**Auchinleck Academy Relationships Framework**

**Rationale**

In Auchinleck Academy we are committed to providing a happy, safe, welcoming, nurturing, calm and purposeful school environment in which:

* every member of the school community feels valued, respected and treated fairly
* our young people can learn effectively and reach the highest standards of which they are capable.

As a Rights Respecting School, Auchinleck Academy is committed to ensuring that children’s rights are embedded in our ethos and culture. We have put the [UN Convention on the Rights of the Child](http://www.unicef.org.uk/UNICEFs-Work/UN-Convention/) (UNCRC) at the heart of our school’s policy and practice to encourage positive behaviour and respect for one another’s rights, improve wellbeing, and help all children and young people to realise their potential.

Good behaviour and mutual respect is essential to ensuring that high quality learning and teaching can take place and we believe that a positive whole school approach is the most appropriate means to achieving this goal.

The aim of our Relationships Framework is to ensure consistency of approach within our school community.

*“ Where young people feel included, respected, safe and secure and when their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves.”* ***Ed. Scotland, 2014***

The ethos of our school is also built on an awareness on our core values of **Respect, Responsibility, Equality, Teamwork** and **Achievement.** These values are the basis for the social, intellectual, emotional and moral development of the whole young person. We encourage pupils to consider these values, thereby acquiring knowledge, skills and attitudes which enable them to develop as responsible citizens, successful learners, effective contributors and confident individuals. Our core values form the foundation of our Relationships Framework.

**Respect**

Strong relationships based on mutual respect are at the heart of our school. Every member of Auchinleck Academy must respect each other’s rights to

* feel safe and protected from any form of violence or abuse (UNCRC Article 19)
* be treated with courtesy and consideration at all times. Discrimination of any form will not be tolerated (UNCRC Article 2)
* learn and work (UNCRC Article 28)

**Responsibility**

All members of staff have a responsibility to model positive, rights respecting behaviour and to ensure that this policy, and our Rights Respecting Classroom Charter, are consistently applied.

All pupils have a responsibility to ensure that they adhere to our Rights Respecting Classroom Charter, and that their behaviour meets the expectations of the school, including during out-of-school activities.

**Equality**

All members of our school community should be valued and supported equally, irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief and sex. These are the protected characteristics of the Equality Act 2010.

All pupils in Auchinleck Academy must be treated fairly and equally, and in turn are expected to treat others in the same way.

Fair and consistent processes have been established in Auchinleck Academy for dealing with behavioural issues. All members of staff can expect to feel supported in enforcing our Relationships Framework and associated procedures.

**Teamwork**

Staff are expected to work together with, and support other members of teaching staff, support staff, Guidance staff and Senior Leadership Team to promote positive, rights-respecting behaviour and positive relationships within the whole school community.

Partnership between parents and school plays a vital role in ensuring that high standards of behaviour are upheld and enforced. The school will work together with parents to support young people in maintaining good behaviour and a rights-respecting attitude.

**Achievement**

All young people have the right to an education that develops their personality, talents and abilities to the full. Members of staff will promote Auchinleck Academy’s ethos of achievement by having high expectations of all pupils and using learning and teaching methodologies which encourage positive relationships, behaviour and effective learning for all.

All pupils are expected to give of their very best in every aspect of their school life in order to achieve their full potential as successful learners, responsible citizens, effective contributors and confident individuals.

**Rights Respecting School**

As part of our Relationship Framework and associated strategies, Auchinleck Academy is involved in the UNICEF Rights Respecting School programme, and has achieved Bronze status. The Rights Respecting School programme is supported as an Ayrshire-wide initiative. All staff and pupils have contributed to the development of our Rights Respecting Classroom Charter, which should be displayed in every classroom and used as a guide to behaviour and action on a daily basis. The Charter can be found in Appendix 1. The principles that underpin Rights Respecting Schools are closely linked to Restorative and Nurture Approaches, and the current ethos and values of Auchinleck Academy.

**Nurture**

A whole school ‘nurturing’ approach is key to ensuring that every young person in Auchinleck Academy feels valued, cared for, listened to and respected. All members of staff have a responsibility for ensuring that every classroom provides a safe, welcoming and nurturing environment where positive behaviour and relationships based on trust and respect are promoted. Research shows us that when children have safe and secure relationships with staff in schools, learning is optimised. Better Relationships, Better Learning, Better Behaviour (Scottish Government, 2013) states:

*'Research demonstrates that investing time and resources into improving relationships and behaviour in establishments leads to positive outcomes around inclusion, engagement and achievement in the short term, and community safety and cohesion in the longer term'*

In addition, a Nurture programme has been established within Auchinleck Academy to support young people with social, emotional and behavioural needs to establish and maintain positive relationships with others, and to learn and achieve to their full potential.

**Section 1- Roles and Responsibilities**

We have very high expectations and a strong vision for our school and believe that every pupil has the right to the best possible education and preparation for life outside. With this right comes a high degree of responsibility for everyone in the school. These responsibilities are outlined below:

**Pupils will:**

* adhere to the terms of our Rights Respecting Classroom Charter and use this as a guide to behaviour and action on a daily basis. The Charter can be found in Appendix 1
* come to school prepared to participate as an individual and team member of Auchinleck Academy. As a clear commitment and indication of this intention, all pupils are expected to wear the school uniform as described in **Appendix 2**
* give of their very best in all aspects of their school life
* respect their learning environment, remembering the rights of other learners
* listen to others and expect to be listened to
* accept responsibility for behaviour and be willing to engage in restorative work if necessary to repair relationships
* reflect the school vision and values by following the rules for expected behaviours within the learning community. In order to ensure consistency and fairness in our policy, we have a Positive Behaviour Classroom and Corridor Code. **Appendix 3** describes this code and **Appendix 4** provides additional information for staff.

**Teaching staff will:**

* display and promote our Rights Respecting Classroom Charter, refer to it on a daily basis and use it as a guide to action and behaviour for all
* have high expectations of all pupils
* reflect the principles of Promoting Positive Behaviour, Restorative Practice and Nurture in all aspects of their remit
* model positive and rights-respecting attitude and behaviour
* encourage open, positive, supportive relationships where young people feel that they are listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives
* promote a climate in which young people feel safe and secure
* listen to others and expect to be listened to
* recognise that all achievements are worthy of praise and recognition
* use learning and teaching methodologies which promote effective learning for all
* model a high level of conduct and practice
* regard every engagement with young people as an opportunity to demonstrate care, set or reinforce boundaries, and create a positive learning experience
* give young people clear information about expected learning intentions and success criteria and provide appropriate feedback on their progress.
* be sensitive and responsive to the wellbeing of each young person
* consistently apply rules, rewards and sanctions as consistent with this framework
* ensure that after such actions, pupils are given a fresh start

**In addition to this Principal Teachers (Curriculum) will:**

* ensure that all members of their department display the Rights Respecting Classroom Charter, refer to it regularly and use it as a guide to behaviour and action on a daily basis.
* reflect the principles of Promoting Positive Behaviour, Restorative Approaches and Nurture in all aspects of their remit and demonstrate leadership in these areas
* model positive and rights-respecting attitude and behaviour
* promote an ethos of achievement and a climate of positive relationships within their area of responsibility
* listen to others and expect to be listened to
* encourage and monitor the application of merits and rewards in their department.
* monitor departmental referrals, apply a range of departmental responses and provide feedback to staff on action taken
* ensure that after such action pupils are given a fresh start

**Principal Teachers (Guidance) will:**

* promote the Rights Respecting Classroom Charter and refer to it regularly when discussing behaviour and wellbeing with pupils
* reflect the principles of Promoting Positive Behaviour, Restorative Approaches and Nurture in all aspects of their remit and demonstrate leadership in these areas
* model positive and rights-respecting attitude and behaviour
* promote an ethos of achievement and a climate of positive relationships within their area of responsibility
* listen to others and expect to be listened to
* Act on school referrals in liaison with departmental staff and SLT
* provide feedback to staff on action taken

**The Senior Leadership team will:**

* take a lead role in ensuring that all pupils and staff are aware of and adhere to the Rights Respecting Classroom Charter
* reflect the principles of Promoting Positive Behaviour, Restorative Practice and Nurture in all aspects of their remit and demonstrate leadership in these areas
* model positive and rights-respecting attitude and behaviour
* ensure the implementation of local and national policy in a manner which leads to enhanced provision and practice within the school where all staff are clear about their roles and responsibilities
* listen to others and expect to be listened to
* create a climate of mutual respect and of feeling valued, where achievement is celebrated
* ensure equality and fairness, tolerance and understanding in a consistent manner
* engage all staff in developing an ethos of achievement by promoting positive behaviour within an agreed system of rewards and actions/responses
* help identify the needs of young people and provide a high level of support, as appropriate, allowing them to grow and flourish in a safe environment
* collaborate with external professionals and engage with parents/carers in ensuring the best possible supports tailored to meet individual needs of young people
* provide access to appropriate CPD opportunities to support all staff as they work with young people to realise their potential
* remove any pupil exhibiting serious misbehaviour from the classroom or location of the incident.
* act on referrals in liaison with PTs Curriculum and Guidance
* monitor departmental referrals and take action where patterns of misbehaviour appear across departments.
* provide feedback to staff on action taken

Classroom Assistants will:

* promote the Rights Respecting Classroom Charter and use this as a guide to behaviour and action on a daily basis
* regularly remind pupils of the classroom and corridor codes as well as the Classroom Charter, and support pupils to adhere to these
* work collegiately with classroom teachers as leaders in learning
* have high expectations of all pupils
* model positive and rights-respecting attitude and behaviour
* listen to others and expect to be listened to

**Parents/Carers will:**

* communicate positively with school staff in matters affecting attendance, punctuality, uniform, homework and pastoral care
* reinforce the policy and practice within the school in promoting high standards of conduct and expectation, and rights-respecting attitude and behaviour
* engage positively in the life of the school through attendance at reviews, parents meetings, fundraising events and other arranged activities
* support teaching staff and senior managers in encouraging their children to adhere to all school policies, in order to create a positive learning environment
* work in partnership with staff to help address the needs of their children and develop strategies for ensuring high levels of success
* ensure contact numbers are regularly updated

**Partnership working between staff, pupils and parents**

Effective learning and teaching takes place within a classroom climate where teachers are able to create an engaging and empowering environment for learning, where young people display motivational energy and where high expectations of achievement and attainment permeate the life of the school. It is the responsibility not only of the teacher to help create such conditions, but also of support staff, senior managers, parents and indeed young people themselves. Parents should encourage their children to engage positively and endorse the shared values and respect for rights which permeate the learning community. Emerging from the values, is the clear responsibility of senior leaders, staff, young people and parents to promote positive, rights-respecting relationships which result in high standards of behaviour, tolerance and respect for others. In doing so, young people can be helped to maintain their position at the heart of the curriculum and at the centre of learning and teaching.

The importance of close working relationships and a clear understanding of the consistency of the various contributions of all staff and parents working together cannot be overestimated and provides the only and essential platform for quick and effective intervention. Clear, honest and effective communication must underpin actions.

**Section 2- Rewards**

Staff will consistently recognise **positive behaviour and achievement** in a variety of ways:

* verbal praise
* written praise on work
* merits
* comments on report card
* regular encouragement
* high quality feedback
* use of visual recognition of achievement e.g. stamps, stickers
* pupil of the month nominations
* praise postcards
* classroom displays
* letters of commendation
* texts to parent to recognise achievement
* celebrating achievement on House notice boards/assemblies/Newsline/wider achievement awards evening nominations
* other rewards as appropriate

The whole school can promote positive behaviour with:

* consistent high expectations
* positive ethos based on the five school values and respect for children’s rights
* rewards events
* celebrating achievement
* supporting staff to promote positive behaviour

**The Merit System**

The purpose of the merit system is to encourage pupils to fully engage in all aspects of school life and to promote Auchinleck Academy’s shared values of Respect, Responsibility, Teamwork, Equality and Achievement. The merit system ensures that pupil achievements are recognised and rewarded.

**Criteria for merits**

Teaching staff and Guidance/SLT will have the option of awarding merits at any time to recognise special achievements such as:

* exceptional piece of class work or homework
* excellent contribution to school community such as mentoring work, involvement in student council, helping others
* particular success in departmental or extra-curricular activity, sporting event or competition
* significant improvement in behaviour or attendance

Guidance staff will award merits at the end of each term to pupils who have achieved an attendance rate of 95% or above.

**Criteria for demerits**

PLP Tutors should enter demerits any time a pupil arrives late to their PLP class without good reason. SLT will arrange for random uniform checks to take place each term during PLP periods. PLP Tutors will enter demerits for any pupil not wearing acceptable uniform, unless there are exceptional circumstances.

**Rewards**

The number of merits and demerits a pupil has achieved will be taken into consideration when determining participation in Christmas and Summer rewards trips.

The pupils with the highest number of merits in each year group will be given special recognition for their efforts and additional House points.

**Awarding a Merit on SEEMIS**

* Go into **My Menu- Registration**
* Click the **Merits/Demerits** tab at the top left-hand side
* Select the pupil and click the **Award Merit** tab at the bottom left-hand side
* Select the reason for the merit from the list, then **‘done’**

**Entering a Demerit on SEEMIS**

* Go into **My Menu- Registration**
* Click the **Merits/Demerits** tab at the top left-hand side
* Select the pupil and click the mark Dem**erit** tab at the bottom right- hand side
* Select the reason for the demerit from the list, then **‘done’**

**Section 3- Action on Misbehaviour**

We recognise that while we aim to promote positive behaviour, there may be occasions where staff may have to deal with disruption and poor behaviour. The action taken should encompass restorative approaches to ensure that relationships and behaviour are maintained at the highest levels at all times.

**Teaching Staff**

Staff will consistently address **misbehaviour or underachievement** using one or more of the following responses as appropriate to the misbehaviour:

* restorative interventions- **refer to page 10**
* giving a verbal warning
* moving pupil to a different seat in the class
* moving pupil to corridor for a few minutes for ‘time out’
* reflection time (whilst ensuring pupil has time to visit the toilet)
* reflective exercise (appropriate for individual circumstances i.e. ASN requirements)
* generating a Letter of Concern
* generating a Referral
* sending a text message of concern home via the school office

In incidents of **serious misbehaviour:**

* staff will contact their PT in the first instance and provide details of the incident.
* PT will remove the pupil from the classroom or location of the incident and inform DHT
* if the DHT is unavailable, staff will phone the school office
* office staff will contact an alternative member of the SLT or if none available, the Campus Based Police Officer.

Serious misbehaviour includes:

* defiance
* physical or verbal abuse
* deliberate damage to property
* behaviour which has caused offence

**Principal Teacher Curriculum**

* classroom teacher responses (above)
* interview by Principal Teacher
* department behaviour timetable
* temporary removal to another classroom
* letter of apology
* maintaining a departmental behaviour log
* contact with home via letter of concern
* generating a referral as appropriate
* further consequences appropriate to the department and developed through discussion with staff\*

\*Please note that Restorative Approaches must be used to support any necessary consequences by processes of learning and reconciliation.

**Principal Teacher Guidance:**

* classroom teacher and Principal Teacher sanctions (as above)
* implement and monitor school progress timetables
* direct contact with parent i.e. letter, telephone call, meeting
* referral to School Assessment Team/ Team Around the Child meeting in line with Staged Intervention procedures **(Appendix 6)**

**Senior Leadership Team**

* Classroom and Principal Teacher sanctions (as above)
* removal of whole school privileges i.e. school excursions, extracurricular activities
* referral to the Support Department **(Appendix 7)**
* after school reflection time\*
* meeting with parent and Principal Teacher of Guidance/ Depute Head Teacher
* referral to external agencies i.e. YIP world, Vibrant Communities, Education Psychologist
* temporary removal from a subject in consultation with PT subject
* flexible curriculum arrangements
* consulting with Campus Based Police Officer
* referring to School Assessment Team/Team Around the Child
* acting on Violence and Aggression Forms
* completing Risk Assessments as appropriate
* excluding pupils as directed by the Head Teacher\*\*

\*Please note that if reflection time is being used as a sanction, pupils should not be detained for the entire interval/lunchtime. Pupils should be given time to eat their lunch and use the toilet. Some time should also be spent engaging pupils in restorative discussion so that they can learn from the incident and have the opportunity to repair any harm caused. The parent/guardian must give permission for any detention at the end of the school day.

\*\* Exclusions will be used only as a last resort. As an alternative, internal exclusions in the support department will be used, if necessary, along with restorative interventions to address incidents of serious misbehaviour.

**Classroom Assistants**

Classroom Assistants are expected to support pupils with behaviour, however they should not be expected to a discipline a pupil. Behaviour management is the responsibility of the class teacher.

**Referrals**

Timeous communication of behavioural issues and action taken is a vital component in ensuring a successful outcome. For this purpose we use the referral system as described on the flowchart in **Appendix 8.**

**Restorative Approaches**

At Auchinleck Academy staff are encouraged to adopt a restorative approach to dealing with challenging behaviour and conflict focusing on building, maintaining and, if necessary, repairing relationships rather than managing and controlling behaviour through the use of punishments.

The principles and values of restorative practice can be closely linked to Auchinleck Academy’s core values of Respect, Responsibility, Equality, Teamwork and ultimately Achievement. Restorative Approaches also support articles 12 and 28 of the United Nations Convention on the Rights of the Child. These state that discipline in schools must respect children’s dignity and their rights, and that young people have the right to express their views and feelings in all matters affecting them.

**Principles of Restorative Practice:**

1. Fostering strong relationships. This includes staff working with other staff, pupils working together with other pupils, and pupils and staff working together as a team.

2. Respecting other people, their views and feelings.

3. Being responsible for our actions and their impact on others.

4. Empathising with other people’s feelings.

5. Being fair and committed to equitable processes.

6. Everyone in school being actively involved in decisions about their own lives.

7. Returning issues of conflict to the people who are directly involved.

**Values of Restorative Practice:**

1. Young people are social beings- they prefer to feel they belong rather than to feel isolated or rejected.

2. Young people develop a sense of fairness, justice, right and wrong.

3. Young people change and their behaviour can change.

4. The way staff work with and relate to a young person can influence his /her feelings, thoughts and

actions.

**Why should we use restorative approaches?**

Pupils seek fairness from adults who are dealing with disciplinary issues. Whether they are a perpetrator or victim, their focus is not on winning or losing, but on trusting in a fair process. Restorative approaches help ensure that pupils, staff and parents can be part of a fair process, while helping all involved to understand the impact of their behaviour on others.

Restorative approaches can:

• Help develop a whole school positive ethos.

Encourage members of the school community to consider each other’s rights and how certain behaviour and action can impact on rights.

• Encourage members of the school community to effectively resolve and learn from conflict in a way which maintains relationships.

• Support any necessary sanctions by processes of learning and reconciliation.

**How can we use restorative approaches?**

Restorative approaches can be used at different levels in school:

• As preventative- to promote positive relationships within the whole school community.

• As responsive- to deal with problems and repair relationships when difficulties arise

• As part of support and intervention for more long term and persistent difficulties.

The approach involves including the wrongdoer in finding a solution to the problem, rather than imposing solutions which are less effective, less educative and possibly less likely to be honoured. Instead of asking ‘Who’s to blame and how are we going to punish them?’ focus is put on reasons, causes, responsibilities and feelings. Those involved are asked questions such as ‘Who has been affected and how?’ and ‘How can we put right and learn from this experience?’

**Restorative Interventions**

Best results come from restorative meetings/conversations where the individuals involved are given the opportunity to discuss the incident, recognise what has gone wrong, talk about how they feel and adopt a solution focused approach to come up with a suitable outcome and way forward for all.

**Examples of restorative interventions which can be used in the classroom to deal with minor incidents and arguments:**

**Empathic Listening-** When a teacher asks the pupil simple questions in a non-blaming way and tries to understand their feelings. This can encourage young people to say more about their situation.

**Restorative Discussion**- Can be used one to one with a pupil or with a group of pupils. The teacher asks helpful questions such as “Can you tell me what happened?”, “What were you thinking/feeling at the time?”, “How are you feeling now?” “Who else do you think has been affected by this?“ “What do you think would be a way to make this better?”

**Reflective Exercise-** Pupils complete an exercise which encourages them to reflect on an incident and think about what went wrong and how their behaviour may have affected their learning as well as that of others. Pupils are encouraged to identify a suitable outcome and way forward to repair any damage done and ensure that there is no repeat of the incident. Staff should use reflective exercises as the starting point for restorative conversations or meetings.

**Circle Time-** A group discussion in a circle, often used with a whole class, where the main rule is that everyone may speak when they have the “talking object” which is passed around. Staff can use this format to facilitate a class discussion about a particular issue, or just to find out anything that is worrying or upsetting class members.

**Examples of interventions which can be used to deal with more serious incidents. These are usually facilitated by a member of the Guidance or Senior Leadership Team:**

**Restorative Conference-** All those affected by an incident, including the victim(s), offender, school staff and any relevant others come together for a structured meeting. In this meeting which is managed by a skilled facilitator, everyone takes turns to explain what impact the incident had on them, and they jointly decide what should be done to repair the harm.

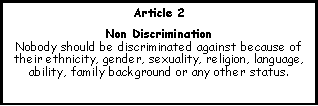
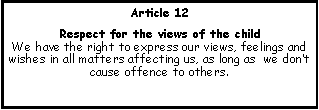
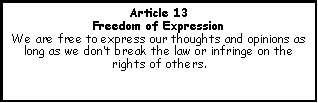
**Indirect Mediation-** An approach which can be used when there is genuine reason why the parties cannot meet together, but some form of communication would be beneficial. The adult who is dealing with the incident transfers messages between those involved.

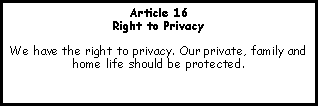
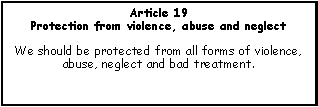
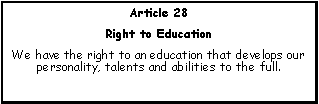
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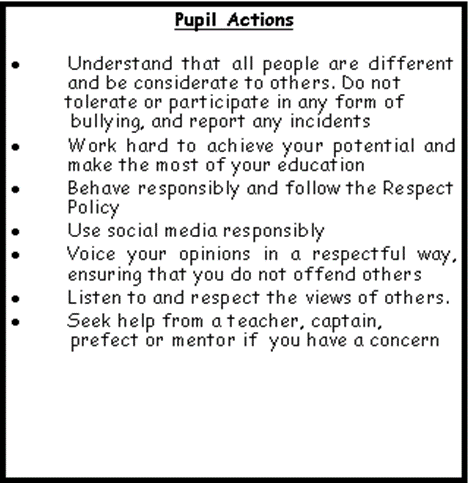
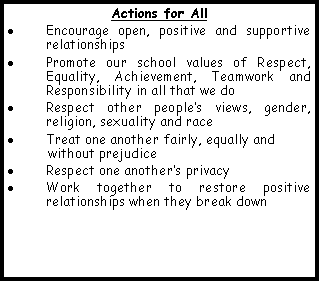
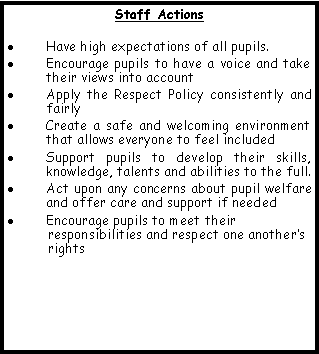
1. **an extensive audit of the views of staff, pupils and parents**
2. **careful consideration of advice from national and Authority documentation including:**

* *Better Relationships, Better Learning, Better Behaviour Scottish Government Report 2013*
* *Building Curriculum for Excellence through positive relationships and behaviour. Scottish Government Report 2010*
* *Children and Young people(Scotland) Act 2014 :Getting it Right for Every Child (GIRFEC)*
* *East Ayrshire’s Relationship Framework 2017*
* *United Nations Convention on the Rights of the Child*
* *Equality Act 2010*

**Appendix 1 Rights Respecting Classroom Charter**

**Appendix 2**

**Uniform Policy**

AllAuchinleck Academy pupils are expected to wear the school uniform which consists of the following:

* Black blazer with school badge
* Plain black or white blouse/shirt with junior (S1-3) tie or senior (S4-6) tie
* Plain black skirt or dress trousers
* Black footwear

The following items are **not** acceptable:

* Sweatshirts or polo shirts
* Jeans or jean style trousers
* Leggings or ‘jeggings’
* Shorts
* Jogging bottoms
* Overly short skirts
* Coloured footwear
* Piercings and associated jewellery

Pupils are discouraged from wearing excessive or expensive jewellery to school. For health and safety reasons such items **must** be removed during practical lessons.

**Appendix 3- Positive Behaviour Classroom and Corridor Code**

**RESPECT**

* Treat staff, visitors and other pupils with respect and courtesy at all times.
* Follow the instructions of **all** staff including teaching and non-teaching staff.
* Respect the rights of others to learn and work.

**RESPONSIBILITY**

* Enter the school by the back doors only. No pupils should be present at the front of the building, in the car parks or perimeter road.
* Go directly to class and arrive on time. Pupils found wandering the corridors should expect to be approached by staff.
* Do not linger in corridors during intervals, lunch breaks and before 8.50 am- please go to the playground or canteen at these times.
* Do not use the ground floor corridor unless sent by a member of staff.
* Please enter and leave classrooms quietly and keep to the left in the corridors and stairs.
* Remain in class until dismissed.
* Never push others or block doorways.
* Take off jackets or non-uniform tops on entry to classes.
* Do not use mobiles, MP3 players or iPods in classes unless for educational purposes, in which case the teacher must have given consent. These items should not be used in corridors.
* Do not go to the sick room unless sent there with a note from a Guidance Teacher or Depute Head Teacher
* As far as possible, make use of the toilets at intervals and lunchtimes, and before PLP time. Before PLP time all pupils should use only the toilets on the first floor.
* During intervals and lunch breaks the following arrangements apply:

**S1 and S2 girls should use the girls’ toilets on the first floor**

**S3 and S4 girls should use the girls’ toilets on the second floor**

**S5 and S6 girls should use the girls’ toilets on the third floor**

**S1-3 boys should use the boys’ toilets on the first floor**

**S4-6 boys should use the boys’ toilets on third floor**

* Avoid asking out of classes to the toilet immediately after interval or lunch break if possible. If you have to use the toilet during class time you must fill in the pupil sign-out sheet before leaving. Go to the nearest toilet as they will all be open throughout the school day.
* Avoid asking out to the toilet more than once per period or double period. Think about the impact that this can have on your learning and on other people’s right to learn.
* Do not eat or drink in classrooms or corridors. No food or drink may be removed from the dining hall.
* Do not smoke in the school grounds or in front of the school
* Do not use the lift unless a permission slip has been given to you by a Guidance Teacher or Depute.
* Avoid waiting outside a Guidance Teacher’s office during class time. Pupils who need to speak to their Guidance Teacher should so ask to do so during PLP time, interval or lunch break.

**ACHIEVEMENT**

* Seek help from staff when unsure of the task set.
* Hand homework in on time.
* Come to school prepared with the necessary equipment every day- pens, jotters, PE kit etc. All equipment should be carefully looked after.

**TEAMWORK**

* Take pride in our school and keep it tidy and clean, avoid dropping litter and, if using the canteen, put rubbish in the bin and push in chairs when leaving

**Appendix 4**

**Positive Behaviour Classroom and Corridor Code- Additional Guidance for Staff**

Toilet arrangements:

* Pupils should be encouraged to use toilets at intervals, lunch breaks and before PLP time, however they should also be permitted to go to the toilet on request during class time if need be.
* Ask all pupils who leave your class for any reason to sign the pupil sign-out sheet before leaving (appendix 5). This will allow us to monitor who has been out of class if required
* Pupils should go to the nearest toilet as they will all be open throughout the school day
* Pupils should not ask out more than once per period or double period, however staff should be aware of any pupils who have medical conditions and may need access to the toilet regularly (e,g those with a medical condition). This information can be found in the ASN House update document and the Medical Conditions document which are saved in the Pupil Support folder in Staffshare.
* Pupils who ask to go to the toilet just after interval or lunch should be warned about this but allowed to go. If this happens regularly they should be referred to the appropriate PTG
* Pupils who consistently ask out of your class should be reminded about the impact on their and other pupils’ learning and if there is no improvement they should be referred to the appropriate PTG
* Staff who notice pupils out of class regularly throughout the day should report this to the appropriate PTG who will investigate
* During intervals and lunch breaks please direct pupils to the toilets as follows:

**S1 and S2 girls should use the girls’ toilets on the first floor**

**S3 and S4 girls should use the girls’ toilets on the second floor**

**S5 and S6 girls should use the girls’ toilets on the third floor**

**S1-3 boys should use the boys’ toilets on the first floor**

**S4-6 boys should use the boys’ toilets on third floor**

* All pupils have permission to use the toilets in the morning before PLP time. First floor toilets only will be open from 8.40 onwards. All pupils should be directed to the toilets on the first floor before PLP time.
* After using the toilets during intervals and lunch breaks, pupils should be directed back along the first, second or third floor corridors to the canteen or playground using the back stairwell beside the dining halls.
* Please do not send pupils who complain of feeling unwell directly to the sick room. Staff should send these pupils with a note to their Guidance Teacher or Depute, but only if it is felt that the pupil is genuinely ill or distressed.
* Make sure that you are aware of which pupils have medical conditions and know the procedures to follow in case of an emergency. This information can be found in the Medical Conditions document which is saved in Staffshare>Pupil Support.
* Pupils must be instructed to remove outdoor jackets and non-uniform tops as soon as they enter the classroom. Please do not permit pupils to wear these items in class as it makes it difficult for other members of staff to enforce this rule if there is not a consistent approach.
* Pupils who use mobiles or iPods in class should have them confiscated and sent to the Support Department on the second floor with a note of the pupil’s name. Support department staff will issue pupils with a note giving them permission to collect the item at the end of period 6/7. This is important to ensure that valuable items are not left in school overnight. Pupils can use these items in the dining halls but must switch them off when they leave. Anyone who is seen with these items in corridors should be asked to put them away, and warned that they will be confiscated if they continue to use them.
* If pupils are sent on errands they should always be given a note, and no more than one pupil should be allowed out of class at any one time. Ask all pupils who leave your class for any reason to sign the pupil sign out sheet before leaving.
* If a member of staff detains a pupil at the end or start of a lesson, they must be given a note when sent back to their class stating the time the pupil left. The note must also be signed and dated by the member of staff.
* Any pupils not wearing school uniform should be referred to Guidance/SLT.
* Pupils have permission to go to the canteen before 8.50am and at intervals and lunch breaks. They should not be present in any other area of the school building during these times. Senior pupils should be allowed access to their lockers from 8.45 onwards. Any pupils found congregating in stairwells, corridors or around the 3rd floor lockers should be consistently moved on by staff and directed to the canteen or playground.
* Any pupils who are found using the front entrances to the school or the ground floor corridor should be questioned by staff and directed to the back entrances. Pupils should enter the building by the back doors only. They should not use the ground floor corridor unless they have a note from a teacher.
* Pupils do not have permission to use the lift except in exceptional circumstances, in which case they will have a note with their name on it, which is signed and dated by their Guidance Teacher or Depute. Some pupils with medical conditions have permission to use the lift and should carry a permission slip.
* Pupils who are detained for interval reflection time should be released five minutes before the bell to use the toilet. Staff should ensure that any pupils who are detained at lunch break have an opportunity to get something to eat from the canteen.
* Any pupils found lingering outside Guidance offices during class time should be sent back to their classes and reported to their Guidance Teacher/DHT.
* Guidance on Progress Timetables: Staff should deduct a point and write -1 for the period if behaviour or effort has been unsatisfactory. Staff should also write a comment on the reverse of the timetable explaining why a point has been deducted, and a Seemis referral should be completed. If behaviour has been satisfactory, staff should simply sign the timetable for the period and write a comment if you wish. Staff can award an additional point, but only in exceptional circumstances, to recognise outstanding work and/or effort for that period.

**Appendix 5**

***Pupil Sign out Sheet***

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| ***Date*** | ***Name*** | ***Time out*** | ***Time in*** |
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**Appendix 6**

**Staged Intervention Process**

**Getting it Right for Every Child through a Staged Intervention approach to meeting young people’s needs.**

The responsibility for identifying and planning to meet the needs of the young person lies in the first instance with the class teacher. Staff employ a range of classroom strategies within Auchinleck Academy to deal with the concerns that are prompted by the learning and wellbeing needs of our young people. These include:

* differentiated planning
* addressing the deployment of existing staff in classes.
* changes to individual arrangements within the classroom (such as a different reading group or significant changes of seating arrangements).
* Personal Learning Planning

While classroom strategies are likely to address the majority of concerns, it is recognised that some of our young people may require a more individualised response. When a young person is identified as potentially requiring additional supports beyond the provision generally made for others, there requires to be a forum to collate assessment information and gauge whether additional supports are required and in what form. At this stage the young person and their parents/carers will be invited to meet with relevant school staff to discuss concerns. If it is agreed -even in the short term- access to additional support in school is required, then the child is deemed to have Additional Support Needs. The statement of Additional Support Needs will be recorded in line with the requirements under ASL legislation. An Action Plan will be implemented identifying the supports required to address barriers to learning. Examples of supports at this stage could include:

* in-school Learning Support
* Specialist Support Teachers
* differentiated curriculum
* co-operative teaching
* therapies from visiting specialists
* access to the school’s Support Department
* use of Personal Assessment Profile tools to identify potential barriers to learning.
* Classroom Assistant support with behaviour/ learning.
* support from School Nurse
* support from Careers Advisor/Transitional Support Worker.

A Named Person, usually the young person’s Guidance Teacher or Pupil Support Teacher, will be identified to monitor the plan, associated outcomes and progress. On identification of Additional Support Needs, a chronology will also be initiated by the Guidance Teacher**.** This document will be used to systematically record achievements, events, developments and changes in a young person’s life so that the patterns and impact of events on the young person over time may be observed and responded to where required.

**Assessment and Planning Meetings**

Where the needs of the young person cannot solely be met within Auchinleck Academy, a Team Around the Child meeting will be convened to determine the support that is required from universal services outwith the establishment. Responsibility in this instance will fall to the nominated senior manager with a remit for Pupil Support, Mrs Devine DHT. External agencies will be invited to provide specialist input and identify the supports and resources which are required to meet the young person’s needs. An assessment of this nature may result in accessing, for example, Educational Psychological Services or advisory support from EAST (EAST AYRSHIRE SUPPORT TEAM)

An Action Plan will be agreed, identifying the desired outcomes and the specialist assessments required in order to achieve them. A time-frame for completion and a review date will be established. For most young people identified as having Additional Support Needs, the Action Plan included in the assessment meeting proforma should suffice. However, a small number of pupils with more complex needs may require an Individual Learning Plan (I.L.P) as part of their overall Action Plan. This is a more extensive and detailed plan including very specific curricular and/or social, emotional and behavioural targets. Information about concerns, needs and risks will be recorded in the plan. The I.L.P will describe in detail the nature of the young person’s additional needs, the ways in which they are to be met, the learning outcomes to be achieved and the educational support required, including that from agencies out-with education.

The young person and their parents /carers will be involved in every stage of the discussion and decision making process and their views will be actively sought. Prior to the meeting, the young person will record their views in the ‘Have your Say’ document or complete a Wellbeing Web. Where they are unable or choose not to attend a meeting, the outcomes will be conveyed to them.

**ASN Review meetings**

Review meetings for all pupils with Additional Support Needs will be held at least once in each school session, or more often if required. All teaching staff will be involved in the review process by providing up to date information prior to the meeting on the young person’s progress, as well as any potential difficulties which need to be addressed. Parents/carers and the young people concerned will be invited to attend all review meetings. The Educational Psychologist may be present as well as representatives from Social Work and the East Ayrshire Support Team if appropriate.

The review process will consider:

* How well is the young person doing?
* Is there any new information or change of circumstances?
* What has been the impact of the additional support provided?
* Are the intended changes or desired outcomes being achieved?

A new action plan will then be agreed with clear objectives and outcomes. A new review date will be set and the plan will be closely monitored by the young person’s Guidance Teacher.

**Multi- Agency / Team Around the Child Meetings**

If the intended outcomes for the young person have not been achieved, it may be necessary to increase the level of intervention, beyond which the school can co-ordinate. In such cases, advice will be sought from multi-service/agency managers. At this stage professionals will look beyond individual establishments and, based on the assessment of a young person’s needs, hold multi-service/agency discussions. An integrated assessment will take place to identify the additional supports required from colleagues in specialist educational services, social work services and health:

* East Ayrshire Support Team.
* Psychological Services.
* Social Work (Intensive Support Team/Early Intervention Team; Locality Teams).
* Children With Disabilities Team.
* Community Learning And Development.
* Specialist Health Services.
* Peripatetic Support - Early Years Family Care Workers.
* Third Sector Partners.

The Senior Manager with a remit for pupil support has responsibility to make contact with these services as appropriate, and arrange for an assessment of all the information known about the young person, in order for a multi-service discussion to take place.

**Authority Screening Group (ASG)**

Where the needs of the young person can demonstrably be shown to be beyond the scope of the resources available within the Learning Community and the young person is in danger of not being able to receive their education and other supports within the school establishment, then specialist provision at an Authority level may be required. Support at this stage is co-ordinated through the Authority Screening Group (ASG) which will meet on a monthly basis. The membership of the ASG is as follows:

* Principal Educational Psychologist
* EAST Manager
* Service Manager, Children & Families
* Head of Establishment
* Vibrant Communities representative

The Authority Screening Group will consider recommendations coming from professionals to access additional provision within East Ayrshire:

These could include:

* EAST Base placement
* EAST Assessment Period
* EAST Extended Base support
* Extended EAST Base and Rathbone Support
* Emergency Placement (EAST Base).

(Young people may be placed on an emergency basis within an EAST base however a retrospective presentation is still required to the ASG)

* The group will agree all proposed timescales for the placement.

**Outwith Placement Screening Group – (OPSG)**

In a few instances it will be clear that the needs of the young person go beyond those available to the Authority Screening Group. In such instances it may be necessary to access specialised resources either in another Local Authority area or in the private or voluntary sector in East Ayrshire.

The Lead Professional will make a request to present a case for external supports to the Outwith Placement Screening Group.

**Appendix 7**

**Auchinleck Academy Support Department**

**Rationale**

**T**he Support Department provides support for a variety of young people who are experiencing barriers to learning resulting from:

* complex learning needs
* low self-esteem and self-confidence
* social, emotional and behavioural needs

The Support Department will provide an inclusive and nurturing environment where young people feel welcomed, supported and challenged to achieve. As well as providing targeted support to allow young people to fully access the curriculum, the department will provide them with opportunities to have restorative conversations and demonstrate an understanding of the ethos and values of Auchinleck Academy.

**Location**

The Support Department will comprise three rooms:

Rooms 201/202 will be combined to provide a flexible learning area staffed by a DHT/ PTG and PT/teacher of Support for learning.

Room 203 which will provide:

* A nurture area
* A break-out area for restorative work
* A safe, quiet environment during interval and lunch times for vulnerable young people

Room 204: A classroom for daily timetabled nurture classes to be used in conjunction with Room 203.

Room 201 . Room 202

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**Flexible Learning Area**

Staffed by DHT/PTG & SfL Staff

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Room 204

**Nurture**

**Classroom**

Room 203

(Old ESB)

**Home Nurture**

**Area**

(Autism Friendly)

**Referrals**

* All referrals to the Support Department must come from SLT or PT Support for Learning
* SLT may refer young people to the Support Department for a range of reasons including:
  1. to reduce the young person’s anxiety and support their re-integration following exclusion, prolonged absence or personal challenges.
  2. failure to follow the Respect Policy and RRS Classroom Charter.
  3. as a proactive measure pending a restorative intervention
  4. as part of a package of support which has been agreed at a Multi-agency Assessment & Planning Meeting
  5. to support young people with a physical injury before returning to normal classes.
* PT Support for Learning may refer pupils to the Support Department where additional 1:1 or group tutorials are required to support young people with significant Additional Support Needs or needs specific to a particular subject

. **Staff should not send pupils directly to the Support Department.**

**Support**

Pupils who have been referred to the Support Department will receive targeted support in relation to their needs which can include, but is not limited to:

* one to one or group support with general or subject-specific learning needs
* support to catch up with class work
* one to one restorative discussion with a teacher in the Support Department
* involvement in support group work
* supports and targets discussed and agreed with pupil to aid progress
* restorative meeting/conference/mediation
* supported transition back into mainstream classes

**Length of time in the Support Department**

* As young people are referred to the Support Department for a number of reasons, the length of time an individual spends there varies.
* Support in the department may be timetabled if a young person is on a flexible timetable
* Young people may be withdrawn from classes as a **short term** measure to work in the Support Department as a de-escalation intervention.A restorative process will begin as quickly as possible to facilitate a pupil’s return to class following time in the Support Department, and ensure minimal disruption to learning and teaching.
* A young person may be withdrawn from a class to receive additional targeted support where this has been agreed with parents as part of the ASN planning and review process.

This arrangement may be a short or long term measure and will be subject to regular review.

**Staffing**

* The Support Department will be staffed at **all times** by:
* a DHT/PTG **and**
* a Support for Learning PT or teacher

In addition, a classroom assistant will be timetabled during period 1 each day to assist staff.

**Communication**

* All staff are notified of the pupils in the Support Department through the dally bulletin.
* A weekly timetable is made available to inform staff of each pupil in the Support Department for regular support.
* Pupils who attend the Support Department for regular support have action plans outlining specific arrangements. All staff are expected to be familiar with all pupil plans
* Classroom Assistants will collect work from subject teachers at the start of each day to ensure that pupils in the Support Department continue to access the full curriculum. Class work completed in the Support Department is returned to class teachers at the end of each day using appropriate forms.
* If a young person is referred during the day, the PTG, PT Support for learning or DHT will liaise with class teachers to arrange appropriate work.
* SLT will complete the daily Support Department record with details of length of time the pupil will spend there and the reason for the referral.
* SLT and Guidance staff will complete the daily Support Department log indicating those students who are required to spend additional time in the department over interval and/or lunch breaks.
* Support Department staff will keep a record of the work that pupils complete in the log and record details of the support which has been provided. This can be found in Staffshare> Support Department folder> Support Department Daily Log
* A termly report providing analysis of the supports and effectiveness of interventions will also be available for all staff to view on Staffshare.

**Return to Mainstream Classes**

* For most pupils, referral to the Support Department is a short term strategy intended to support and respond to immediate needs as well as to provide time and opportunity for the young person to reflect on any challenges and explore how he/she might restore relationships, thereby allowing them access to mainstream classes as quickly and effectively as possible

**Appendix 8**

**Referral Flowchart**

Class Teacher writes the referral and details actions/sanctions they have applied before transferring it to PT

Remember to click *Information only* if you need no further action from your PT

PT fills in a comment and gives details of the action they have taken before clicking Transfer Up to the appropriate member of SLT. Please remember that it is the responsibility of the PT to deal with departmental referrals in the first instance. Referrals should not simply be passed on to SLT for action unless it is a serious incident which requires SLT intervention.

Remember to click *Information only* if you need no further action from SLT/PTG.

SLT receive all referrals for their House. SLT can take action if appropriate or Transfer Across to PTG.

PTG signs off all referrals for the House.

To view a referral, go to Behaviour, Referral System, Manage referrals. If nothing appears change the option at the top to ‘Referrals I am involved in’ and then next.

Managing Referrals – PTs

Displayed at the top or your click + Go screen means that

you have a referral waiting.

Click on this button to find out which pupil(s) have a

referral.

From your menu go to;

* Application
* Behaviour
* Manage Referrals

RED text is a new referral

Blue text is a referral in progress

Black text is a closed referral.

* Click on the pupil and then next.

The referral information should display.

* Fill in the action taken and a comment.

Once the PTG or SLT member has dealt with the referral they too will enter a comment. This can be viewed by going to;

* Application
* Behaviour
* Manage Referrals – click on the appropriate pupil for feedback

You may have to change the *Search* to ‘Referrals I am involved in’ to view older referrals.

Remember that –

Blue text is a referral in progress

Black text is a closed referral.