




La Mare De Carteret High School



Policy Document

SECONDARY SCHOOL PARTNERSHIP

Relationships Policy		
Date:	October 2024	Version: October 2024
Review Date:	September 2025	Ref: SLT/TG
Division:	Behaviour and Engagement	
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Vision

La Mare De Carteret High School raises aspiration and achievement for all.

We prepare our students for a rapidly changing world by ensuring they are successful learners; confident individuals; responsible citizens and effective contributors.

La Mare students are resilient, respectful and self-reliant individuals who succeed today and are ready for tomorrow.

Every student has the right to learn, every teacher has the right to teach - disruption free.

This will be characterised by:

- High standards, outstanding attainment and rapid progress
- Successful learners and high quality teaching
- Positive parent partnership
- An inclusive pastoral system that encourages high aspirations, ensures students are safe and develops confident individuals
- Students who attend, are happy and effectively contribute to an engaging and vibrant personalised curriculum
- A professional learning culture where staff seek continuous improvement and share best practice
- Responsible citizens who actively contribute to our community and the wider world.

Our Relationships Policy is driven by our governing principles:

Attend

We want our young people attending School regularly and on time, and whether they are included in out of School setting activities, or remain with their peers for all activities. We expect students to attend school at least 95% of the time. We expect students to arrive at school on time every day for the start of Roll Call at 8.25am.

Aspire

We expect our students to enjoy their learning experience that will help to raise their self esteem, sense of self-worth and expand horizons over the career choices that they make in adult life.

Achieve

We want our learners to attain high standards of achievement in their studies and we recognise that this is not solely an academic aspiration but extends beyond the classroom into extra-curricular life.

There is a link between effective lessons and behaviour and our school will promote guidance for members of staff to:

- Model positive relationships at all time
- Explore lesson structures and planning to support behaviour for learning
- Consider a range of teaching approaches and learning styles
- Ensure classroom routines and expectations are embedded

- Develop strategies and techniques for explicitly teaching specific behaviours needed for learning
- Consider the impact of the learning environment on behaviour.

The School Community recognises that a set of skills are required to develop positive behaviour and these include:

Critical thinking
 Team work
 Creativity
 Reflection
 Independence
 Resilience

The School Community also recognises that for learners to be successful the following **three** key elements need to be established:

Relationship with self:

An individual who does not feel confident as a learner and who has internalised a view that they are unable to succeed is less likely to engage positively with learning and may be more inclined to present inappropriate behaviour.

Relationship with others:

All behaviour needs to be understood as behaviour in context. Behaviour by learners is triggered as much by their interactions with others as it is by factors internal to them.

Relationship with the curriculum:

Learner behaviour and curriculum progress are inextricably linked. Staff who promote a sense of meaningful curriculum progress in learning for each learner will be more likely to create a positive behavioural environment.

Ethos and Commitment

At the heart of our Relationships Policy is the belief that values matter in promoting a positive ethos and encouraging good relationships. We have achieved a Rights Respecting Schools Silver Award and follow the principles of the United Nations Convention for the Rights of the Child (UNCRC) which can be found here: www.unicef.org.uk/what-we-do/un-convention-child-rights

In addition to the UNCRC, we believe that:

Everyone has the right to:

- Feel safe at La Mare De Carteret High School
- Work to their best ability
- Learn/teach without unnecessary interruption
- Work in a pleasant, safe environment
- Be treated fairly.

La Mare De Carteret High School commits to:

- Provide a safe learning environment and promote and model positive relationships develop a range of prevention and early intervention strategies to support behaviour for learning.

- Adopt a wide range of teaching methods that complement an individual's learning style Provide well planned lessons across the curriculum that allow learners to realise their potential
- Consult over and communicate this policy to stakeholders so that everyone knows their rights and responsibilities
- Ensure all members of staff are aware of the extent to which they can respond to misbehaviour and that members of staff receive regular professional development on effective strategies
- Provide a robust reintegration process following Fixed Term Exclusion that involves learner and parents
- Establish a clear set of expectations and routines and implement this policy in a consistent manner, taking appropriate action to tackle incidents in a fair manner Work closely with parents and partners to develop good learning opportunities Ensure behaviour in School does not discriminate and fosters good relationships Work with a range of partners and agencies to address any behavioural issues Establish a robust reporting system that enables learners to feel confident in reporting incidents including bullying and racist or homophobic incidents and follow up with investigation if necessary
- Communicate regularly to parents regarding their child's progress and behaviour Respond fairly and in proportion to the behaviour
- Support learners to realise their potential.

We ask that learners commit to:

- Contribute to the School's Relationships Policy
- Follow reasonable instructions
- Be punctual
- Bring correct equipment to class
- Where appropriate, engage with agreed programmes to address behaviour
- Be prepared to listen and learn
- Managing their own behaviour
- Work to the best of their ability
- Act as ambassadors when off site
- Not bring unlawful or contraband items to School
- Comply with the School Uniform policy.

We ask that parents / "carers" commit to:

- Contribute to the School's Relationships Policy, working with the school to promote its core principles with their child
- Send their child to School each day punctually, suitably equipped, in correct uniform and ready to learn
- Liaise with the School regarding any issues that may influence their child's behaviour
- Engage with the School in monitoring and reviewing the effectiveness of this policy.
- Downloading, engaging and monitoring communications on the Class Charts app.

Merits Scheme

Learners are able to collect Merits and Merits for respecting their rights and those of other learners:

Critical thinking- Article 28
Teamwork- Article 37
Creativity- Article 29
Reflection- Article 12
Independence- Article 29
Resilience- Article 19

All members of staff should award Merits. Merits collected are recognised at termly and half-termly awards ceremonies with Merits awarded to tutor groups and Houses as part of the scheme.

Achievement Points should be primarily recorded on Class Charts, or SIMS if need be, by the member of staff awarding the point. Merits will be monitored by Heads of Year, Heads of Department, Form Tutors and calculated half termly.

Guidelines for awarding Merits:

- Learners can be awarded up to 3 Merits in one lesson.
- Learners may be awarded up to 5 Merits for their participation in a specific event.
- Principal's award which is recommended to the Principal by a member of staff gains 6 Merits and a certificate.
- A whole class can be awarded a Merit each, provided that all learners participated and/or achieved.
- A Merit may be awarded to learners attending extra-curricular activities before School, at lunchtime or after School.
- Merits will not be awarded as an incentive for a learner to behave. Learners will not be given Merits for simply doing what is expected of them.

In addition to awarding Merits members of staff are able to acknowledge learners critical thinking, team-work, creativity, reflection, independence and resilience through:

- Verbal praise
- Postcards home
- Phone calls and letters home
- Nominations to Heads of Departments for 'Learner of the Half Term'
- Nominations to the Principal for Special Awards.

Certificates of Achievement awarded at La Mare De Carteret High School

Certificates are signed by the Principal and Head of Year. Certificates are awarded during assemblies. The following certificates are available:

- Bronze
- Silver
- Gold
- Platinum
- Principal
- Special Award Learner of the Half Term
- 100% Attendance

Guidance for staff when dealing with behaviour that does not respect the rights of all learners and staff:

Initial Responses and Level 1 Responses (L1R)

All staff are expected to attempt to reduce and de-escalate situations that may cause disruption in and around the classroom.

Examples of unacceptable behaviour:

- Teasing
- Talking out of turn
- Shouting out
- Work avoidance/time wasting
- Stopping others from working
- Inappropriate comments or rudeness
Inconsiderate behaviour
- Failure to follow reasonable instructions Unwillingness to listen and learn Missing homework
- Mobile phone visible without permission
- Arguing
- Damage to property/equipment
- Late for lesson (please use discretion in the case of a learner who may be anxious; trying to avoid crowds etc. or learners who may have a genuine reasons for lateness).
- Play fighting
- Missing equipment

Note: These strategies are not limited to classroom only activities

Examples of possible staff strategies as an Initial Response:

- Informal responses:
- Verbal reminders
- Non-verbal cues
- Body language
- Expectation that students will follow instructions.

Examples of possible staff strategies and protocols where students persist in poor behaviours after an Initial Response

Member of staff to have a restorative conversation with the student at a convenient time i.e. break time.

Log on ClassCharts as a L1R.

Failure to comply, persistence or escalation will result in a Level 2 Response (detention)

Level 2/3 Responses

SLT and HoY in conjunction with the ALNCO are responsible for intervention strategies at this stage.

Where a learner has been removed for disrupting the learning of others it should be logged on ClassCharts by the staff member requesting 'On Call'.

Following a student being assigned an L2 for disruption to learning the member of 'On Call' staff will escort that student to the Reflection Room where the student will remain for the remainder of the lesson.

Once placed in the Reflection Room the student must complete a reflection sheet before being reintegrated back into circulation.

Reporting and actions when an incident has occurred that is deemed beyond classroom misbehaviour:

Staff or students reporting the incident should fill out an Incident Report (link in appendices). This should be passed either electronically or by hand to the relevant Head of Year for action. The Head of Year should then make the decision whether the incident should be dealt with by either themselves, HoD, SLT or ALNCO.

The Incident, once dealt with, should be recorded on ClassCharts as appropriate.

Examples of unacceptable behaviour/ Incidents beyond classroom misbehaviour - Level 3 Response

- Serious vandalism
- Fighting
- Smoking
- Aggressive behaviour, threats and swearing at member of staff or others
- Discriminative abuse
- Stealing
- Physical abuse
- Serious inappropriate behaviour
- Leaving School without permission
- Bringing unlawful/contraband items to School (see appendices)
- Behaviour and conduct likely to endanger selves and/or others.
- Inappropriate use of mobile phones
- Inappropriate use of I.C.T.
- Bullying- (refer to Head of Year)

Strategies available as a Level 3 Response.

1. 'On Call' duty member of staff to assess the situation and if required remove the learner from the situation and find a suitable place for the student to sit that is out of circulation.
SLT, HoY, ALNCO, HoD to collect/collate any Incident Reports and investigate as appropriate.
2. Special Circumstances: (see Appendices)
 - a. Alternative to Fixed Term Exclusion (see Appendices)
 - b. Restorative Conference
 - c. Confiscation of items
 - d. Pastoral Support Plan initiated
 - e. Referral to other agencies e.g. HSSC, Police, third sector.
3. Staff member applying the Level 2 Response to engage in a restorative conversation with the learner and HoD/HoY to discuss behaviour as soon as practical before the next lesson with this learner.

Level 3 Response - AFTE or FTE - should be reported to the Administration Manager to be recorded on SIMS. Any form of exclusion must be sanctioned by the Principal or designate.

Pastoral Concern

A Pastoral Concern is a means of logging interventions. It is designed for use by **Form Tutors** and **Heads of Year** although remains accessible to all members of staff in the event of Form Time cover or for example, **PE staff members** to record absence of kit. This is to ensure that learners are not repeatedly penalised for the same concern.

Pastoral Concerns can be logged on ClassCharts by Form Tutors and Heads of Year for: Uniform.

Morning punctuality.

Equipment i.e. planner, PE Kit, Stop Drop and Read book, pens etc.

Pastoral Concerns must be **recorded on SIMS in the Behaviour Module** by the member of staff raising the Pastoral Concern. Under the Initiatives tab.

The member of staff raising the Pastoral Concern is expected to discuss their concern with their tutee unless Child Protection Officer has been involved and has given alternate instructions

Pastoral Concerns will be monitored by Form Tutors and Heads of Year: For learners acquiring repeated Pastoral Concerns, parental contact should be made by the Form Tutor or HoY as appropriate to discuss concerns.

Other (and Online) Concerns

These concerns are of a serious nature and the Child Protection Officer must be informed. An Incident Form should be completed at the earliest opportunity. Note, emergency cover will be provided for staff if needed.

All staff have a responsibility to report Other and Online safety concerns:

Cyber bullying

Self harm

Radicalisation

Sexting

Class Charts

Class Charts is an online app that the school uses to enable contact with parents and carers. It is our primary means of contact for non-emergency messages. It is also a useful means for students and parents to stay up-to-date with homework, behaviour and achievement points, detentions, attendance and timetabling.

Roles and Responsibilities

All members of staff will:

- Consistently apply La Mare De Carteret High School's Relationships Policy Support, praise and as appropriate reward learners good behaviour using Merits
- Respond to misbehaviour fairly, consistently, proportionately and reasonably—taking account of SEND and the needs of vulnerable learners and offer support as appropriate Model good behaviour and encourage an inclusive, safe and caring environment for students and staff
- Keep parents informed of their child's behaviour – positive behaviour as well as misbehaviour
- Monitor the safe use of technology in lessons, record online safety concerns on SIMS and report to the Child Protection Officer.
- Help learners to respect their rights and the rights of others through their teaching, approach to student behaviour and in the way they conduct themselves around the school.

Subject Teachers will:

- Establish an inclusive classroom with Universal Provision.
- Arrange a bespoke seating plan using ClassCharts.

Form Tutors will:

- Monitor Tutee's behaviour and achievement weekly using daily SIMS or ClassCharts report.
- Record Pastoral Concerns on SIMS as appropriate and follow up with a discussion with Tutee about their concerns
- For Tutees acquiring repeated Pastoral Concerns in a week, parental contact should be made to discuss concerns.
- Attend meetings to discuss a Tutee's progress as appropriate.
- Discuss Merits, Behaviour and Pastoral Concerns alongside academic progress. Deliver the Pastoral Curriculum as directed by Heads of Year.
- Partake in the Academic Mentoring process fully, as directed by the Head of Year.

Heads of Department will:

- Discuss Achievement and Behaviour points with Line Managers regularly to highlight celebrations and concerns
- Monitor departmental Level 2 Responses daily using the report produced by the ID team Respond to 'On Call' on a rota basis
- Following consecutive Level 2 Responses being given to an individual learner by the same member of staff:
 - meet with the member of staff to plan, implement and evaluate intervention strategies
 - discuss concerns with and refer to the ALNCO as appropriate.
- Meet with parents, learner and member of staff to discuss concerns
- lead a restorative conversation between the member of staff and learner refer to the appropriate HoY learners who have failed to respond to intervention strategies.
- Ensure that staff issuing Level 2 Responses have restorative conversations with students, contact parents and log on SIMS.

Heads of Year will:

- Monitor Pastoral Concerns.
- Respond to 'On Call' as timetable dictates.
- For learners who have failed to respond to intervention strategies implemented by HoD or HoY or learners who are acquiring Level 2 Responses in more than two subjects:

- meet with Form Tutor, parents and learner to discuss concerns
- place learner on report and meet with learner daily to monitor and mentor
- regularly review learner progress with Form Tutor, parents/caregivers and learner and initiate Pastoral Support Plan process as appropriate
- refer to ALNCO, learners who have failed to respond to intervention strategies.
- Participate in reintegration meetings for students who have received Fixed Term Exclusion as appropriate .
- Oversee students that are placed on report and instigate report appropriately.

The ALNCO will:

- Action referrals made by HoD and HoY
- Regularly review learner progress with Tutor, HoY, parents/carers, learner and other agencies through the Pastoral Support Plan process
- Work with other agencies to coordinate provision for learners who are on the ALN register
- Contact parents as agreed with SLT/ HoY. Participate in reintegration meetings for students who have received Fixed Term Exclusion as appropriate.

SLT will:

- Discuss with HoD's or HoY's that they line manage; behaviour, achievements and attendance
- Ensure the whole School Community is consulted about the principles of the Relationships Policy
- Inform HoY and ALNCO if a learner is on Alternative to Fixed Term Exclusion, Cooling Off, Fixed Term Exclusion
- Ensure the Relationships Policy is reviewed on a regular basis
- Ensure members of staff receive the necessary professional development on behaviour strategies
- Respond to 'On Call' as appropriate
- Implement as appropriate:
 - Alternative to Fixed Term Exclusion
 - Cooling off (in conjunction with HT)
 - Fixed Term Exclusion (HT only)
 - Restorative conference
- Arrange reintegration interviews for parents at the end of a Fixed Term Exclusion Ensure SIMS recording is up to date.

Curriculum +

Intended as a pro-active intervention strategy whereby members of staff identify problems before they become major issues. A referral process is in place, please see Inclusion Department Guidelines.

Other Policies relating to the Relationships Policy

- States of Guernsey Education Services Physical Intervention and Restraint Policy States of Guernsey Education Services Guidance and Procedures for Managing Exclusions.
- La Mare De Carteret High School Anti Bullying Policy.
- Inclusion Department Guidelines
- La Mare De Carteret High School Uniform Policy.
- States of Guernsey Education Services Safeguarding: Online Safety Policy.

Appendix

Detention (L2R), Curriculum +, AFTE, Cooling Off and Contraband Items

It is the responsibility of the student to attend the Reflection Room at the required time.

Students who do not meet the required behaviour expectations in the Reflection Room will repeat the detention on another day.

Students that repeatedly fail to follow Reflection Room protocol could face further sanctions such as AFTE.

Detention for Lateness

At La Mare De Carteret High School, we believe that regular, inexcusable lateness shows a lack of personal ambition and is disruptive for our school community. Students that are late will be issued with a Level 2 Detention.

Alternative to Fixed Term Exclusion (AFTE) - Break, Period 3/4 and Lunch

Learners should report to the Removal Room at the end of Period 2.

During break, learners should be supervised by a member of staff.

Ten minutes before the start of lunch learners must be allowed to go to the toilet and the canteen if required.

During lunch, learners should be supervised by a member of staff.

Confiscation of items

Alongside items that are illegal to carry by Law, the school will not allow items to be brought into school/ classrooms when they are deemed to be disruptive. The list below is not exhaustive and school staff may consider items that are not on the list to be counter to good order within the school environment and therefore, staff members may confiscate any item that is deemed so:

- Drug paraphernalia including imagery
- Smoking materials of any kind
- Alcohol
- Aerosols
- Items that could cause harm or injury
- Images or items that could cause offence.

Those items on the list above, if not handed to The Police, will be destroyed.

We may choose not to return other confiscated items to students directly and parents may be asked to collect those items. Members of staff will take confiscated items to either the front office or a member of the Senior Leadership Team where those items will be held securely until collection.

Note- any item that is illegal to carry may be brought to the attention of the Police and will not be returned to students.

Mobile Phones

All mobile phones should be off and away during the school day. If a student is seen with their phone a member of staff will remove it from their possession until the end of the school day where it will be the responsibility of parents to collect it from the school reception.

Fixed Term Exclusion from School (FTE)

Principals and the Officers of the Education Department will adopt the following policy when making decisions on exclusions and administering the exclusion process: *States of Guernsey Education Department Policy Document- Managing School Exclusions version: 150904, September 2015.*

This policy will be made available upon request from a parent/carer.

These procedures apply to all the maintained schools and all the children/young persons in them up to 16 years of age.

The Principal or Principal's designated representative may decide to exclude a student for a fixed-term period. The number of days determined is outlined in the policy document highlighted above.

Parents/carers must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours. Students should not be on or in the vicinity of school premises.

Parents are expected to attend a reintegration interview following any fixed period exclusion from school.

Student Behaviour Outside School

Student behaviour outside school on school business, for example on school trips, away school sports fixtures, or work experience placements, is subject to the sanctions within this policy. Inappropriate behaviour in such circumstances should be dealt with as if it had taken place in school.

For behaviour outside school, but not on school business, a Principal may exclude a student if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole, or causing reputational damage to the school. This will be a matter of judgement for the Principal.

Student behaviour in the immediate vicinity of the school, or on a journey to or from school can be grounds for exclusion.

Managing Safeguarding Concerns and Allegations Against People Working in/for Schools

All people working in/for States of Guernsey-maintained schools and supporting Education services are expected to demonstrate high standards of conduct in working with/around children. It is important that anyone who has a safeguarding concern about such a person is able to raise it; that they are listened to and taken seriously, and appropriate action is taken. The aim of sharing concerns is not only to safeguard learners, but also enable early identification and support for adults to address any practice that is not ideal.

Student Who Makes Malicious Accusations Against School Staff

The Principal will take any allegations whether malicious or not against any member of staff extremely seriously. Any allegation that is proven to be false is a serious matter where the Principal will work with all parties sensitively and follow behaviour sanctions within their remit. Depending on the nature of allegation and incident, the sanction could be taken further after consultation with the Executive Headteacher and/or Director of Education.