

Slàinte agus Sunnd		Wellbeing
Co-ionannachd		Equality
Spèis		Respect
Àrainneachd		Environment
Miann-adhartais		Ambition
Coimhearsnachd		Community
Sàr-theagasg's ionnsachadh		High quality learning and teaching

Positive Relationships Policy

Ullapool High School

#WE REACH

Policy Aims

This policy outlines the expectations we have of everyone in the school community: our agreed rights and systems used in school to develop and maintain positive relationships and to support positive behaviour choices which are fundamental to the positive experiences we all require to learn, develop and feel respected.

This policy is informed by:

- [United Nations Convention on the Rights of the Child \(UNCRC\)](#). Also see appendix a.
- [Getting it Right for Every Child \(GIRFEC\)](#)
- [UHS Learning and Teaching Guidance](#)

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1. School Ethos

Ullapool High is an inclusive school community where we endeavour to recognise and respond to the diverse needs of all young people. *Our vision is to provide individuals with the opportunity to maximise their potential in a safe, creative and nurturing environment.*

We recognise that the starting point for learning and wellbeing is a positive, nurturing, aspirational ethos centred upon our *shared values* – ‘Wellbeing’, ‘Equality’, ‘Respect’, ‘Environment’ ‘Ambition’, ‘Community’ and ‘High Quality Learning and Teaching’.

Staff understand their shared responsibility for wellbeing and that young people may not always make the right choices and are highly responsive to their environment. As such behaviour is something to interpret and ‘inappropriate’ behaviour is usually a sign either of an unmet need, difficulty coping or a lack of knowledge.

We promote the use of restorative approaches based on the following principles:

- ✓ *Respect For Everyone* – listen to the opinions of others and learn to value them
- ✓ *Responsibility*: take responsibility for your own actions
- ✓ *Reflect*: take time to think about a situation and your role in it
- ✓ *Repair*: develop skills to identify solutions to problems or issues, implement solutions and repair broken relationships with others

Pupils are encouraged to have high expectations of themselves. This ethos sits at the heart of our ‘Respectful Classroom’ (appendix b) and ‘Routines for Success’ (appendix c).

Creating a Positive, Nurturing, Respectful and Aspirational Ethos

The whole school community has a role to play in creating a positive, nurturing and aspirational ethos.

a. Staff can do this by:

- Creating and maintaining a secure, learning environment where pupils can learn free from physical or emotional threat.
- Setting and maintaining clear limits by making it clear to young people the ways in which they are expected to behave and supporting them, through coaching language, to understand what this looks like.
- Treating young people fairly and with respect, building trust.
- Having high expectations of all pupils and provide positive feedback about their efforts and achievements.
- Setting work that is relevant and appropriate to pupils’ abilities.
- Encouraging pupils to act honestly when concerns are raised, or incidents happen and to make it clear they have a responsibility to resolve these through discussion.
- Protecting pupils’ legal rights e.g. under the Children’s Act, Human Rights legislation.
- Ensuring equal opportunities for all are actively maintained.
- Informing parents/carers about their child’s progress.
- Rewarding positive effort and behaviour.
- Encouraging pupils to get involved in clubs and/or other school activities.

b. Pupils can do this by:

- Arriving at school and at class on time.
- Being prepared with all necessary books and equipment.
- Being ready to learn.
- Treating others with respect.
- Contributing positively to learning and completing the work set.
- Contributing positively to the life of the school e.g getting involved in clubs, pupil consultations and/or other school activities.

c. Parents/carers can do this by:

- Ensuring your child has a good night's sleep.
- Helping your child be organised for school.
- Ensuring your child is on time for the start of the school day.
- Informing Guidance of any concerns that may affect the behaviour of your child.
- Reading your child's reports.
- Attending parents' evenings.
- Supporting your child with homework.
- Supporting your child in taking responsibility for their behaviour.
- Encouraging your child to be mindful of good manners and to be respectful.
- Encouraging your child to get involved in clubs and/or other school activities.

2. Encouraging Positive Behaviour

Ullapool High School's ethos of encouragement is central to the promotion of good behaviour choices. Rewards are one way of achieving this. They have a motivational role in helping young people realise that positive relationships and good behaviour choices are valued. Some examples of rewards are:

- The systematic and determined use of praise.
- Public recognition through school assemblies, newsletters and celebration events
- Awarding Merits and House Points
- Positive text home
- 'Above and Beyond' Praise Postcards

3. Managing Undesirable Behaviour

Behaviour which is unpleasant, offensive, disruptive or inappropriate makes learning difficult and does not align with our vision of *providing individuals with the opportunity to maximise their potential in a safe, creative and nurturing environment*. Managing undesirable behaviour may include:

- An early reminder of the expectations by the class teacher
- An agreed restorative activity
- A time-out to support regulation of emotions/behaviour and to enable others to learn without further disruption
- A restorative conversation with a member of staff, reflecting on behaviour choices
- Discussion with pupils, parents/carers, staff and partners (where applicable) about strategies to support better choices

Where the impact of a pupil's behaviour is more serious, then action may include:

- Temporary removal from a particular class or classes
- Loss of social time
- Police involvement
- Exclusion (as per The Highland Council Guidance)

We aim to match the level of our response to the degree of seriousness of the incident, so that pupils know that our response is fair, proportionate and appropriate.

4. Involvement of Other Agencies

Ullapool High School works positively with other professionals such as Social Work, Health and Educational Psychologists. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of support that is available.

5. Monitoring and Evaluation

The Positive Relationship School Improvement Group, in consultation with staff, pupils and parents/carers will monitor and regularly review the Positive Relationships policy to evaluate its effectiveness, fairness and consistency.

6. Appendices

A. Rights of the Child (UNCRC):

- Article 2 – the UNCRC applies to everyone, whatever their race, religion, abilities, views of family background
- Article 3 – the best interests of the young person must be a top priority in all decisions and actions that affect young people
- Article 12 – every young person has the right to have a say in all matters affecting them, and to have their views taken seriously
- Article 13 – every young person must be free to say what they think and to seek and receive all kinds of information as long as it is within the law
- Article 19 – every young person has the right to be protected from emotional harm
- Article 24 – every young person has the right to a clean and safe environment
- Article 28 – every young person has the right to an education
- Article 29 – education must develop every young person's personality, talents and abilities

B. Our Respectful Classroom

Our Respectful Classroom



- ✓ Arrive on time
- ✓ Outdoor clothing e.g. jackets and hats/caps removed
- ✓ Hoods down
- ✓ Mobile phones on silent and in bags
- ✓ Headphones/AirPods in bags
- ✓ No eating or chewing
- ✓ Drink only water
- ✓ Seek permission to leave class and sign out
- ✓ Show respect at all times!

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C. Routines for Success

Routines for Success



Arrive at class ready to learn:

- | | |
|--|--|
| ✓ Line up, single file | ✓ Take down your hood |
| ✓ Enter in a calm and orderly manner | ✓ Put your mobile phone on silent and place it in your bag |
| ✓ Take off outdoor clothing e.g. jackets and caps/hats | ✓ Put your headphones/pods into your bag |

At the start of each lesson:

- ✓ Sit at your allocated seat
- ✓ Take out the required equipment e.g. pen, textbook, calculator etc.
- ✓ Listen to and follow instructions

At the end of each lesson:

- ✓ Pack up when instructed to do so
- ✓ Remain seated until instructed to leave (after the bell rings)
- ✓ Leave in a calm and orderly manner

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