

Positive Relationships Policy

Our school vision is:


Always to choose kindness and create a respectful environment where staff and pupils can inspire each other to achieve their goals and become life-long learners.

Our school values are:


Ambition Respect Community

Positive relationships are vital for effective learning and teaching to take place and to ensure all of our young people have a climate for a learning that allows them to reach their potential. We have a role to play as staff across the school in relation to being positive in our communication with young people. We must have a consistency of approach in regard to our **expectations** (see appendix 1) in and out of the classroom and ensure these are communicated explicitly to all of our learners. These high expectations, linked directly with our school vision and values, must be prevalent in all classrooms and in our work beyond the classroom. By ensuring consistent application of our Knox 90 we ensure a positive start to the beginning and end of lessons.

Knox 90 is:



AMBITION
RESPECT
COMMUNITY



Please remember our expectations are :

90

1. Take your **seats** and **get ready** for our Lesson Starter.
2. **Remove** outdoor jackets, scarfs, hats, etc.
No hoodies/ ripped jeans are acceptable.
3. Writing **equipment**, jotter/ Folder, etc.
4. Mobile Phone in your School bag, on **silent**.

In order to support our climate for learning and positive relationships across Knox Academy, we have a five stage/stepped interventions approach that staff should use. These are:

1. Verbal Reminder
2. Scripted Responses
3. Restorative Conversations (with CL/DHT present if required)
4. Curriculum Support Room
5. On-Call Manager

1. Verbal Reminder – staff should remind pupils about their expectations of the task they should be completing and to help them focus upon it; the behaviour they are expecting to see or the value they are expecting the pupil to show. This should also be framed in a short/concise positive phrase to re-engage the pupil in the behaviour you wish to see.

2. Scripted Responses – these are good to use as set phrases to encourage the pupils to adopt the behaviour you wish. Some of the useful phrases suggested are: jackets off, thanks; phones in bags, thanks; silent work, thanks; thank you for being respectful and not speaking over others etc. Staff can also create their own bank of scripted responses. The aim of scripted responses is that pupils also get to know these and what is expected of them. They are short in form to help ensure relationships are kept positive through positive framing of expectations.

3. Time Out (Restorative Conversation)

If 1 and 2 have not accomplished the goal of the young person being on task and engaging positively there may be a need to have a conversation with the young person about your expectations. This should be done in a quiet place and not in front of other pupils (remember the saying, 'praise in public, reprimand/discuss in private'). Restorative conversations should focus on the identified behaviour and how you can work together, in a positive manner, to ensure that the behaviour expected can be achieved and the pupil can resume their learning in the classroom with their peers. This should be recorded on a pupil referral form so Curriculum Leader and teacher both have a record of this.

If you need support with how to conduct a restorative conversation please speak to your Curriculum Leader who can advise you on this or accompany you in a conversation with the pupil (if being carried out at a later stage).

4. Curriculum Support Room – this is an internal faculty arrangement that can be used where repeated behaviour has been shown, over a period of lessons or time, and the pupil is removed to focus on their learning in another classroom/SfL room or staff base. This is arranged through the Curriculum Leader. This provision allows pupils time to reflect on expectations and for the teacher to focus on the learning

and teaching of the class without interruption or disruption. The CL should also carry out a restorative conversation with the pupil and the class teacher/pupil before the pupil is re-integrated to class so expectations are agreed. A pupil's removal to the CSR should only be short term and it is expected they rejoin the class as soon as possible.

5. On-Call Manager – this should only be used in exceptional circumstances. If it is used too quickly and for minor concerns regarding a lack of pupil engagement or where a restorative meeting should have been the route, this undermines this system and may mean that the on-call leader is unable to support another member of staff at this time. Please enlist the support of your CL in the first instance if they are available and not teaching. If you have a hot spot/a class where building positive relationships is more challenging, please seek support from your CL, Pupil Support Leaders (House) or your faculty's DHT link or add to our 'On Call Hot spot list' in the office. We are here to support you to ensure relationships are strong between teachers and learners in all classes. However the most positive relationships are the ones where teachers are empowered to manage their classroom relationships as best as they can and try all options before enlisting support from their CL, Pupil Support Leaders or DHT. Using peers to observe classes where the pupil is doing well in another faculty can also provide support for classroom practice and can afford an opportunity to build relationships with pupils in a different subject area that you can then take back to your own classroom. It also provides a platform to talk to the other teacher about their approach to how they built that positive relationship with that pupil so they are engaging in their class.

All On-Calls should be followed up by a pupil referral.

Our one page blueprint for creating positive relationships in classrooms at Knox Academy is found in Appendix 1.

Knox Academy

Positive Relationships



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Visible Staff Consistencies

1. Meet and greet learners at door and Knox 90.
2. Consistent language used by class teachers.
3. Teacher to dismiss class in an orderly manner.

Expectations

1. Work to the best of your ability. **(AMBITION)**
2. Treat others as you want to be treated. **(RESPECT)**
3. Be part of your learning **COMMUNITY**.

Over and Above Behaviours

1. Praise Postcards.
2. Positive Recognition Boards.
3. Hot Chocolate Friday.

Ambition | Respect | Community

Stepped Interventions

1. Verbal Reminder.
2. Scripted Responses.
3. Time Out. (Restorative Conversation)
4. Curriculum Support Room.
5. On-Call Manager.

Microscript 2 second interventions

1. Jackets off, thanks.
2. Phone in bag, thanks.
3. We don't talk over others, thanks.

6 Restorative Questions

1. What happened?
2. What were you thinking?
3. How did this make you feel?
4. Who else has been affected ?
5. What should we do to put things right?
6. How can we do things differently in the future?