

Promoting Positive Relationships 2023/2024

Vision

At Irvine Royal Academy, we *believe in better!*

We strive to develop a community that is committed to academic and personal excellence. Our ultimate goal is to maximise the potential of all learners in our school. We provide a range of opportunities and challenging learning experiences. We are a caring, kind and inclusive. We promote an ethos of trust and mutual respect for all.

We are restorative in our approaches. Our values of Ambition, Respect and Responsibility are embedded in all that we do. Our PPR procedures layout our expectations of young people to ensure that they remain on track. All behaviour is communication and we are highly mindful of this when managing young people and supporting them to self-regulate.

Being consistently nurturing is about ensuring that discipline experiences, when they happen, are as constructive as possible, the alternative being destructive and can lead to enduring anti-social behaviour (Skiba 2006).

Royal Recognition

Within Irvine Royal, we regularly acknowledge and celebrate pupils who embody the school values. We highlight their achievements throughout the course of the school year. We plan recognition outings at the end of the academic session – pupil voice shapes the activities offered.

Throughout the course of the year, there are opportunities for departments and faculties to acknowledge pupils who work consistently well over the course of each month. The monthly awards will be based on pupils “living” by the core values as set out in the ‘Promoting Positive Relationships’ policy. These pupils will be:

- **Ambitious** – they make their days count and show their desire to learn and achieve their goals in everything they do, they believe in better
- **Respectful** – their actions towards others are always positive. They accept that everyone is unique and treat others as they wish to be treated
- **Responsible** – they lead by example and demonstrate an understanding that their actions have consequences

Departmental Recognition

To nominate a young person for a Royal Recognition, departments will highlight pupils via the shared workbook stored on the network, this will be done each term – a text alert will be sent home to Parents/Carers.

Departments will issue their departmental certificates to pupils each term, this will be captured and shared on social media to recognise the hard work and effort of our young people.

Monthly Recognition

Staff will be afforded the opportunity to nominate pupils for a monthly **HT Excellence Award** if they feel that pupils have gone above and beyond in their demonstration of the school values. A monthly **‘Afternoon Tea with the HT’** will be scheduled to recognise this values based achievement.

Staff will issue a **‘Living the Theme’** token to an identified pupil in their class. That pupil will gain recognition for embodying the ‘Theme of the Month’ as selected by the Pupil Prefects.

Term Recognition

Each young person automatically receives a merit for each period of the week. They will retain that merit if they uphold the school values, attend class and actively engage in their learning. This means that pupils have the opportunity to gain 32 merits every week.

Pupils will lose **ONE** merit during a period when they do not embody the school values of Ambition, Respect or Responsibility. It is imperative that staff let pupils know when they have not retained their merit. It is important to acknowledge when pupils are retaining their merit – this should be celebrated.

De-merits are recorded on the system and will be deducted from the total number available. All pupils will start the following week with a refreshed total of 32 merits.

Pupils with 90% and above of their available merits and 90% and above attendance (there may be adjustments made when a young person has been unwell) at the end of each term, will be recognised through Royal Rewards – this will be displayed on the board outside the DHT offices and a text alert will be sent home.

Termly Royal Recognition will go towards the **Royal Rewards Day** at the end of the academic year. Pupils who receive a Royal Recognition for each term will be awarded Gold status and be given first choice of the reward trips on offer; those who receive 2 termly Royal Recognitions will be awarded Silver status and will be offered second choice on the reward trips and those gaining 1 termly Royal Recognition will be awarded Bronze status and will be offered third choice on the reward trips.

PPR Responsibilities

Staff

Within Irvine Royal Academy, all teaching staff will establish positive working routines within their own classrooms. Teachers will understand the needs of all learners and will plan their lessons to effectively meet their needs. Teachers should have consistently high expectations of behaviour and attitude and take

a consistent approach. Praise, should be used, where appropriate, to build upon positive relationships. Staff will follow the procedures within the policy to ensure that all pupils experience consistency across the school community and within departments.

Irvine Royal Academy Class Charter *(see appendix 1)*

Within each learning space, we have a consistent approach to classroom management:

- Be respectful of others
- Be prepared for learning
- Follow all reasonable requests made
- Use kind words and actions
- Be safe and keep others safe

These are displayed in every learning space in our school *(see appendix 1)*

There will be clear and consistent classroom routines in all areas of the school:

1. Pupils will be met at the door
2. The register will be read out to the class within the first 5 minutes
3. Outdoor wear will be removed
4. Learning will be explained through the use of differentiated Learning Intentions and Success Criteria
5. Mobile phones will be used to support L&T but will be out of sight, if not required

All teachers will model Visible Teacher Consistencies, as mentioned above, and will also adopt a first attention to best conduct approach (notice those behaving well first) and will offer a clean slate approach for every lesson. Further guidance relating to classroom management and PPR can be found in Appendix 4.

All teachers will use over and above recognition by:

1. Using praise, where appropriate
2. Recognising and discussing a pupil retaining their merit
3. Displaying Pupil Work
4. Offering Recognition *(Stickers, Twitter, Royal Recognition, Praise Postcards, Nomination for HT Awards, Faculty celebrating success)*

Staff are encouraged to use the following Interventions to support positive behaviour:

- Numerous drive-bys from the teacher (opportunity for a quiet word of encouragement)
- Quiet private warning
- Calm discussion in corridor
- Move pupil seat
- Action support from FH who will use their professional judgement to decide how best to manage the situation within their department e.g. restorative conversation, host in room, departmental card etc

The aim is always to de-escalate challenging situations to prevent confrontation.

Faculty responses to behaviour should be constructive, relevant and timeous. All staff and pupils should be clear about behaviours that will not be accepted, supports may include:

- Departmental Monitoring Card
- PTPS/DHT monitoring card
- Phone text/call home
- TAC/Parental Meeting
- Removal from class/classes for the remainder of day
- Reflection
- Privileges removed (school teams, trips etc)
- Reset
- Exclusion (serious breaches)

All teachers will follow a stepped intervention process (with the exception of major incidents). Prior to a **CAUTION** being issued pupils will be given the chance to modify their behaviour. A quiet, private **WARNING** will be given to allow the pupil to rectify their choices. The teacher may then decide to move a pupil seat or have a calm discussion in the corridor (**pupils will not be out of the class for more than 5 minutes**). This would constitute an **ACTION** and the issuing of a demerit should follow.

If pupils continue to display behaviours that are not conducive to learning & teaching, then support from FH and then Radio Cover should be sought – this will also include a referral being generated and the young person being issued with a lunchtime reflection with the class teacher and/or FH.

Issues resulting in a referral and a lunchtime reflection will be logged centrally – this will allow all FHs to schedule accordingly. There is also a central record-keeping system that FHs complete to alert home of an incident – the text home is actioned by the Admin staff.

If a young person does not attend reflection then they will be placed on Reset for the next period they are in that subject area with that teacher.

**** This is not a staged process that is shared with the pupils, but more a checklist that teachers should be working their way through, where required****

We employ a Radio Support System (*see appendix 2 for further clarification*) for 32 periods across the week in order to minimise disruption to learning & teaching. All radio calls are logged centrally and analysed by SLT. When all support strategies have been utilised by the class teacher and the FH is not available to support further, a Code 1 can be called. If a young person leaves the class without permission the teacher should give them 5 minutes to return before submitting a Code 2 via the radio system. If a serious incident has occurred then a Code 3 should be called – the Campus Cop will endeavour to attend this as a further support.

Pupils

Within Irvine Royal Academy, we ask that all pupils demonstrate the school values. We want every pupil to be ambitious for themselves, their peers and our school community. We encourage pupils to work with their teachers to get the very best out of their learning experience. We ask that everyone within our school community contributes to the ethos of the school, shows respect and takes responsibility for their own learning.

We know that some pupils struggle to consistently make positive choices that support their learning and that of others. Actions have consequences and thus if a pupil is issued with a reflection then they should attend the department the following lunchtime to discuss and reflect on their choices and behaviours. The aim is to restore and repair the situation as quickly as possible and to ensure that the pupil can return to class the next period and re-engage in learning.

Additional Information

Whilst the processes outlined above will work for the vast majority of our young people, there will be some situations where the process is not appropriate. A serious incident which risks the safety of others should result in an immediate Code 3 via the radio system – PC Lewis, our Campus Police Officer, will endeavour to attend these as an additional support for the staff member on duty.

- *When a serious incident occurs (Code 3), the pupil will automatically be removed from the class the following period (that they are timetabled for) or longer, depending on the nature/severity of the incident. They will be supervised by their HoH during this time. HoH will meet with Faculty Head and/or Class Teacher prior to the pupil returning to the class.*

Behaviour Text Home

- This will be issued by the PT/FH should a pupil fail to engage with the various de-escalation strategies applied prior to this “stage” in the PPR and should be outlined in the referral generated.
- The PT/FH will log information centrally which generates a text home – these are actioned by the office at the end of the school day. This central log provides SLT with a holistic picture of where/when incidents are happening. High level messages will be shared with ELT and further support actioned, as required.

Reflection Time

- This will take place within Faculties. Each Faculty will devise their own rota to supervise reflection.
- The Faculty Head will log information centrally which generates a text home – these are actioned by the office at the end of the school day.
- The Faculty Head will remind the pupil that they have lunchtime reflection on the morning that they are due to attend the Faculty at lunchtime.
- If a pupil fails to attend their lunchtime reflection, they will be placed on Reset for the following period that they have that subject – it is the responsibility of the Faculty Head to update the central record of this and alert the pupil that they should now attend Reset.

Reset Room

- The Reset room allows for a pupil to reflect on their actions and choices.
- The Reset room is used by pupils who are removed from class or fail to complete departmental reflection. Pupils will report to Reset for the next period that they have that teacher for that subject. The Faculty Head will populate the Reset spreadsheet by 8:30 am each day to reflect who should attend on each day.
- During Reset, pupils will complete a reflection sheet, with the support of the staff member on duty. They should then complete subject specific work that has been made available to them in the Reset Room.

- The staff member on Reset duty will use the Extractions system on SEEMiS to show that the pupil has attended and will colour code the Reset spreadsheet to reflect attendance – red if not attended, green if attended.
- If a pupil does not attend their Reset period it is the responsibility of the Faculty Head to re-assign this and to explain this to the pupil. If a pupil misses 2 periods of Reset, the Faculty Head should restore the situation, this can be done in tandem with the relevant House Team, and the pupil should return to class thereafter.

Referrals

As stated above, referrals are generated by the Class Teacher in line with PPR policy. Class teachers will select one reasoning for the referral and populate the comments box with factual information about the incident, the STAR (see appendix 3) structure approach may be used.

Referrals are transferred to the Faculty Head for action with all actions and interventions taken by the FH being noted in the comments box. It is expected that the FH will be proactive in addressing the situation and working with the pupil and class teacher to restore the situation and re-engage the pupil in their learning in the classroom in a timeous fashion. If the FH has successfully restored the relationship, this should be noted in the comments section and then closed by the FH.

If the FH is unable to restore the situation then the pupil will be referred for Reset – this should be noted on the referral and the Reset spreadsheet populated as per guidance above. The pupil will have 2 opportunities to attend Reset and the referral should be updated to reflect this. If the pupil completes Reset then the FH should note this on the referral and forward it to the relevant HoH for information only (information only box should be ticked), this referral should then be closed by the relevant HoH.

If the pupil does not complete Reset but has missed 2 period of learning, the FH is responsible for re-engaging that pupil in the class. The referral should be updated to reflect this and forwarded to the relevant HoH for action. HoH will update the referral accordingly and then forward to the relevant PTG for information only, this referral should then be closed by the PTG.

There will be times where a Class Teacher feels a Wellbeing Referral is required and these should be generated using the referral system in SEEMiS however the '*Other*' option will be selected to identify referrals of this nature. Where it is appropriate, this will be forwarded to the FH for action/information and then to the PTG for action. In certain cases, Wellbeing Referrals will go directly to the PTG. PTG will action accordingly and update the Class Teacher, where appropriate. The PTG will forward the referral to the relevant HoH for information and this will then be closed.

Parents/Carers

Parents/Carers can support their young person with this policy by reinforcing the importance of positive behaviour and choices. Parents/carers should communicate with the school and work alongside us to support positive behaviours. We ask that parents/carers support Irvine Royal Academy by ensuring that their young person attends school every day and is prepared to learn.

Mobile Phones

The use of mobile phones to support learning and teaching is encouraged throughout each faculty area.

The class teacher must give permission prior to mobile phone usage. If permission is not granted, mobile phones should be out of sight.

If a young person chooses to ignore this expectation, a warning will be issued by the class teacher. This gives the young person the opportunity to put their phone away and re-engage in their learning. If a young person chooses to ignore the request made, a de-merit using the category of mobile phone should be issued.

We value the support of parents/carers in ensuring that mobile phones are used only to compliment learning and teaching.

School Uniform

We expect our young people to proudly wear their uniform at all times. Everyone in our school community had a voice in developing our uniform. Non-uniform should be removed in class.

All pupils are expected to wear:

- White, Royal Blue or Black polo shirt with school badge
- White shirt with School tie – Blue tie (BGE) and Black tie (Senior Phase)
- Black or Royal Blue jumper, hooded top with school badge or cardigan
- Black trousers, skirt, jeans or leggings with school badge
- A school blazer (not mandatory but encouraged)



Practical Classes

Pupils are expected to enter and leave the PE department in their full school uniform but must change into practical attire to take part in PE - football tops are **not** permitted. If pupils have forgotten their PE kit, they can borrow some of the department kit in return for an item deposit.

Within the Home Economics Faculty, pupils must remove flammable items of clothing, aprons should be worn and long hair should be tied back when cooking.

Within the Technical Faculty, pupils are expected to wear an apron. Long hair should be tied back and loose clothing removed for safety purposes in the workshops.

Within the Science Faculty, during practical work, hooded tops, outdoor clothing and any flammable items of clothing must be removed to allow for participation.

House Teams work collaboratively to ensure that the uniform policy is applied consistently across the school. Uniform is tracked in Registration and followed up, as appropriate, by House teams. Young people will be provided with uniform from **Royal Resources** as and when appropriate.

Corridor Conduct

All members of the school community should keep to left when walking along corridors and when going up/coming down the stairs.

Food

All food purchased in the Canteen must be eaten in the Canteen. Packed lunches may be consumed in the Canteen. Food purchased from outside (chips/pot noodles etc) should be eaten outside – they should not be brought into the Canteen.

Food and drink should **not** be consumed in the corridors or internal social areas (Exhibition Area/Sandy Road Area).

Pupils who attend lunch groups/activities, will be granted permission to take their lunch to the identified area only if they have a pass and this is allowed by the area they are visiting. Food should be sealed until arrival at designated area.

Appendix 1 – IRA Classroom Charter



Appendix 2 – Radio Codes

Radio Protocol		
Teacher stated – Code Number; Name; Department; Room Number; Pupil Initials		
Code	Meaning	Radio Support
1	Continued pupil disruption to L&T (<i>PPR policy should be followed first</i>)	Re-engagement with lesson as appropriate (dependant on volume of calls, person on radio duty may not be able to support in-class & so may need to house out with for remainder of the lesson)
2	Pupil left class and has not returned after 5 minutes; corridor disruption	Person on radio duty will attempt to locate young person and support as appropriate (person on radio duty may not always arrive at location due to either intercepting or because a code 1 or code 3 has been called)
3	Endangering Health and Safety of others	Pupil will be removed from class with immediate effect. PC Lewis will endeavour to attend as an additional support.

Referrals – STAR

- **Situation** – set the context, include the steps of the classroom management procedures that you have followed
- **Trigger** – what happened that caused the young person to behave in such a way that caused a referral to be generated
- **Action** – demonstrate the actions that you took to de-escalate the situation and try to restore it
- **Response** – detail the response from the young person linked to your action stated above

You may use the initials of the 4 steps in your referral to support the completion of it.

Appendix 4 – useful links to resources/documents

NAC Supporting Needs Resource (GLOW Tile)

[Supporting Needs - Universal & Targeted Support - Home \(sharepoint.com\)](#)