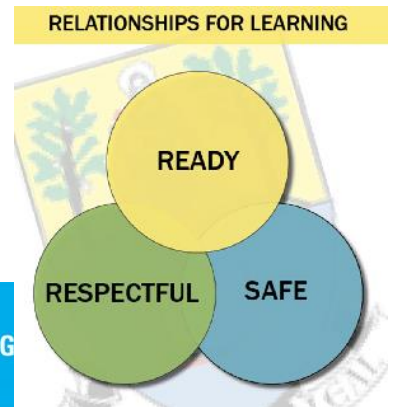


# SELKIRK HIGH SCHOOL

## Positive Relationships



Dear Parent/Guardian,

Our ambition at Selkirk High School is to empower every student to achieve their unique and magnificent potential whatever their background, ability or identity.

Selkirk High School is for everyone. We strive to ensure all our students know how to be safe, well and happy.

All students, whatever their identity, background or ability, are individually supported to be who they want to be and encouraged to be ambitious in their learning and personal development.

Our shared values of Respect, Responsibility, Resilience and Relationships lie at the heart of all our efforts at Selkirk High School. Every individual in the school community is challenged to put our values into action in all they do.

The inclusive ethos of the school is continually supported through our Ready Respectful Safe approach to Positive Relationships as well as our programme of Values In Action assemblies and pupil mentoring and pupil leadership activities.

Pastoral staff, through Personal and Social Education (PSE) classes, ensure that your child knows how to access support and is also aware of their responsibility to report any experience of bullying behaviour to their Guidance Teacher or a member of staff.

We are determined that every student is able to be who they really are without fear of prejudice. We therefore have a zero tolerance approach to bullying behaviour and ask staff, pupils, parents and partners to work together to ensure relationships are restored whenever they break down. The guidance in this document summarises our approach.

As ever, all members of our community are invited to get in touch without hesitation if they have any queries.

**Jamie Bryson**  
**Headteacher**

# Relationships for Learning at Selkirk High School

We are very proud of the quality of our relationships at Selkirk High School. Positive relationships between pupils and all school staff help create an environment where everyone can learn and enjoy the learning experience.

## RELATIONSHIPS FOR LEARNING



To establish these positive relationships Selkirk High School has THREE school expectations. Students and staff are expected to be READY, RESPECTFUL and SAFE.

All school routines and responsibilities can be linked to one of these basic expectations and teachers will display and refer to these consistently.

Teachers will be relentless in teaching classroom routines including:

- Meeting & Greeting students with a relaxed positive welcome
- Focussing their attention to best conduct and taking the fame out of bad behaviour
- Ending the lesson consistently and calmly with personal conversations on leaving the classroom

- Celebrating the success of students, whether through class feedback and displays, praise postcards, phone-calls home, facebook communications, press citations, prize-giving assemblies.



Teachers will calmly deal with any behaviour concerns and will attempt to keep conversations around behaviour private with individual students. Teachers will use agreed scripts and strategies to deal with poor behaviour and maintain a positive relationship with all students.

Recognising positive conduct by using verbal and written praise is also an important part of building positive relationships in Selkirk High School. Selkirk High School aims to be a restorative school. Restorative questions are displayed outside every classroom and teachers will use restorative meetings to restore relationships.



# Selkirk High School Behaviour Blueprint

## When the adults change.....!

### **Relentless Routines**

- ✓ Meet & Greet – relax, smile, welcome, personal interest.....
- ✓ First attention to best conduct – take the fame out of bad behaviour
- ✓ End & Send – pack up and leave calmly – conversations on the way out
- ✓ Teach your routines (in 3's like the rules) and practise regularly!

### **Over & Above Recognition**

- ✓ Positive verbal praise for effort and hard work
- ✓ Recognition for actions that are over and above
- ✓ One positive phone call per week
- ✓ Praise postcards (or fractions of a praise postcard)

### **Stick to the micro scripts**

- ✓ Avoid the 'Why' question
- ✓ Use 'and' instead of 'but'
- ✓ Use non-verbal communication and keep things private
- ✓ Side on conversation at or below level of student
- ✓ Maximum 30 second conversation and walk away. Then repeat if required
- ✓ I've noticed that you.....
- ✓ It's this rule that you aren't following.....
- ✓ I need you to.....
- ✓ Remember last week when (highlight positive behaviour)
- ✓ That's excellent, thank you for .....





# Selkirk High School Behaviour Blueprint

## **However there are still consequences....!**

### Consequences

- ✓ In class warning(s)
- ✓ Time out to get 'Ready to Learn' (R2L) (usually 2-5 mins max)
- ✓ 'Check-up' sessions organised at closest social time especially if the issue involved non-completion of work (max 10minutes)
- ✓ If behaviour is persistent, then the remainder of lesson should involve 'R2L preparation' with CT/PT/SLT using agreed micro script to give the student time out to reflect. Follow up meeting before return if possible (SLT/FPT to assist with class if required).
- ✓ Referral and phone call home should also be an option at this stage
- ✓ No formal DTs or PExs!!!!

## **We may also require a restorative meeting.....!**

Each member of staff will have a set of cards listing the 5 restorative questions:

- ✓ What happened?
- ✓ How were you feeling at the time?
- ✓ Was anyone else affected?
- ✓ How are you feeling now?
- ✓ What can we do to move forward?



# GUIDANCE ON BULLYING BEHAVIOUR

"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."

— Maya Angelou

## AIMS OF THE GUIDELINES

- To ensure that all pupils can come to school without fear of bullying behaviour and feel **safe and respected** while they are in school (in classes, corridors, playgrounds and to and from school).
- To help explain what bullying behaviour is.
- To make it clear to pupils that any kind of bullying behaviour is unacceptable.
- To make it clear to pupils what they should do if they experience bullying behaviour.
- To advise parents what to do if they have a concern about bullying behaviour.
- To advise senior pupils how they can assist.
- To advise staff on procedures to follow when dealing with bullying behaviour.
- To create a climate of mutual respect, inclusion and tolerance.

## What is bullying behaviour?

Bullying behaviour is behaviour that can make people feel hurt, threatened, frightened and left out. It can happen face to face and online.

Bullying behaviour can harm people physically or emotionally and, although the actual behaviour might not be repeated, the threat that it might can be sustained over time, typically by actions: looks, messages, confrontations, physical interventions, or the fear of these.

This behaviour can include:

- Being singled out because of a protected characteristic as set out in the Equality Act (2010) including race, gender, sexual orientation, disability or religion.
- Being called names, teased, put down or threatened face to face and/or online
- Being hit, tripped, pushed or kicked
- Having belongings taken or damaged
- Being ignored, left out or having rumours spread about you (face to face and/or online)
- Sending abusive messages, pictures or images on social media, online gaming platforms or phone/cyberbullying
- Behaviour which makes people feel like they are not in control of themselves or their lives
- Being targeted because of who you are or who you are perceived to be (face to face and/or online)

If your young person complains of any of these, listen to what they have to say, encourage them to talk to a teacher about the problem or talk to the teacher yourself. Many such incidents can be speedily dealt with if action is taken at an early stage.

Incidents out of school may also impact on a pupil's wellbeing & readiness to learn. Please inform your young person's pastoral teacher of any concerns.

## **Cyber bullying :**

With cyberbullying, unlike other forms of bullying behaviour there is often written evidence with cyber bullying. It is important to save print or screenshot this, where possible.

**Remember, whatever the form - bullying behaviour is never acceptable. It's not a normal part of growing up.**

## **INCLUSION Principles**

“Inclusion is about recognising that everybody is different, but everybody has an equal right to be involved in learning”

GTCS (General Teaching Council Scotland)

At Selkirk High School we are committed to providing an inclusive curriculum and learning environment for all our young people. We aim for all our young people to feel respected, safe and ready to learn.

We aim to respond flexibly to the diversity of our learners' with the resources we have at our disposal. We strive to respond in such a way that barriers to participation, learning and achievement are removed, inclusion and equality are promoted and a high quality education for all is developed and sustained. Please see our Wellbeing policy for more information.

Our key inclusion aims are:

- \* To recognise that any learner may require additional support at some stage.
- \* To acknowledge that a range of issues may create barriers to learning and participation and work to overcome these.
- \* To strive for participation of all in the classroom, school and community.
- \* To encourage inclusion in the wider life of the school and community, including extra-curricular activities and House activities.
- \* To encourage all pupils to take on leadership roles in the school.
- \* To provide opportunities for pupils to express their views and processes to ensure pupils are listened to and their views inform school improvement.

## ADVICE TO PUPILS

Experiencing bullying behaviour? What should you do?

Talk to someone that you trust in school or leave a note for them.	An older pupil you know A member of school staff you feel confident with Your Pastoral teacher The school nurse A friend MVP mentor or Hero buddy
Tell your parent, carer or guardian.	Ask them to contact your Pastoral teacher.
Write down what has happened.	Give the report/note to your Pastoral teacher.
Don't be afraid to talk about it.	It's important not to deal with this alone. Contact Childline or other helplines.
Don't wait too long to tell someone.	It's easier to stop if you tell early.
If it continues, tell someone again.	Tell your Pastoral teacher.

### Remember .....

- Bullying behaviour is not acceptable in any form.
- If bullying is left unchallenged, it won't stop.
- Don't deal with bullying on your own.
- Don't call names back.
- Keep yourself and others safe. Don't travel alone.
- Don't let anyone force you to fight or name-call.
- Try not to react.
- When reporting bullying behaviour -
  - Remain calm
  - Stick to the facts
  - Don't exaggerate
- If you think a friend or other pupil is experiencing bullying behaviour -
  - Talk to them about it
  - Encourage them to tell someone
  - Tell a teacher or senior pupil



## **ADVICE TO PARENTS**

### **How can you tell if your young person is experiencing bullying behaviour?**

Hopefully, your young person will tell you if something is wrong. Sometimes, though, your child may not wish to tell you about bullying behaviour due to fear of making things worse. In this case you may be alerted if your child shows any of the following behaviour :

- Does not want to go to school or is frightened of walking to or from school.
- Ask you suddenly to drive them to school.
- Begins to do less well in class.
- Comes home hungry.
- Asks for money for no reason, begins to take money from you without your knowledge, or 'loses' pocket money.
- 'Loses' possessions.
- Has unexplained bruises, scratches or cuts.
- Cries or gets upset easily.
- Stops eating.
- Becomes very quiet but refuses to say what is wrong.
- Finds difficulty in sleeping or has nightmares.
- Talks of suicide.

If your young person behaves differently at all, it would be a good idea to open up a conversation about their wellbeing.

### **What should you do if your young person is experiencing bullying behaviour?**

There are several ways of dealing with bullying behaviour. Remember that your young person will be worried and it is very important to reassure them that they should not deal with this alone.

- Take any concerns seriously and keep calm and be supportive.
- Encourage young person not to retaliate.
- Encourage young person to report to someone at the school (this could be a teacher or a senior pupil).
- Speak to your young persons' Pastoral teacher at an early stage.
- Reassure your young person that it is not their fault.
- Encourage your young person to fill in a bullying report form.

### **What the school do to promote a positive, safe learning environment?**

- Our school Values In Action Ethos emphasises the importance of Respect, Responsibility, Relationships and Resilience.
- Respect, Responsibility and Positive Relationships underpin all of our assemblies.
- Respectful, healthy and safe relationships are key messages through PSE programmes.
- Peer mentoring programmes including MVP and Humanutopia Heroes
- SHS status as a Rights Respecting School has a high profile
- SHS highlights issues through its work as LGBT Charter school.
- Students are encouraged to report any problems they see.
- Have approachable staff who take all reports seriously.

### **What can you expect the school to do?**

- Listen to concerns.
- Discuss the matter with the students involved in an impartial manner focussing on the facts.
- Interview witnesses.
- Where appropriate contact the parents of all pupils involved.
- Arrange a restorative meeting to repair harm and make amends if appropriate (this may include parental involvement)
- In some cases, involve other agencies (including community police officers).
- Monitor the situation and provide advice.

### **What should you do if the school approaches you with a concern that your child might be involved in bullying behaviour?**

- Be reassured that allegations will be investigated and information shared only with relevant parties.
- Be encouraged that the school will work with you and your young person to educate and support them to be responsible, resilient and to build positive relationships.

**Remember:** always contact the school if you have a concern or worry about your young person's behaviour or wellbeing.

Your young person's Pastoral teacher can be contacted through the school office on 01750 20246

### **Bullying behaviour may occur in relation to any of the protected characteristics mentioned in the Equality Act 2010**

**Disability**

**Gender Reassignment**

**Race**

**Religion or Belief**

**Sex**

**Sexual Orientation**

## REPORT of Concerns

To help you Pastoral teacher to deal with your concern please outline the following. You do not have to use this form but the headings are a useful starting point for discussions.

To : \_\_\_\_\_ (Pastoral teacher)

From : \_\_\_\_\_ (Student's name)

Class : \_\_\_\_\_ Date : \_\_\_\_\_

1. **What happened?** (include the name of the pupil(s) concerned and try to be as detailed as possible).

2. **Where did this happen?.**

3. **When did this happen?**

4. Day \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

5. WRITE THE NAMES OF ANY WITNESSES

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

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

6. **How did this make you feel?**

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7. HAS THIS HAPPENED **BEFORE?** Yes / No

8. SPACE FOR ANY OTHER COMMENTS YOU WISH TO MAKE.

## Relationships for Learning: Dealing with Discrimination

### Staff Guidelines

In order to comply with Equality legislation (the Equality Act 2010), all incidents of discrimination against a protected characteristic need to be formally recorded on the Bullying & Equalities matrix – even if perceived as a ‘casual comment’ and not directed at someone specifically.

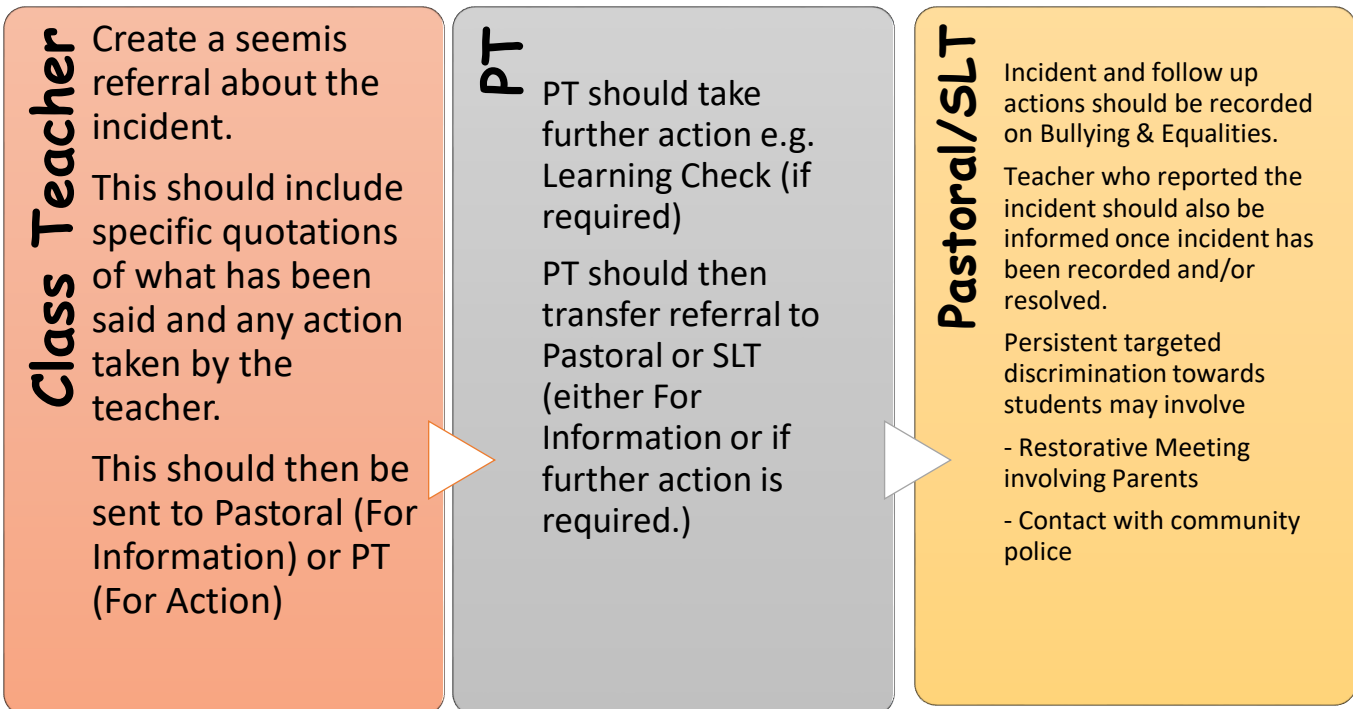
The protected characteristics are:

- age;
- disability;
- gender reassignment;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.



Depending on the nature and teachers may choose to deal with themselves, however, they **should** still be formally recorded for information on Seemis.

seriousness, class issues



## **Relationships for Learning: Pupils Leaving Class Without Permission**

**The safety of our students is paramount. To ensure the safety of students, we need to know where they are at all times.**

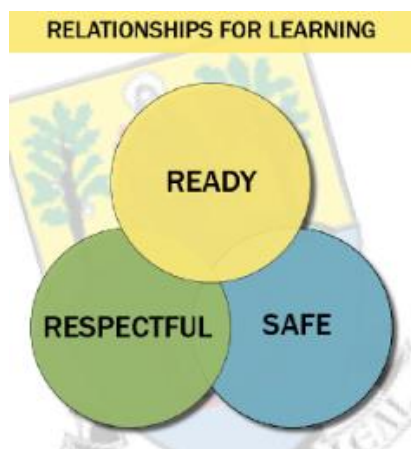
### **What to do if a student leaves your class without permission**

#### **Classroom Teacher**

- Inform the office immediately
- Give the name and class of the student and the precise time of their departure.
- Take steps to arrange restorative meeting on or before student's return as appropriate.

#### **School Office**

- If the student is known to have left school grounds, inform SLT and phone home immediately to inform parents. Parents should be kept updated should the student return.
- If a different arrangement has been agreed with parents/SLT for a particular student, follow agreed protocol which may include parents coming to the school to help resolve the issue.  
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- If it is not known where the student is located, inform SLT immediately who will attempt to locate the student. Parents will be informed and kept updated if student is not located quickly. Police will be informed should parents and SLT be unable to locate a student.
- If SLT cannot be found, inform parents of the situation immediately and relevant inform pastoral staff; if/when student is located, keep parents updated.



*Values In Action*



*Selkirk High School*

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