



## **The Nicolson Institute Promoting Positive Relationships & Behaviour**

**Ready - Respectful – Safe**



### **1. Policy statement**

All schools have a Promoting Positive Behaviour policy. At the Nicolson Institute, we are committed to creating an atmosphere where positive relationships and conduct are at the heart of learning.

Everyone in the school community is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

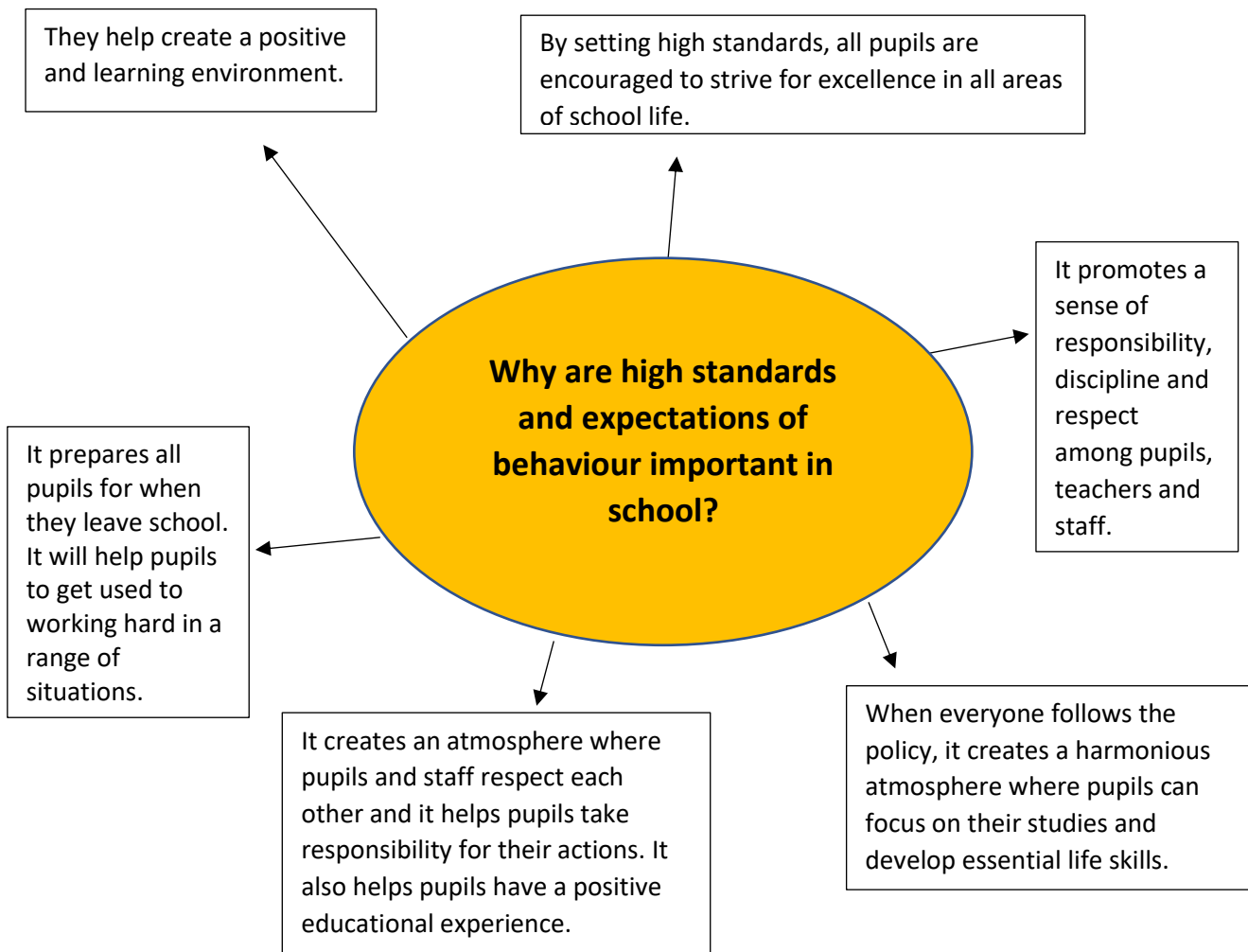
Staff will work together with parents, carers and partners to provide a nurturing environment for all in the school community. This will help to safeguard pupils and their health and wellbeing and to fulfil their potential.

GIRFEC is the national framework which ensures that all young people receive the right help and support they need to grow up to feel loved, respected and included. Getting it Right for Every Child (GIRFEC) is integral to our ethos. We aim to promote, improve and ensure the wellbeing of every young person.

These principles also reflect the United Nations Conventions on the Rights of the Child (UNCRC). Protecting children and young people's rights is essential in order that every child feels empowered to be active citizens in their school, local community and across the world.

The Nicolson Institute is committed to embedding children's rights in our school policies, practices and ethos. The school has been awarded the Rights Respecting Schools Bronze award and is working towards achieving Silver status.

## Why do we need consistent standards of behaviour and expectations?



## What does it mean to be Ready, Respectful and Safe?

<b>Ready</b>	<p>Be prepared for class with the correct equipment/books/folders.</p> <p>Arrive on time to class.</p> <p>Show a high standard of behaviour at all times.</p> <p>Work to the best of your ability in class.</p>
<b>Respectful</b>	<p>Listen to and follow the teacher's instructions.</p> <p>Show good manners and be a good role model.</p>
<b>Safe</b>	<p>Report any concerns or worries to your Guidance teacher/parent/carer or a trusted adult.</p> <p>Pupils can support their peers via pupil leadership or by being an anti-bullying ambassador.</p>

## Responsibilities and Expectations

<b>Pupils</b> <i>(*classroom conduct )</i>	<ol style="list-style-type: none"> <li>1. Cooperate with staff and follow instructions.</li> <li>2. Be ready to learn.</li> <li>3. Treat others with respect.</li> </ol>
<b>Classroom Teachers</b>	<ol style="list-style-type: none"> <li>1. Meet and greet pupils at the classroom door.</li> <li>2. Model positive behaviour.</li> <li>3. Build relationships with pupils and staff.</li> <li>4. Plan lessons that engage and challenge pupils and meet the needs of all learners.</li> </ol>
<b>Parents/Carers</b>	<ol style="list-style-type: none"> <li>1. Engage with our policy values of <b>ready, respectful and safe</b>.</li> <li>2. Work in partnership with school staff to support your child's needs and their learning.</li> <li>3. Support your child to regulate their behaviours and be accountable for them.</li> </ol>

### All staff will support pupils to:

- be included in all lessons
- work to the best of their ability
- help them to achieve and attain in all areas of school life
- be prepared for life beyond school – training, employment, education

## Our school and classroom conduct



### Ready – Respectful – Safe

#### **I am READY to learn**

- I am on time.
- I have taken my jacket/coat off.
- I am not eating or chewing.
- I have put my headphones and phone away.
- I am listening and concentrating.
- I have the appropriate equipment with me.
- I am responsible and accountable for my own actions.
- I follow rules and guidelines agreed by all in the school.

#### **I am RESPECTFUL to others**

- I respect my peers.
- I respect staff.
- I respect my property and that of the school and others.
- I respect myself and those around me.
- I am kind and considerate of others.
- I help to make the school feel inclusive of others around me.
- By being respectful we make others feel valued and supported.

#### **I keep myself and others SAFE**

- I follow instructions when they are given.
- I keep myself and others safe.
- I report concerns to my Guidance teacher or a trusted adult.
- I behave calmly inside and outside the classroom.
- I use strategies to help regulate my behaviour when needed.

## Consequences of poor behaviour and/or disregarding other people's rights

### 1. Pupils are Reminded to follow the policy

A reminder of the expectations to pupils about being **Ready, Respectful, Safe**.

### 2. Pupils will receive a Warning

A clear verbal warning is given to the pupil making them aware of their behaviour and letting them know the consequences if they continue. The pupil has a choice to do the right thing.

### 3. Pupils are referred to the Principal teacher of the Department/Faculty Head who may:

- a. Remove the pupil from the class
- b. Contact your parent/carer
- c. Organise a restorative meeting between the pupil and the class teacher
- d. Contact the pupil's Head of Year/Rector (in some case they may contact your Guidance Teacher)

A **Serious Incident** is an incident that may lead to a fixed term exclusion. Alternatives to exclusion, where appropriate, will be looked at.

*There may be different consequences for pupils who have different needs. A pupil's Additional Support Need may sometimes affect their ability to follow the school code of conduct. The school must also take into account a pupil's personal circumstances when deciding if the pupil is to be excluded and remain at home.*

Below is a list of some of the sanctions that may be put in place by staff.

Category	Possible Responses
Classroom	30 second intervention; Move seats; Remove from the classroom for few minutes; Detention; Referral to Principal Teacher/Faculty Head; Restorative conversation; Letter home (or group call message).
Department	Departmental Monitoring Form; Restorative conversation; Phone call /Groupcall home; Detention; Time out; Principal Teacher/Faculty Head letter home.
School	Referral to a Depute or the Rector; Alternative to exclusion (including <i>SMT supervision</i> ); Parental/Carer meeting; Monitoring form; Behaviour targets; Meeting with other agencies; Supervised detention during intervals.

### Interval Detention

As a consequence, for failing to respond to warnings in the classroom, the Principal Teacher/Faculty Head may issue the pupil with an interval detention.

Parents/carers will be informed of the detention and the reason for this via Group call/telephone call.

Reasons for detention:

- Lateness (more than 10 minutes late to class)
- Corridor misbehaviour
- Failure to respond to class teacher's warnings
- Effort (failing to engage in tasks)



## Appendix 8 – Self Reflection Sheet

Name: \_\_\_\_\_ Class: \_\_\_\_\_

I have been in discussion with a member of The Nicolson Institute staff because:

<b>What happened?</b>
<b>Who was affected?</b>

Consider how your actions impacted the rights of others:

UNCRC Article	Please tick the boxes below that your actions are linked to	Tick	Indicator
14	Every young person has the right to think and believe what they want and practise their religion as long as they are not stopping others enjoying their rights.		Respected
15	Every young person has the right to meet with other young people as long as it is not harmful to others.		Healthy
16	Every young person has the right to privacy.		Safe
19	Every young person should be protected from being hurt and mistreated in body or mind.		Safe and Nurtured
23	Every young person has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community.		Included
28	Every young person has a right to an education.		Responsible Achieving
31	Every young person has the right to relax, play and join in a wide range of cultural and artistic activities.		Active

<b>Why were they affected?</b>
<b>How can you make this situation right?</b>

Signature: Parent/Carer \_\_\_\_\_

Signature: Head of Year \_\_\_\_\_