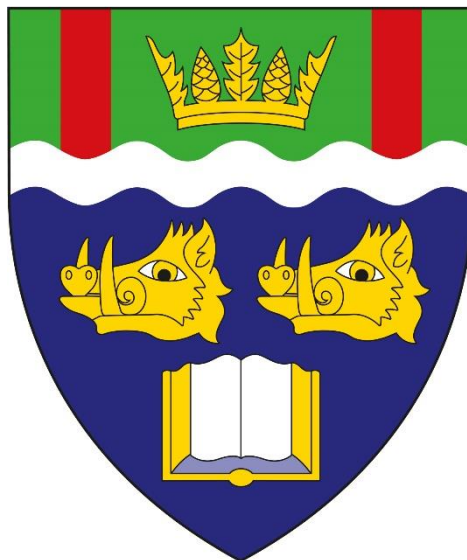


ABOYNE ACADEMY

POSITIVE SCHOOL CLIMATE

Updated November 2023



This document has been produced in conjunction with parents, pupils and staff of Aboyne Academy

“Restorative approaches allow adults to model emotional literacy and develop the student’s empathy, so that their drive to behave in a negative way is challenged not by sanctions but by the impact the behaviour has on others in society.”



“To work in a restorative way, individuals need to be safe from harm’s way and they must understand the boundaries. The responsibility of the adults is to ensure that students are staying within those boundaries and that they are accountable for their behaviour.”

“How to become a restorative school: The case for embracing it”

Tom Procter-Legg

TES Scotland, 2nd March 2018

INTRODUCTION

Where there are good relationships in schools, there is better behaviour. Where behaviour is positive, there is less disruption to learning and teaching and as a result, more learner engagement. This leads to better attainment, increased confidence and enables pupils to experience achievement and success. This is exactly what we need in order to have a Positive School Climate.

It is each member of staff's responsibility to notice, respond to and nurture the day-to-day behaviours and aspects of our young peoples' wellbeing. It is essential that we value each child and young person as an individual, taking account of their strengths and learning needs. Getting to know our pupils and building relationships where pupils feel supported in their learning is a priority in Aboyne Academy. We do this by committing to using restorative approaches across all interactions with pupils and in our responses and solutions to behaviour issues. We respond to and address the behaviour, not the individual, and focus on repairing harm to restore relationships, rather than assign blame and issue punishments which do not support learning, or improve or change the behaviour.

By valuing positive relationships, and combining this with high quality learning and teaching, we are able to establish and promote positive behaviour across the whole school community. It is the expectation that all members of the school community, including staff, pupils and parents/carers, will actively engage in and promote restorative practice in order that we maintain a Positive School Climate for everyone.

Our policy complements and supports -

1. Our values:

- ✓ Respect
- ✓ Determination
- ✓ Compassion

2. The 4 Capacities of a Curriculum for Excellence

A positive behaviour policy will support our pupils to become:

- Responsible Citizens
- Effective Contributors
- Successful Learners
- Confident Individuals

CLIMATE PRINCIPLES

- ✓ Children and young people are offered learning experiences which match their needs, provide them with opportunities for success, and sustain their motivation and attention.
- ✓ Staff take time to build caring relationships and treat children, and each other, with respect.
- ✓ Children and young people are supported to develop the skills required to manage their feelings and behaviour and to relate positively to others.
- ✓ Children and young people are encouraged to take responsibility for repairing harm when there has been conflict.
- ✓ There is a positive climate of openness and trust allowing staff to seek support when they have concerns or difficulties.
- ✓ Staff understand and share a commitment to applying school policy and restorative approaches in a consistent and equitable manner.
- ✓ Effective and timely communication takes place between home and school through the work of Principal Teachers, Principal Teachers of Guidance, the Senior Leadership Team and other members of staff.
- ✓ Parents and carers are aware of the principles and practices behind the Positive School Climate. Parents and carers should work in partnership with the school and support the school in implementing positive behaviour.
- ✓ All professionals working in partnership with the school adopt the same principles and practices when engaging and working with young people.
- ✓ The evaluation of the effectiveness of the restorative approach and the establishing of a Positive School Climate should regularly take place.

"In a punitive system, you know the rules and you apply the sanctions, but in a restorative system, it is about the students knowing the rules because they believe in them. They understand why the rules are in place, they invest in relationships and it actually matters to them if they or their peers break the rules."

"How to become a restorative school: The case for embracing it"

TES Scotland, 2nd March 2018

USING MOBILE DEVICES APPROPRIATELY

Mobile Phone use in classrooms

At Aboyne Academy we recognise that mobile phones are an integral part of life for most adults in society and are committed to developing responsible use of them by young people. Our approach to ensuring appropriate use of mobile phones in lessons has been developed through focus groups with Aboyne Academy pupils in 2022.

Staff will use a traffic lighting system to inform pupils of the expectations for each lesson. This will be communicated by either the digital traffic light image on presentation screen or via the hard copy in the wall pockets provided. Teachers may choose to change the status during a lesson (for example period 1 of a double might be red but period 2 might be amber.)

Red – We have agreed that mobile phones should be stored in bags from the start of the lesson. We have agreed that mobile phones should not be removed from bags if a pupil asks out to the toilet.

Amber – We have agreed that mobile phones should be away in bags unless the teacher says they can be used for listening to music while working. We have agreed that mobile phones should not be removed from bags if a pupil asks out to the toilet.

Green – We have agreed that mobile phones can be on desks and pupils may be asked to use them as part of the lesson. We have agreed that mobile phones can be stored in bags or given to the teacher if a pupil asks out to the toilet.

If an innocent mistake occurs such as an alarm going off or a phone in bag not having been put on silent, this should be dealt with sensitively.

Should a pupil have a specific reason for needing access to their phone during a lesson (eg S6 pupil waiting for UCAS response) this should be discussed with the class teacher. Some pupils who have ASN may use mobile phones as a calming device if this is the case then this will be communicated clearly with the classroom teacher in the information contained in the Broad Profiles on Sharepoint.

Consistency

For red and amber lessons, if a pupil refuses to appropriately store their phone they will be given a clear warning by the teacher. If a pupil continues to refuse to store their mobile phone, they will be given a feedback sheet to complete which the class teacher will pass on to the PT. This will be shared with the pupil's parents.

If a pupil is refusing to engage with the restorative process and is still using a phone inappropriately it is important to inform the pupil that it will be followed up after the lesson. The teacher would then follow the Positive School Climate process and a SEEMIS referral will be created.

POSSIBLE RESPONSES/ACTIONS

The Positive School Climate guidance is designed to enable consistency and equally allow for flexibility in order to meet the needs of all our young people. The consequences are suggestions and should be used consistently and proportionately.

C1: Consequence within the classroom – Class Teacher

- Restorative interactions/tactics from the beginning of each lesson
- Tactical ignoring
- Verbal Warning/Change of seat
- Cooling off period
- Restorative conversation with pupil
- Move to a neighbouring room
- Setting targets for next lesson
- Liaise with PTGs/ASL if appropriate

C2: Consequence within department/faculty – PT (Faculty)

- SEEMIS Referral to PT/Faculty Head for support if C1 not leading to improvement
- Temporary removal of a pupil from class
- Discussion with pupil and repair with class teacher using restorative methods
- Faculty behaviour monitoring card
- Use of 'good neighbour' system – identify problem periods and use this approach
- Liaise with ASL/Guidance
- Faculty reflective exercise/opportunity at a lunchtime
- Letter home

C3: Consequence beyond department/faculty – SLT/Guidance

- SEEMIS Referral to SLT if persistent and no improvement at faculty level
- Removal from class and faculty/department – work must be provided by class teacher
- Restorative meeting led by SLT/Guidance with pupil and staff member
- Whole school behaviour monitoring card/Exit card strategy
- Contact home and/or Parent/carer meeting
- Referral to Educational Psychology/Pupil Support Practitioner/External Agencies
- Referral to Set for Life/Life skills programme in Wellbeing Suite
- Single Agency Action Plan/Multi-agency Action Planning Meeting where appropriate.
- Alteration or reduction to curriculum and timetable
- Alternative to Exclusion Programme
- Exclusion – Last Resort

All SERIOUS incidents should be referred directly to SLT via school office

SEEMIS REFERRAL SYSTEM

The SEEMIS referral system should be used to communicate any ongoing or serious concerns.

- ✓ With the exception of serious incidents all behaviour referrals should be passed on to the appropriate Faculty Head in the first instance.
- ✓ Pastoral concerns can be passed on to the relevant Guidance Teacher.
- ✓ Serious and ongoing incidents should be referred to the appropriate DHT (linked by House Group).
- ✓ PTs and DHTs should check SEEMIS referrals daily and respond quickly to any concerns arising

See Guide in Shared Area for guidance on how to make a referral using SEEMIS.

[Aboyne Academy Positive School Climate](#)

RECOGNISING POSITIVE BEHAVIOUR

The whole school system for promoting and recognising positive behaviour helps to foster our school values and our Positive School Climate. It also rewards the efforts of each individual and contributes to the promotion of House ethos and identity.

There are three elements to the system:

1. Routine and informal strategies

This includes verbal feedback and positive encouragement, written comments on jotters and planners, behaviour logs and reports.

2. Merit Points added via SEEMIS for:-

- Consistently meeting our Positive School Climate expectations.
- Much improved effort in class
- Being consistently diligent and cooperative.
- Much improved behaviour
- Recognition for positive community contribution
- Other – faculty/teacher discretion

A pupil merit certificate will be issued when a pupil has achieved 10 merits and 1 point will also be added onto the appropriate House total.

3. Certificate of Achievement system

The Certificate of Achievement system recognises pupils in each of the following categories:

- A particularly good effort all of the time in class.
- Especially good improvement in class work.
- An outstanding piece of class or project work.

The procedure for awarding certificates of achievements is detailed below:

- a) Twice each session (normally in November and March) all teaching staff are asked to submit a form nominating pupils in each of their classes who they consider to be worthy of a Certificate of Achievement.
- b) The nomination forms are passed on to the Depute Head Teacher (Attainment and Achievement) who is responsible for the system.
- c) Certificates showing the subject, pupil's name and teacher's name are presented to pupils at year group assemblies.
- d) The number of certificates of achievement awarded to each House is tallied and House Points are awarded for the greatest number of certificates in each year group.

- House in first place - 4 points
- House in second place - 3 points
- House in third place - 2 point
- House in fourth place - 1 point

EXPECTATIONS AROUND SCHOOL

It is important that staff encourage pupils to maintain high standards of behaviour when they are not in class; at break, lunchtime, when moving between lessons or when representing the school on trips or visits. All staff play a crucial role in modelling and responding to behaviour of pupils in corridors, social areas, the canteen and the school grounds at these times. Unacceptable behaviour around the school will not be ignored and the Positive School Climate guidance and referral system should be used where required.

The school will be a calm, welcoming and safe place for all, if all members of the school community encourage and reinforce positive behaviour in corridors, social areas and the school grounds. Immediate communication and restorative interactions will resolve most problem behaviour in these areas for the majority of pupils. All members of the school community are expected to report or intervene where appropriate, ensuring that the relevant member of the Senior Leadership Team or relevant Faculty Head are informed in order that action can be taken.

Staff should routinely aim to be at classroom doors at the beginning and end of lessons. This presence will help welcome and promote positive behaviour while pupils are moving around the building. If pupils enter class in a calm and orderly manner this helps to establish routines and encourage good behaviour and focus during lessons.

In Serious situations the following options should be considered:

- Seek assistance from any other colleague who may be in the vicinity
- Contact the main office by MS Teams or by sending a messenger and ask that a member of SLT be contacted to provide assistance.
- Tell the pupil involved to report to the school office and ensure that the reason for this is quickly passed on, either directly to SLT or via the school office.

PUPILS REQUIRING SPECIFIC SOCIAL, EMOTIONAL OR BEHAVIOUR SUPPORT (SEBD)

Support for pupils regularly presenting with behaviours which impact negatively the learning of themselves and others, and for whom the Positive School Climate policy alone is not effective, is identified through a series of planned procedures and discussion. These include:

- Weekly pupil welfare meetings.
- Evidence generated from behaviour logs and referral system.
- Diagnosed Additional Support Needs.
- Concerns expressed by pupils/parents or carers/staff to Guidance.
- Parental concerns – where behaviours may manifest at home but not at school.

Behaviour is an attempt to communicate and it is our responsibility as a school to address the needs of all our pupils. Poor behaviour can communicate difficulties with learning or the learning environment and for some pupils other factors come into play including social, environmental and psychological challenges. All pupils come to school with some level of unmet need and it is the responsibility of all school staff to support and nurture our pupils. The hidden curriculum is important for these pupils; modelling positive communication and behaviour is key.

The pupil welfare team, including Guidance, SLT, Additional Support for Learning, SEBD and Faculty staff, and pupil support practitioners, work together with pupils and families, to minimise barriers and to plan responses which support pupils and class teachers to improve learner engagement and wellbeing. For some pupils the planning may involve a reduction in curriculum, the option to use exit cards, mentoring, coaching, enhanced provisions and alternative responses to behaviours including behaviour monitoring log books, all supported by the Positive School Climate Policy. We aim to support pupils in developing confidence and enthusiasm for learning and to ensure all pupils gain skills, awards and qualifications in order to maximise their choices beyond school.

We seek to avoid blame in order to avoid further conflict, and work with and for pupils and families. We aim to act upon the factors within our control and seek external support from other agencies when required. We can make referrals to our CSN pupil support practitioner, our Intervention worker and to Educational Psychology for specialist or individually focussed input. Where there are other contributing factors, then additional agencies including Community Learning and Development, Social Work, Health services and Youth Justice or Police join the team in developing and delivering individualised support packages. In all cases, provision within the school will match the needs of the individual child and will take into account their personal circumstances.

“Communication is an unmet need: between 35 per cent and 50 per cent of children with speech, language and communication difficulties also have behavioural difficulties – Behavioural difficulties are skills gaps that need to be filled, much like we do when we teach reading and writing.