



**Wester Hailes
High School**

*Enabling all pupils to achieve successful outcomes
regardless of ability or background*

**RELATIONSHIPS,
LEARNING &
BEHAVIOUR
POLICY
2023/24**

Wester Hailes High School

Relationships, Learning and Behaviour Policy

Vision and Values

At Wester Hailes High School we place learning at the centre of all we do, believing that in the right environment everyone can learn and grow.

We nurture and promote partnerships between staff, pupils, parents and the community to encourage all learners to be the best they can be.

We are inclusive, embrace diversity and respect everyone as equal.

We are committed to being a centre of excellence in our Community. Our culture is one that is ambitious, and we promote and support high attendance, achievement and attainment. We are very proud of the positive relationship between and among staff and students.

Purpose

This policy and procedure is based on City of Edinburgh Council policy ([Better Relationships, Better Learning, Better Behaviour \(education.gov.scot\)](#)) and procedure and the views of staff, parents and pupils within our learning community.

In Edinburgh every child or young person irrespective of identity, background or ability is part of a resilient and positive learning community where they feel;

We belong,
We contribute,
We learn,
We are supported and we help others.

Every child should feel secure; nurtured, valued, included and supported within our learning community. Our aim is that every child is present, participating, achieving and supported.

This policy and procedure should help to establish and maintain positive relationships and mutual respect resulting in a positive learning community and a supportive and restorative ethos.

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Implementation

Whole School Approach

Good organisation, lesson planning and preparation will help to create the right learning environment.

Flexibility, choice and, where appropriate, differentiation will also help to support individual needs and promote positive relationships and behaviour.

However, even in these conditions, some children and young people will present with behaviour that challenges or is difficult to interpret. We understand that all **'behaviour is communication'** and we have a responsibility to ensure the wellbeing and success of all learners. The school uses approaches and strategies which are designed to help prevent and de-escalate difficult situations and identify and support individual needs.

We understand that everyone learns best when they feel good about themselves. Punishments can make children feel bad about themselves. This can hinder their ability to engage in their learning and make positive behaviour choices.

Positive approaches to support behaviour focus on relationships, skills building, restoration and when appropriate consequences, rather than the implementation of punishments.

To achieve this positive ethos all staff are committed to:

Relationships - *Developing positive relationships and being positive role models*

Rights Respecting - *Respecting and protecting the rights of all children*

Resilience building - *Through identifying strengths and developing skills*

Restorative practice - *Acting restoratively to prevent difficulties and repair relationships when difficulties do arise*



We want to engage directly with parents/carers to foster and develop our positive ethos; to work together to maintain and support shared learning community values and excellent home/school communication.

We want to work together to address, prevent and resolve any difficulties should they arise and to build on our strengths together.

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Consistencies

To ensure consistency of approach we have developed guidelines for staff and pupils around:

- ROUTINES
 - Classroom Organisation and Management

- EXPECTATIONS
 - Pupil
 - Teacher
 - Curriculum Leader
 - Duty Head

- SUPPORTS
 - At the time of behaviour concern
 - Following behaviour concern

High quality behaviour for learning is underpinned by relationships, careful planning and positive recognition. We expect all adults in our school community to model the behaviours we want to see in our young people.

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ROUTINES

Classroom Organisation and Management

1. I plan appropriately to meet learners needs
2. I am at the door to greet the pupils (where possible)
3. Pupils are seated according to seating plan and SEEMIS register is taken (send WES-Attendance e-mail if required)
4. Pupils remove outdoor clothing & put phones away
5. Pupils take out their iPads and use charging stations if necessary
(P1 teachers e-mail PSL's names of pupil' w/o iPads)
6. The curriculum is differentiated to meet individual needs; I am aware of pupils social and emotional needs
7. I act as a role model for positive behaviour
8. I recognise achievement and positive behaviour in class (verbal praise and praise postcards)
9. Pupils are involved in setting their own goals and targets (STAR)
10. At the end of the lesson there is sufficient time for a plenary, to tidy away equipment and I am at the door as pupils leave

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EXPECTATIONS

Expectations for Pupils

- **Be prepared** for learning (on time/uniform/phones/iPad/pen/pencil)
- **Be respectful** to all (Listening, be safe, follow instructions)
- **Communicate calmly** (Ask for help if you are struggling)
- **Use Supports** appropriately (safe space, time out)
- **Work hard & try your best**

Expectations for Teachers

- **Plan and be prepared** for your lesson (environment, materials/equipment, structured lessons)
- **Be consistent**, realistic, fair and use restorative approaches
- **Communicate calmly** (model appropriate tone and language and be positive)
- **Know your pupils** (needs and supports)
- **Praise** and reward

Expectations for Curriculum Leader

- **Have an active presence** in the faculty and create a safe and positive ethos
- **Support staff** to become leaders in their own learning spaces
- **Be consistent** and show an awareness of referrals and actions
- **Feedback/follow up** on behaviour issues – help set targets with pupil/teacher
- **Support staff concerns** promptly/efficiently and when sharing with YH

Expectations for SLT

- **Be calm, consistent, supportive** and respect the teacher/CL decision to seek support
- **Demonstrate appropriate urgency** when attending crisis response calls
- **Use adaptive interventions**
- **Inform YH to communicate** with home and to update CL about next steps (CL to inform class teacher)

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SUPPORTS

At time of behaviour concern:

Class Teacher

1. Reminder of routines
2. Classroom champion (if appropriate for lesson)
3. Non-verbal cues
4. Verbal cues
5. Quiet word at desk
6. Move Seat
7. Cool off period outside
8. Brief check-in
9. House with colleague
10. Contact CL for support

Curriculum Leader (when Class teacher has exhausted all their strategies)

1. Speak to the pupil and settle them in class
2. House with CL
3. Call crisis response for support

Crisis Response (when CL has exhausted all their strategies, risk is being displayed or there is an emergency)

1. Support class teacher and CL
2. Remove the pupil from the faculty
3. Speak to pupil involved and take to The Hive
4. Speak to the class re behaviour/give assurance
5. Update Year Head so they are aware of the specific incident to communicate with home and follow up action points

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Following behaviour concern:

Class Teacher

- Quick word at classroom door at start of the lesson
- Arrange 1:1 with pupil to remind them of expectations/set targets
- Refer behaviour to CL via email
- Refresh knowledge of pupil/strategies via the Red Folder

Curriculum Leader

- Speak to the pupil with class teacher
- Refer behaviour to YH via email with CL action taken
- Faculty support sheet - update PSL/YH so home is made aware
- Removal from class and house with CL for agreed period of time
- Support meeting with pupil/class teacher
- Contact SfL Leader/complete Referral form and sent to SfL for support in class

Pupil Support Leader

- Contact with home
- PSL Support sheet
- Support meeting with pupil/class teacher
- Raise at House Team Meeting
- Parent Meeting/YPPM

Year Head/Senior Team

- Email sent back to CL and class teacher (and PSL/SfLL if required)
- Contact with home
- DHT Support Sheet
- Removal from class for agreed period of time
- Support meeting with pupil/class teacher
- Parent Meeting/YPPM
- Exclusion

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RECORDING & MONITORING INCLUSION

Behaviour (positive and negative) should be monitored by teachers.

Positive behaviour, whether observed once or as a more general pattern of behaviour can be rewarded with a praise postcard.

Where a negative behaviour has caused serious disruption to teaching and learning or been observed repeatedly over several lessons despite using the supports detailed above, a behaviour referral should be made.

Referrals can be discussed at faculty meetings and will be discussed at House Team meetings to identify patterns and trends.

Behaviour Referrals (email)

Who to refer to?

In the class:

- Class teacher to CL
- CL to YH
- YH feeds back to CL, class teacher and includes PSL and SfLL if required

Out of class:

- Class teacher to YH
- YH feeds back to CL, class teacher and includes PSL and SfLL if required

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BEHAVIOURS OF CONCERN (BOC)

The school has a designated member of Senior Leadership Team to coordinate Behaviours of Concern policies and procedures (BECO): Sarah Cockerill, DHT (Acting).

The school records any incidents of discriminatory behaviour, behaviour resulting in physical harm, or requiring significant support on the CEC Health & Safety database (SHE Portal) and/or the school database (SEEMIS).

Details will include an interpretation of events by different parties (including the young person), possible factors of settings, triggers, reasonable adjustments in place, an evaluation of how the incident was managed, and 'lessons learned' to help prevent or better deal with a similar incident arising again.

Incidents that have resulted in physical harm or physical intervention being used to prevent harm, or a near miss are recorded on the SHE Portal.

Incident reports submitted to SHE are reviewed on a monthly basis by the school's Health & Safety Committee which includes members of SLT, to identify themes, and quality assure school procedures and policies to prevent incidents. The H&S committee can, where appropriate, escalate concerns regarding BOC to the Head Teacher and/or Trade Unions.

Incidents of discriminatory behaviour are recorded on SEEMIS and reviewed termly by the BECO to identify themes and quality assure school procedures, policies, and pupil education to prevent future incidents of bullying and discrimination.

Please see below for procedures:

1) Discriminatory Behaviour (Gender, Race, Disability, Religion, Sexual Orientation, Gender Reassignment)

- Incident reported
- PSL/Year Head investigates and speaks to all parties involved
 - If discriminatory behaviour has not taken place all parties are informed of the investigation result
 - If discriminatory behaviour has taken place all parties are informed and Year Head records on Bullying and Equalities module on Seemis.
 - Parents/Carers are informed and recorded on Seemis pastoral notes
 - Restorative plan is put in place and reviewed by Year Head

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2) Incidents that result in physical harm or near miss

- Incident reported to manager (CL or SLT) by the end of the day
- Year Head discusses incident with Head Teacher to agree actions
- Year Head informs parents/carers and records on Seemis pastoral notes
- Year Head liaises with Pupil Support Team
- If appropriate incident is logged on SHE portal by Business Manager
- If required Individual Risk Assessment and Young Person's Plan (GIRFEC) is put in place or updated
- UFT grid updated and Individual Risk Assessment saved in the Red Folder.

Behaviours of Concern - Incidents that result in Harm or Near Miss

Member of Staff Affected	Leadership
De-escalate the situation- and follow the behaviour policy -call Crisis Response.	Offer immediate support for member of staff to feel safe, cover class, etc.
Speak with CL or SLT to discuss incident and receive support.	Liaise with Pupil Support Team, contact parents/ carers, etc. Consult HT re next steps.
When possible, write a referral to relevant manager detailing the incident.	Ensure staff are supported before leaving site.
Ask for the incident to be logged on the SHE portal by the Business Manager.	Log incident on SHE portal, if appropriate.
Engage proactively in reflective practice and seek support from (if necessary) from professional associations or PAM Assist.	Ensure there is a clear set of actions to support the young person involved and complete an Individual Risk Assessment where necessary.
Engage in the restorative process, where appropriate.	Facilitate in the restorative process.

3) SHANNARI Concerns

- Staff/Visitor completes Wellbeing Concern form and passes to Designated member of Staff for Child Protection

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- CP Co-ordinator discusses with PSL/YH and agrees who leads investigation and speaks to pupil
 - Continue to monitor if plan already in place
 - WBC is recorded on Seemis pastoral notes and filed in Blue Wellbeing Folder
 - Pupil discussed at House Team meeting to review plan
 - New plan created with actions
 - SCD/allocated SW contacted if required
 - Home informed (agreed by school or SW depending on the concern)
 - WBC is recorded on Seemis pastoral notes and filed in Blue Wellbeing Folder
 - Pupil discussed at House Team meeting to review plan

INCLUSION RESOURCES AND RELATED DOCUMENTS

In School

- Universal, Focused and Targeted Grid (UFT)
- Red Folder
 - Supports & Strategies Sheets
 - Flexible and Adaptable Timetables
 - EAL strategies
- CIRCLE document
- GIRFEC
- ASL Service
- Educational Psychologist
- Wellbeing HUB
- School Link Officer
- Partner Agencies supporting group work

Scottish Government

- Standards in Scotland's Schools etc Act (2000)
- Included, Engaged, Involved 2 (2017)
- Guidance on the Presumption to Provide Education in a Mainstream Setting (2019)
- Developing a Positive Whole School Ethos and Culture: relationships, learning and behaviour (2018)

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- Additional Support for Learning Act (2004) - amended 2009
- Parental Involvement Act 2006
- The Equality Act 2010
- UN Convention of the Rights of the Child
- Children and Young People Act 2014

City of Edinburgh Council

- Edinburgh Learns Framework: Inclusion (2019)
- Included, Engaged, Involved in Edinburgh Policy (2018)
- Relationships, Learning, Behaviour Procedure (2019)
- Managing and Reducing Risk Procedure (2019)
- Preventing and Responding to Bullying in Children and Young People (2019)
- City of Edinburgh Council Equalities and Rights Framework)

EQUALITIES AND RIGHTS

All staff implementing these procedures have responsibilities under **The Equality Act 2010**. Having due regard for advancing equality includes;

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people with protected characteristics where these are different from the needs of other people.
- Addressing and preventing discrimination arising from disability
- Making reasonable adjustments in relation to the implications of a learner's additional support needs or disability and the impact this may have on their relationships and behaviour.
- Paying due regard to cultural factors that are relevant in ensuring that the school's ethos is inclusive.
- Implementing the local authority framework for preventing and responding to bullying.

Children's rights: are protected by the UN Convention of the Rights of the Child and the Children and Young People Act 2014. There is a shared understanding that these rights are unalienable entitlements which cannot be taken from children. These rights are not dependent on the child accepting certain responsibilities or on them feeling or behaving in a certain way. Children's rights will not be withdrawn as a consequence of behaviour.

Wester Hailes High School has achieved the Silver Rights Respecting Schools award.

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SELF EVALUATION AND REVIEW

This policy will be shared with and reviewed by all stakeholders in the following way:

Pupils:

- Assemblies
- Visual displays in classrooms
- Pupil Council
- Pupil focus groups e.g. LGBTQ+ Group

To staff:

- In Service/CAT sessions
- Virtual Staffroom
- Rights Respecting Steering Group

To parents:

- School Website
- Parents Evenings
- Young Person Planning Meetings

This strategy will be subject to ongoing review and treated as a live document.

CONCERNS, COMPLAINTS AND COMPLIMENTS

Should a parent/carer wish to raise a concern they should contact their child's Pupil Support Leader in the first instance.

Any other concerns can be put in writing and sent to:

Wester Hailes High School: Admin@whec.edin.sch.uk

City of Edinburgh Council: cf.complaints@edinburgh.gov.uk

This is in accordance with the CEC complaints procedure.

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Appendix

1) EXPECTATION'S POSTER



Pupil Expectations

- **Be prepared** for learning
- **Be respectful** to all
- **Communicate**
- **Use Supports** appropriately
- **Work hard** & try your best

Teacher Expectations



- **Plan and be prepared** for your lesson
(environment, materials / equipment, structured lessons)
- **Be consistent**, realistic, fair and use restorative approaches
- **Communicate calmly**
(model appropriate tone and language and be positive)
- **Know your learners** (needs and supports)
- **Praise** and reward

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2) PHONE USE POSTER



WHHS Mobile Phone Policy

You are now in a Teaching & Learning environment – **all mobile phones should be silent and out of sight.**

Mobile phones can be used at social times.

If you have any questions, please speak to your Pupil Support Leader or Year Head.



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