people into the learning area on almost all occasions
- ✓ Staff demonstrate a range of skills to engage with young people who are in a heightened emotional state

### Aspects for improvement

- ✓ Increased opportunities should be identified to consult with young people about their learning and progression routes

**As part of our improvement process 2019/20, each curriculum area will identify an action point from each of the three nurture principles and embed it within their improvement plan.**

### **Action points to support our three nurture principles:**

#### **The classroom offers a safe base**

- ✓ Adapt our learning environment to promote children's emotional and social wellbeing through positive interaction and skills development (DCC Good practice checklist for supporting learners)

#### **Language is a vital means of communication**







- ✓ The language used by all adults in the school community clearly communicates to young people that they are welcome and will be supported to feel achieve and feel safe and happy
- ✓ Staff stay calm and patient when young people are distressed to help them feel emotionally contained. A usual tone of voice is calm and warm but a firmer tone may be appropriate at times.
- ✓ Celebrating the success of young people is embedded within the learning environment.













#### **All behaviour is communication**










- ✓ Young people are provided with the opportunity to explain what has happened and restorative practices are embedded within the culture of our school
- ✓ Staff make effective use of positive relationships to help encourage and guide young people in appropriate behaviour and avoid an over-reliance on rewards and punishments as a way of managing behaviour
- ✓ Staff make use of the attunement framework to build up positive relationships with children and young people.

**\*Appendix 1 (with suggested scripting in full), including Intervention Process beyond Principal Teachers.**

**We positively reinforce our school values through appropriate intervention;**

Intervention	Suggested Script/ Reinforce OUR Values	Reinforce OUR Values / Sharing Information
Behaviour Check	Class Teacher '(Name), we are ready to..., thank you.'	Expectation of high standards
		
Warning- move seat if required	Class Teacher '(Name), you are not demonstrating the value of ambition/responsibility/safety. (Redirect to task), thank you.'	Name the value not being met and make clear our expectation of high standards
		
Short time out	Class Teacher '(Name), you are not demonstrating the value of ambition/responsibility/safety. Please stand outside the classroom and when I am ready I will come out and have a conversation with you about this'  7) What happened? 8) What were you thinking at the time? 9) What have you thought since? 10) How did this make people feel? 11) Who has been affected? 12) I need you to come back into class and demonstrate our values? Are you able to do that right now?	Name the value not being met and reinforce our expectation of high standards  Have a short restorative conversation outside of the classroom (see suggested restorative script) to establish reason for value not being demonstrated.  Reinforce our high expectations and encourage young person to re-engage.

		
<b>Good Neighbour. Think Sheet provided by the receiving department</b>	<b>Class Teacher '(Name), you are not demonstrating our values so you will now do a reflection task in (teacher's name) classroom. Thank you'</b>	<ul style="list-style-type: none"> <li>✓ Class teacher referral to PT</li> <li>✓ Class teacher has restorative conversation with pupil prior to pupil returning to department</li> <li>✓ If pupil has 3 Good Neighbour referrals a Group call should be sent home by PT</li> <li>✓ Principal Teachers may prefer to phone home rather than send a Group call. Please ask Guidance staff about whether this is appropriate in advance of phoning.</li> <li>✓ Guidance should be informed via a SEEMIS referral from PT.</li> </ul>
		
<b>On-call (called by PT where possible) Pupils to be removed from department</b>	<b>PT and On-Call '(Name), you are not demonstrating our values so you will now do a reflection task in an alternative area. Thank you'</b>	<ul style="list-style-type: none"> <li>✓ Class teacher referral to PT</li> <li>✓ Class teacher has restorative conversation with pupil prior to pupil returning to department</li> <li>✓ A Group call should be sent home by PT.</li> <li>✓ Principal Teachers may prefer to phone home rather than send a Group call. Please ask Guidance staff about whether this is appropriate in advance of phoning.</li> <li>✓ Guidance should be informed via a SEEMIS referral from PT.</li> </ul>
		
<b>Green Room. Pupils will be provided with a Think Sheet and some curricular work.</b>	<b>Green Room Staff '(Name), you did not demonstrate our values so you will now do a reflection task. Thank you'</b>	<ul style="list-style-type: none"> <li>✓ Pupils who access the Green Room are recorded centrally.</li> </ul>
		

Timetabled Green Room.	Principal Teacher '(Name), again you have not demonstrated our values, so you will spend (period of the week) reflecting on this in the Green Room. I look forward to you returning to the (name of the department) and demonstrating our values. Thank you'	Requested if values are repeatedly not demonstrated and restorative conversations have been attempted.  <ul style="list-style-type: none"> <li>✓ Principal Teacher should request Timetabled Green Room for a pupil. This can be done by email to J.Telfer (although please email and phone if for the next day), please also copy in House Head and Guidance teacher.</li> <li>✓ Principal Teacher should inform pupil of Green Room referral (when it is approved) and when the pupil should attend.</li> <li>✓ Principal Teacher should send Group call home.</li> <li>✓ Principal teacher should send letter home.</li> </ul>
		
Detention	PT Guidance, DHT or HT '(Name), you did not demonstrate our values so you will now spend (period of time) (area) reflecting on this'	<ul style="list-style-type: none"> <li>✓ PT Guidance informs parent of detention or</li> <li>✓ DHT informs parent of detention or</li> <li>✓ HT informs parent of detention</li> </ul>
		
Alternate to Exclusion (A2E)	DHT or HT '(Name), you did not demonstrate our values so you will now spend (period of time) (area) as an Alternate to Exclusion.	<ul style="list-style-type: none"> <li>✓ DHT or HT informs parent of A2E</li> </ul>
		
Exclusion	HT	<ul style="list-style-type: none"> <li>✓ HT informs parent of Exclusion</li> </ul>

- ✓ This flowchart is not a linear process. Staff will use professional judgement and positively reinforce our values through appropriate intervention.

\*Appendix 2. This sheet is a prompt for your restorative conversation with the pupil. It can be written on by the pupil should the pupil wish. It does not need to be handed in or collected by a member of staff.

# Think Sheet

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

Date: \_\_\_\_\_

I was not:      Being Safe      Being Ambitious      Being Responsible  
(Circle all  
that apply)

Other: \_\_\_\_\_

Describe what happened

What should you have done differently?

If I had done this.....  
(What would have been different?)

So from now on I....

### \*Appendix 3

<Date>

Dear <Guardian's Title> <Guardian's Surname>,

I am delighted to be writing to you to let you know that your child has gone over and above what is expected of pupils in terms of effort and performance in <Subject>.

I wanted to personally congratulate and recognise <Pupil's Name> for <His/Her> focus on work and good effort.

Positive letters congratulating young people in this way are only sent when pupils have done something exceptional, so this is something of which both you and <Pupil's Name> should be very proud of. We know you will want to celebrate this success with at home.

This is a reflection of <Pupil's Name>'s and your own positive attitude to school for which we are extremely grateful. We look forward to continuing and even improving on this committed and hardworking approach throughout the rest of the year and <Pupil's Name>'s school career.

Once again, please pass on my congratulations to <Pupil's Name>.

Yours sincerely

<Teacher's Name>

<Position/Department>

# Appendix 4



**VISION & VALUES**

**BE AMBITIOUS**  
All members of our community challenge themselves to achieve their personal best by setting goals, showing determination and taking pride in their successes.

**BE RESPONSIBLE**  
All members of our community commit to engage in learning. We achieve this by embracing all opportunities to attend, learn and attain. We take care of our learning environment.

**BE SAFE**  
All members of our community feel respected, nurtured and included. We achieve this by being honest, caring and showing kindness towards others. We look out for our own safety and that of others.

**It starts with YOU!**

**Be Ambitious.**

**Be Responsible.**

**Be Safe.**

 @BraeviewAcademy

**It Starts With You**

<http://braeviewes.dumdeecity.sch.uk>



**Name:**

**Has demonstrated:**

- Safety**
- Responsibility**
- Ambition**

**SAFETY**

**RESPONSIBILITY**

**AMBITION**