



Positive Relationships Policy

Inveralmond Community High School

Updated December 2022

By Rachel Charters

Aims and Objectives

Aims:

- To ensure a culture and ethos of Honesty, Kindness and Respect with high expectations at Inveralmond.
- To build and maintain positive relationships throughout our school community.
- To repair, restore and rebuild relationships through restorative approaches where necessary.
- To recognise and celebrate positive conduct through the use of Inveralmond Praise Postcards.
- To support young people through early intervention when required.

Objectives:

- Strong relationships are built across the school community based on Honesty, Kindness and Respect through consistent class room routines that are established creating a positive classroom ethos and supporting positive relationships.
- Where necessary, opportunities are provided for restorative conversations to repair and rebuild positive relationships.
- The use of Inveralmond Positive Postcards recognises positive conduct.
- Systems and processes are in place to support young people by using data to identify when support/intervention is required.

Culture, Ethos and Expectations

We foster a culture of inclusion, ethos of empowerment and high expectations of effort and behaviour within our school. The school community embodies the values of Respect, Kindness and Honesty, which promote a respectful and engaging learning environment.

The high expectations we have promote success within and out with the classroom, ensuring young people have high aspirations for themselves and given support and guidance to reach their potential.

The support young people receive is designed to ensure their needs are met and that they are supported to access the right learning pathway for them, with the right support, at the right time. We have an ethos of inclusion and ensure support is available to promote equity for all learners within our care.

The Wellbeing centre within Inverlmaond is at the core of the school and we value health and wellbeing as a core priority to ensure young people can come to school ready to learn and able to achieve success. Staff including: The Pupil Support Team, Family Link Workers, campus Police Officer, Campaign Development Officer from the Advice shop child and our More Choices More Chances (MCMC) key worker are all available for help and support from the wellbeing centre.

Young people can attend The Wellbeing Centre at any time to receive necessary support.



Systems and processes

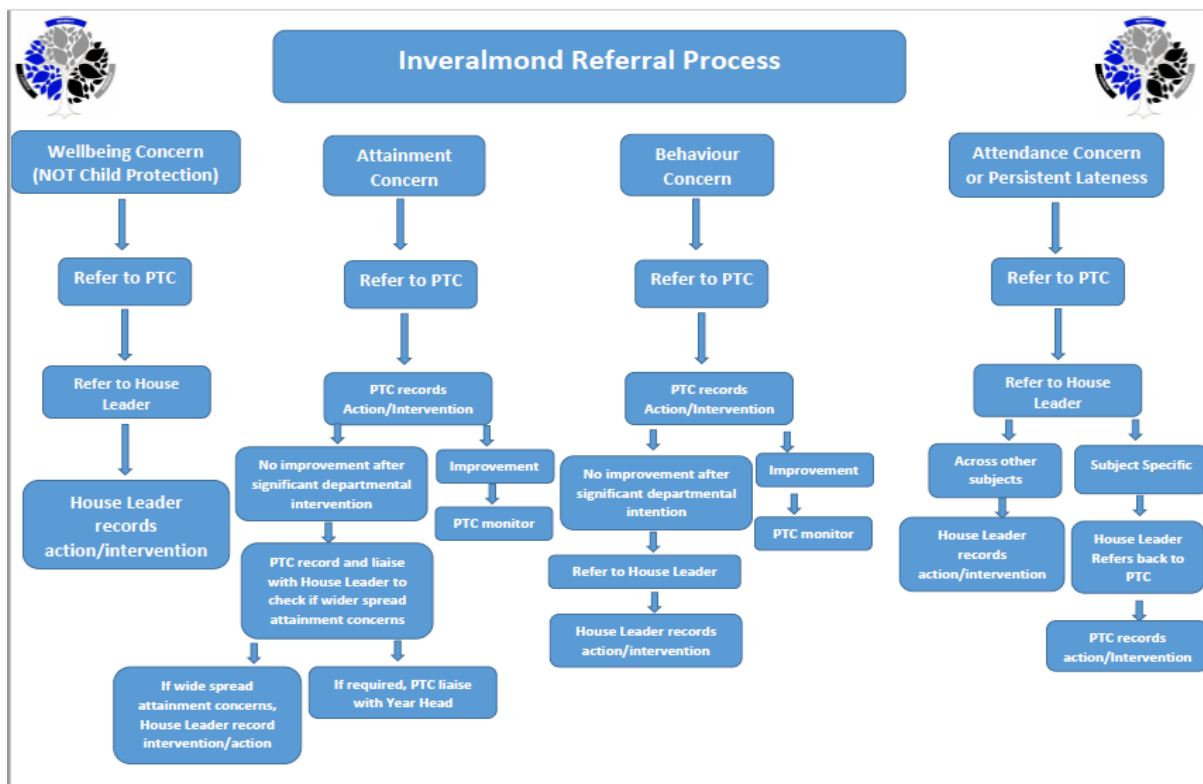
Reflection Room

The reflection room issues to support young people who may be struggling to manage the classroom environment after opportunities to redirect their behaviour within the class.

When in reflection young people have the opportunity to reflect on situations and discuss their thoughts and feelings, in a supportive and structured manner. When required, a restorative conversation will be held to rebuild the relationship with the class teacher ahead of the next lesson.

Referral system

The referral system is in place to ensure any concerns are raised and reach the correct member of staff who can then support the young person with the concern raised.



Duty Officer

The duty officer is a member of the middle or senior leadership team who are on call to support young people and staff to ensure safety within the school. The duty officer can be called upon to support in situations where safety is a concern, either due to behaviour, wellbeing concerns, concerning absence of pupils or any other safety concern that might arise.

Use of data

The use of data around lost learning, reflection room attendance, referrals and duty officer calls allows the pupils support team to make contact with young people and their guardians to ensure the correct supports are in place at the correct time for all young people.

Ensuring this data is used timeously to discuss concerns of wellbeing, behaviour, presentation or safety allows plans around the young persons needs to be developed through the planning process. This puts the young person at the heart of decision making and includes them within the process at every stage where possible.

Celebrating positive conduct

Celebrating positive conduct is a core part of promoting positive relationships, we believe praising young people who exemplify the school values and demonstrate positive conduct an essential part of ensuring Inveralmond is a safe, happy and engaging place to Achieve, Connect and Thrive.

Positive postcards are awarded to pupils who have in some way embodied the school values in an exceptional way. These are given out in class on the last day before a holiday.

All staff members will be asked if they have a nomination and will be given a week to email a name and a reason.

Acts of kindness

Sometimes, pupils behave in a way that impacts on other people's wellbeing by displaying unkind behaviour. We will always work with young people to help them understand the impact their behaviour has had and help them to restore relationships through restorative conversations. Sometimes, our pupils will participate in acts of kindness to help repair any damage caused by their actions. This allows learners to contribute positively towards the life of the school. Some examples are noted below:

- Helping learners in the ASN Department
- Creating resources to help other pupils to make positive decisions
- Helping the janitors with facility duties
- Create a notice board
- Assisting at an extra-curricular club
- Helping in the S1 playground



Peer Mediation and Kindness Policy

Inveralmond Community High School

Updated October 2022

By Rachel Charters

AIMS AND OBJECTIVES

Aims:

- To promote and instil our school values of Honesty, Kindness and Respect within our school community.
- To help young people repair, restore and rebuild relationships through the peer mediation process.
- To empower young people to report unkind or bullying behaviour.
- To ensure young people feel safe and supported in school.
- To ensure all pupils, parents and staff are aware of how to report unkind or bullying behaviour.
- All young people to know their rights and be respect the rights of others.

Objectives:

- Young people, staff and parents/carers are assured that they will be supported when incidents are reported.
- Young people, staff and parents/carers have an understanding of the difference between unkind behaviours and bullying.
- All young people, parents and staff know what to do if unkind behaviour or bullying is experienced or witnessed.
- Unkind behaviour to be recorded on SEEMiS via pastoral notes and all bullying to be recorded on SEEMiS Bullying and Equalities Module.
- All bullying that is motivated by a protected characteristic is dealt with by a Member of the Senior Leadership Team and often involves Police and family involvement.

What is unkind behaviour? (From ICHS young people)

Unkind behaviours are behaviours that impact on a young person's wellbeing but that the young person does not perceive to have reached the threshold of bullying.

Some unkind behaviours may include:

- Falling out with friends
- Young people talking about one and other
- Unkind comments
- An incident that has never happened before
- Someone unintentionally upsetting someone

Note: Some unkind behaviours, depending on the severity can be perceived as bullying behaviours and will be treated as such.

What is bullying? (From ICHS young people)

Children are being bullied if someone is deliberately hurting, frightening or threatening them. Often bullying behavior is repeated, but not always.

Some bullying behaviours may include:

- damage to your property
- name calling
- malicious gossip (bad mouthing)
- cyber bullying (via social networking sites/apps etc.)
- being forced to do something you do not wish to do
- teasing
- cold shouldering (being deliberately ignored – however, sometimes this may occur as a result of a young person deliberately avoiding conflict)
- being picked on
- having personal remarks made about your appearance, your family etc.
- Spreading malicious rumours about another person
- mental cruelty
- physical or verbal attacks

What is bullying that is motivated by a protected characteristic? (From ICHS young people)

If a young person is treated unkindly in a way that is motivated by prejudice on the basis of one of the 9 protected characteristics.





Peer Mediation and Kindness Flowchart

Pupil reports an incident of unkindness or bullying by completing an incident report form

Peer Mediation member of staff investigates reported concerns through speaking to pupils involved/witnesses if required

Peer mediation member of staff discusses the most appropriate action with pupil reporting concerns

Unkindness/arguments/falling out

Action by Peer Mediation Staff in discussion with pupil reporting- Peer mediation/restoration take place/Pupils spoken to.

Peer Mediation Staff follows up wellbeing check within 2 weeks in with pupil reporting and records on pastoral notes

Persistent unkindness/targeted behavior/major incident that can cause people to feel hurt, threatened, frightened or left out

Action by Peer Mediation staff in discussion with pupil reporting- Peer mediation/restoration take place/Pupils spoken to

Peer Mediation Staff records as bullying detailing motivation behind behaviour, informs House Leader and contacts parent

Peer Mediation Staff follows up within two weeks to check in with pupil reporting and records on pastoral notes

Incidents motivated by a protected characteristic (see over page) Inform R Charters.

R Charters will investigate or pass to DO to investigate

Outcome reported back to Peer Mediation Staff to record incident highlighting relevant protected characteristic

Peer Mediation Staff follows up within two weeks to check in with pupil reporting and records on pastoral notes

NB: Please alert the appropriate House Leader when inputting a pastoral note

Follow Up Support and Intervention

Peer Mediator (staff member) to pull a list of bullying incidents monthly/6 and share with House Teams for House Meeting focus. Member of House Team to discuss with pupils who have experienced bullying for Wellbeing check in and record on pastoral notes.


Analysis of data- Termly- PTC Support to analyse data including motivation for bullying behaviour and adjust PSE programme appropriately targeting specific year groups with appropriate material.

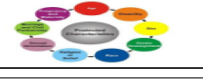
Quality Assurance- All paper incident forms to be filed alphabetically under either unkind behaviour, bullying or protected characteristics and available for quality assurance exercise including looking at accuracy of recording and follow up.


All reports of unkindness and bullying will be recorded on SEEMiS along with the follow up check in.

Appendix One:

House Peer Mediation Forms available from the Wellbeing Centre:

ARRAN PEER MEDIATION FORM	
Name: _____	
Tutor Group: _____ Date: _____	
Where The Incident Took Place: _____	
Unkindness/Anger/Fallout	Intentional/Unintentional/Teasing/Embarrassment/Verbal Abuse/Actions leading to people feeling hurt, frightened or left out.
Persistent Unkindness (Bullying)	A person who continually seeks to harm or intimidate those whom they perceive as vulnerable.
Bullying Protected Characteristics Please circle to indicate characteristic:	
Description of incident:	
Outcome:	
This incident will be recorded as: Unkindness <input type="checkbox"/> Bullying <input type="checkbox"/> Protected Characteristics <input type="checkbox"/>	
Pupil Check In Date: _____	
Update Regarding Original Incident:	

SKYE PEER MEDIATION FORM	
Name: _____	
Tutor Group: _____ Date: _____	
Where The Incident Took Place: _____	
Unkindness/Anger/Fallout	Intentional/Unintentional/Teasing/Embarrassment/Verbal Abuse/Actions leading to people feeling hurt, frightened or left out.
Persistent Unkindness (Bullying)	A person who habitually seeks to harm or intimidate those whom they perceive as vulnerable.
Bullying Protected Characteristics Please circle to indicate characteristic:	
Description of incident:	
Outcome:	
This incident will be recorded as: Unkindness <input type="checkbox"/> Bullying <input type="checkbox"/> Protected Characteristics <input type="checkbox"/>	
Pupil Check In Date: _____	
Update Regarding Original Incident:	

TIREE PEER MEDIATION FORM	
Name: _____	
Tutor Group: _____ Date: _____	
Where The Incident Took Place: _____	
Unkindness/Anger/Fallout	Intentional/Unintentional/Teasing/Embarrassment/Verbal Abuse/Actions leading to people feeling hurt, frightened or left out.
Persistent Unkindness (Bullying)	A person who habitually seeks to harm or intimidate those whom they perceive as vulnerable.
Bullying Protected Characteristics Please circle to indicate characteristic:	
Description of incident:	
Outcome:	
This incident will be recorded as: Unkindness <input type="checkbox"/> Bullying <input type="checkbox"/> Protected Characteristics <input type="checkbox"/>	
Pupil Check In Date: _____	
Update Regarding Original Incident:	