

Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.



# CLYDEBANK HIGH SCHOOL

## POLICIES & PROCEDURES

### Promoting Positive Relationships: Steps to Success



Working Together,  
Striving for Excellence



# Steps to Success

*All Behaviour is Communication!*

## Clydebank High School Vision

Our vision for Clydebank High School is to work continuously to develop a community of people committed to academic and personal excellence and to maximise the potential of all young people in the school. This philosophy sits within the wider national policy contexts of Getting It Right for Every Child (GIRFEC) and Delivering Excellence and Equity. We do this through the provision of dynamic and strong educational opportunities and challenging learning experiences for all. This is done in a caring, nurturing, inclusive and safe community. Both pupils and staff are encouraged to work in a manner which promotes mutual respect both within school but also within the multi-cultural society in which we are based. Clydebank High School also recognises the importance of close links with parents and other partners to enhance and continually improve the work of the school.

Learning within the school community is personalised according to need, with a clear targeted approach focused on closing both the poverty and the attainment gap. Difference and diversity are valued and young people are prepared to become Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens of the future.

Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.



We promote the **core values** of the school among our pupils, staff, parents, partner agencies and the local community. We believe that it is only by working together that our school can and will be an excellent school

## Clydebank High School Approach to Positive Relationships

**Better learning, better behaviour: positive relationships are at the core of all our learning and teaching.**

Steps to Success is a whole school policy, which focuses on the importance of **positive relationships** in setting the climate of the classroom, effective classroom management and consistent, high quality learning and teaching. Where learners have a clear understanding of what is expected of them in terms of both behaviour and learning to ensure equity and excellence for all!

Clydebank High School is actively pursuing a positive ethos throughout the school, emphasising the importance of positive relationships in encouraging pupils to make the right choices for the right reasons.

**STEPS TO SUCCESS**

- Praise
- Merits
- Departmental Praise Cards
- Praise Emails
- Stickers
- Merit Awards
- Certificates
- Parental Newsletter
- Awards Ceremonies
- Certificates

**Informal Warning**

**1st Formal Warning**

- Demerit

**2nd Formal Warning**

- Move of Seat etc.
- Demerit

**Final Formal Warning**

- Removal from Class
- Referral
- Detention
- ERoom
- Exclusion

**Article 28: Right to an Education**  
Every child has the right to an education.

**Article 29: Goals of Education**  
Education must encourage the child's respect for human rights

**RIGHTS RESPECTING SCHOOL**  
UNICEF

Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

## **The Steps to Success Policy has three main elements:**

### **1. Expectations: Positive Ethos**

Staff and pupils behave in a respectful and considerate manner towards each other at all times. This includes the provision of incentives for positive behaviour (merits) that are promoted as vigorously as sanctions are against inappropriate behaviour. Where challenging behaviour is an issue, we will provide advice on how to bring about improvement.

#### **Whole school initiatives aimed at encouraging a positive ethos within our school:**

- Principles of Nurture
- Merit scheme
- Social Skill of the Month
- Leadership roles
- Dress for Excellence
- Pupil Council
- Awards ceremonies
- Extra curricular activities
- School trips/outings
- Charity events

#### **Good Classroom Management – Teachers should:**

- Supervise the entry and exit of each class and help with supervision in corridors
- Ensure pupils remove their outdoor clothing and earphones
- Ensure materials are accessible in order to make a prompt start to the lesson
- Ensure homework planners are used appropriately
- Have high, but realistic expectations and share these with pupils
- Treat pupils consistently and fairly
- Encourage pupils to be respectful and work co-operatively

#### **Encouragement of pupils – Teachers should create a positive and inclusive learning environment each period by:**

- Using encouragement and praise
- Valuing each pupil's contribution to the lesson
- Commenting positively in pupil jotters, on homework exercises etc.
- Displaying examples of pupil work
- Supporting and participating in school merit/reward schemes

#### **Appropriate Curriculum – Teachers should:**

- Share learning intentions - make clear to the class the purpose and content of the lesson
- Provide appropriate materials and equipment for the lesson to meet individual needs.
- Ensure pupils understand tasks
- Use a variety of teaching resources
- Vary the structure of lessons – AifL strategies, cooperative learning, whole class, group work, individual work
- Vary the lesson pace and content
- Set clear and explicit goals for homework

Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

## 2. Rewards

### Merit Scheme

**Merits** should be awarded regularly to recognise pupils who make a positive contribution to the classroom environment and to the wider life of the school.

Class teachers can select one of the following areas to award a merit:

- Cooperation (for doing what is asked of them in class)
- Registration - equipment check
- Independent learner
- Outstanding work
- Improvement in attitude/behaviour
- Improvement in attendance/timekeeping
- Reflecting school values
- Homework (for consistent attempts or completion of homework to the best of your ability)
- Representing the school in the wider community

Parents receive a **praise text** every time a pupil receives 50 Merits.

In addition, there are **Junior** and **Senior Praise Alerts** which class teachers can complete and are sent home to parents.

**House assemblies** recognise and celebrate achievements, excellent attendance and Merits. **Certificates** are presented at the **Award Ceremonies**.

Achievements are highlighted and celebrated in a termly **Newsletter** to parents.

The school is committed to acknowledging achievement and recognises the motivating factor of **praise** in positively influencing a pupil's behaviour and in raising a pupil's self esteem and through this raising attainment.

**Every member of staff should be recording merits for some pupils in every class, every week.**

Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

### 3. Consequences

As a school we must recognise that any successful policy will be based on **consistent practice**. In our 'Steps to Success' policy pupils are **encouraged** to see that they have choices and that while one course of action will undoubtedly lead to negative consequences there are many more alternatives, which will attract positive recognition.

The warnings are part of a 'corrective hierarchy'. **The severity of the sanction does not change the behaviour; consistency does.**

<b>Informal warning</b> – verbal	<b>0</b>
<b>1<sup>st</sup> formal warning</b> - verbal	<b>1</b>
<b>2<sup>nd</sup> formal warning</b> – move of seat or 5 min 'cooling off' period outside door (last warning)	<b>2</b>
<b>3<sup>rd</sup> warning</b> - removal to departmental/whole school cooler for one period arranged through PT)	<b>3</b>
<b>and</b> referral to PT, which may result in departmental sanctions	
NB If a serious incident occurs <b>the SLT "on duty"</b> system can be triggered at any point in the above	<b>4</b>

**Pastoral Care staff** will monitor these demerits on a weekly basis. Five demerits in any one week will be a trigger point for them to take action, which will usually include contacting home to encourage parental support.

There are a **range of supports and sanctions** available to try to re-engage pupils:

- Departmental cooler
- Pupil Support Base
- Parental meetings
- Groupwork
- Joint Assessment Team
- Multi Agency Meetings
- Request for Assistance from partner agencies
- After school detention
- ERoom
- Exclusion

**Working Together, Striving for Excellence is at the heart of our policy of Raising Achievement for All!**