



Burnhouse School (Skills Centre)

The Skills Centre Way (Positive Relationships Policy)

V1	Oct 23	R. McKay

The Skills Centre Way (Positive Relationships Policy) is aligned to the *West Lothian Council Promoting Positive Relationships in West Lothian Educational Establishments Policy* January 2018.

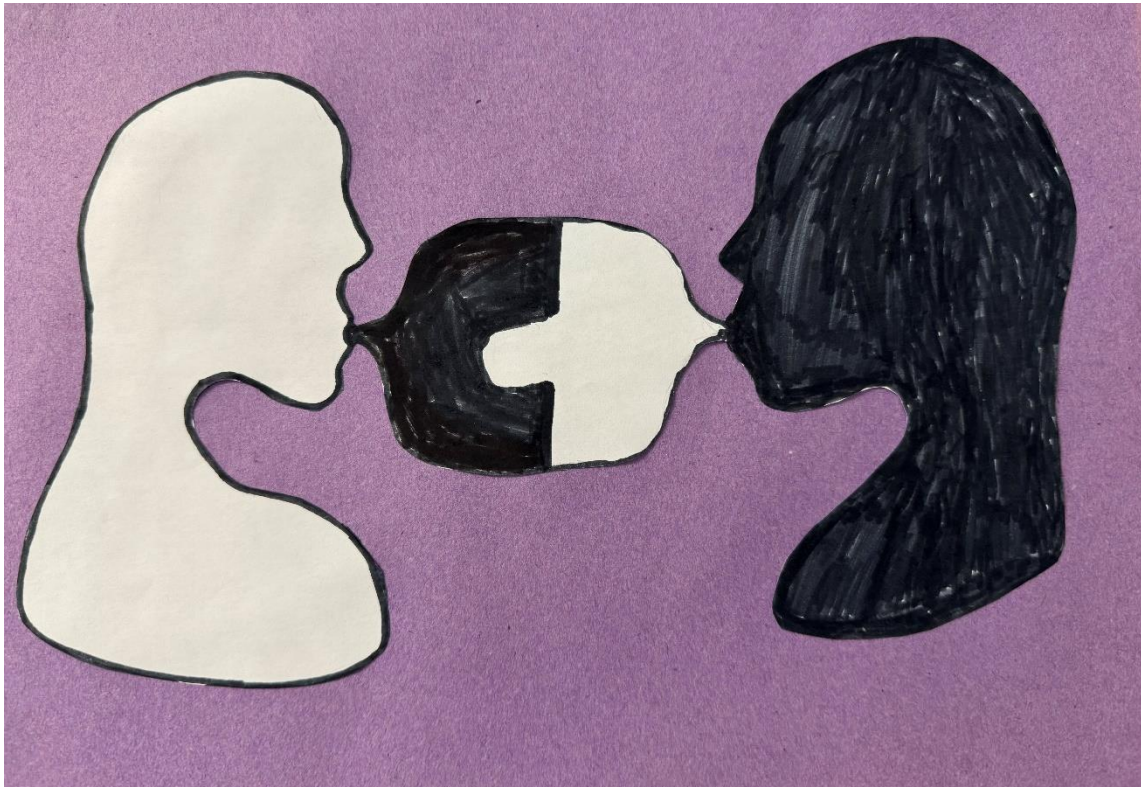
Our Vision

At Burnhouse School (Skills Centre), we believe in fostering a supportive and inclusive environment where every learner can thrive socially, emotionally, and academically. We work with our school community to inspire better futures for our learners through the promotion of our school values.

Respect - Achievement - Inclusive - Teamwork – Safe

Our Core Principles – The Three Rs

1. Relationships
2. Routines
3. Restoratives





1. Relationships

Our staff will work diligently to build strong, positive relationships with learners. This includes active listening, empathy, and showing care and concern. We have high expectations for the behaviour of all learners, understanding that challenging behaviour can be a communication of unmet needs. We will build strong relationships to support our learners to overcome their barriers and to succeed.



2. Routines

Predictable routines and clear expectations are essential. We will establish and communicate routines to provide structure and security for our learners.



3. Restoratives

Consistency and routine is key to successful behaviour management. In every class and setting, staff members will apply consistent strategies and consequences to ensure fairness and promote engagement in learning in line with our Lesson Toolkit <https://shorturl.at/jGKW0>.

Our Calm and Consistent Approach

1. Meet and greet at the door.
2. Model positive behaviours and build relationships.
3. Plan lessons that engage, challenge and meet the needs of all learners.
4. A mechanism for positive recognition is used in each classroom throughout the lesson.
5. Be calm and use verbal de-escalation and pupil specific strategies in line with individual Positive Response Plans.
6. Follow up every time, retain ownership and engage in restorative dialogue with learners.



Interventions

When challenging behaviour arises, we will follow the stepped response approach supported by our Crisis Prevention Institute (CPI) de-escalation training. We will utilise the approaches from both the CPI Verbal Intervention and CPI Safety Intervention (Disengagement) training and support programmes as part of our Stepped Approach set out below. In line with the Scottish Government Included, Engaged and Involved series our stepped approach takes into account the recommended best practice to support learners to engage with their learning.

Our Stepped Approach



Redirection- Gentle encouragement, a 'nudge' in the right direction, small act of kindness



Reminder- A reminder of the expectations of our school charter, being ready to learn, respectful to others, and keeping everyone safe delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.



Caution- A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.



Time Out- Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so. Support staff to support learner to take time out in another classroom and to engage in learning programme.



Internal School Support- If unable to engage with learning at this point the learner will be supported by the allocated Learning Support staff member. Should be recorded on pastoral notes.



Restorative- A restorative conversation will take place as soon as appropriate. If the learner does not attend or the reconciliation is unsuccessful the staff member should call on support from ELT who will support the reparation process.



Phone Call Home- Phone call with an appropriate member of staff to discuss and agree on next steps including reparation activity (Liaise with ELT before phone call home is made).



A **Serious Breach** is an incident that may lead to a Formal Disciplinary Warning or Exclusion. Alternatives to exclusion, where appropriate, will include accessing a bespoke curriculum. Our Campus Officer may be involved to support.

Inclusive and Restorative Approach

We promote inclusivity and employ restorative practices to resolve conflicts, build empathy, and repair relationships.

Our restorative approach is supported using the following questions:

What happened?

What were you thinking at the time?

What have you thought about since?

Who has been affected by what you have done? In what way?

What do you think you need to do to make things right?

Getting it Right for Every Child Approach

We value open communication and collaboration with parents/carers and external agencies (NHS, Social Policy, Wellbeing Recovery Group, Child Protection Team) to provide comprehensive support to our learners. Where appropriate an ISS referral may be submitted to seek additional support for learners. We also look to utilise well as our own school counselling service, our campus police officer as well as a range of curricular interventions to promote ensure all wellbeing needs of our learners are met.

Planning Approaches

We use a range of planning formats to place the needs of the child at the heart of all our interventions including: regular passport meetings, GIRFEC Lifegrid meetings, GIRFEC approach meetings such as Child's Planning Meetings and Assessment of Wellbeing Meetings and positive response plans.

CLPL

Our staff will receive annual as well as recurring training in Positive Relationships, using the CPI training programme. This approach supports staff to respond to crisis situations with a focus on prevention using verbal de-escalation skills and strategies.

Rewards and Recognition

We will celebrate and acknowledge positive behaviour through a system of rewards and recognition. Examples include positive phone calls home and our annual school awards evening. *Our Rewards and Recognition system is currently being reviewed and refreshed jointly by the Skills Centre and Connolly School Campus.*

Monitoring and Evaluation

We will regularly monitor and evaluate the effectiveness of this policy to make necessary adjustments and improvements in light of experience and the ever changing needs of our learners.



CHARTER

Young People

- Arrive ready to learn with an open mind
- Arrive on time for learning
- Always wear school uniform- School t-shirt, school hoodie and dark coloured trousers or skirt
- Follow instructions
- No mobile phones during class time unless used to support learning
- Use my passport strategies to support me to engage in my learning
- Do your absolute best- work towards and achieving the highest level of qualifications which will support me to achieve my career aspirations.

Everyone

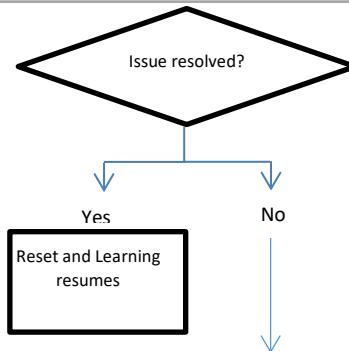
- Respect ourselves
- Respect other people
- Respect our learning environment
- Work together to learn and share ideas
- Question and challenge
- Regularly review our progress together along with parents/carers
- Always aim for our absolute best

Staff

- Plan and teach lessons that are interesting and structured
- Encourage young people to do their absolute best
- Be organised and prepared with resources to help learning
- Work with staff from other services and agencies to make sure support is available when required
- Support all young people to achieve qualifications
- Explore work placement options, college options and future career
- Support all our young people to progress successfully onto a post-school positive destination

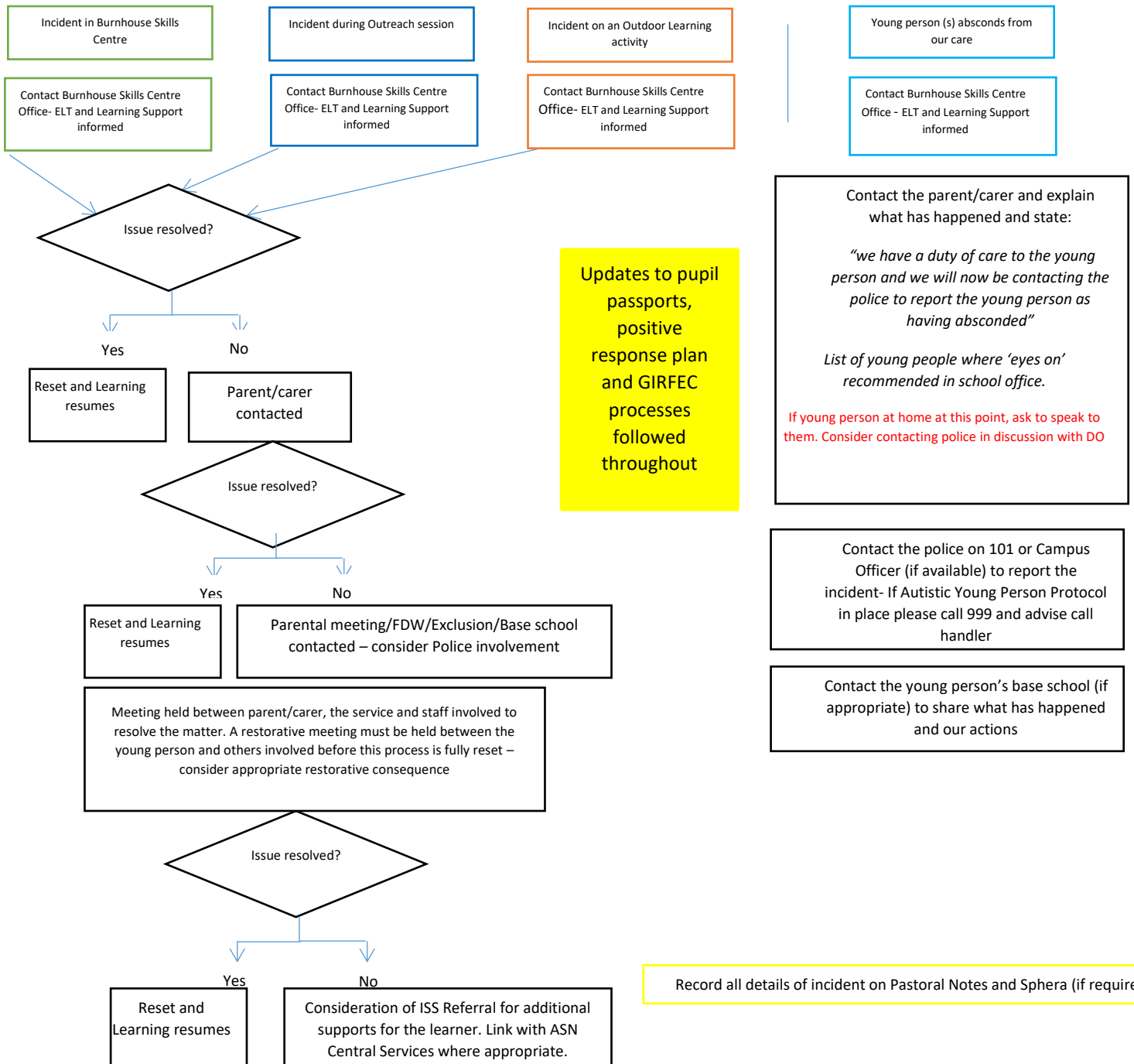
Our Positive Relationships Flow Chart

Lower level issues – we will encourage the young person (s) to make the right choice and support them to use identified strategies in their passport. Remind learners of the agreed school Charter.



We all follow these processes in response to **significant** incidents taking place

With the exception of Skills Station/ base school based programmes where the relevant Skills Station/ base school positive relationships policy applies.



Record all details of incident on Pastoral Notes and Sphera (if required)