RELATIONSHIPS – THE LOCKERBIE WAY
Pupil/Parent/Carer
2020-2021
Lockerbie Academy
RELATIONSHIPS POLICY
PUPIL / PARENT / CARER HANDBOOK
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1. **Policy Statement**
   In line with our school Values, Lockerbie Academy is committed to building a positive ethos and culture to develop respectful relationships and positive behaviour throughout the school (both in classrooms and around the school community).

2. **Aims of the Policy**
   - Students learn best in a safe, orderly and purposeful environment where staff have high expectations of them. Teaching staff have a professional duty to create a safe, orderly and purposeful teaching environment and they have a right to expect support from line managers to create and maintain such an environment.
   - All staff should make their expectations of students’ behaviour clear throughout the school session. Students in Lockerbie Academy are expected to follow directions given to them by adults in school and to be courteous, hardworking and cooperative in their dealings both with adults and with each other.
   - Teaching staff should establish routines for the start, middle and end of lessons and should use positive feedback and praise to reinforce desirable behaviours.
   - All learners and staff are treated fairly, shown respect and promote good relationships.
   - Create a culture where young people feel included, respected, safe and are listened to.
   - Achievements and contributions are valued and celebrated.

3. **Purpose of the Policy**
   - To ensure that students at all stages experience consistency regarding managing relationships, both in classrooms and around the school and that this consistency will help them to achieve the best possible outcomes, both socially and academically.
Consistency in Practice

Consistent, Calm, Kind (adult behaviour)

Staff at Lockerbie Academy will conduct themselves in a Consistent, Calm and Kind manner. Our pupils also look for the following qualities in the adults who work with them:

<table>
<thead>
<tr>
<th>CONSIDERATE</th>
<th>LISTENER</th>
<th>ROLE MODEL</th>
<th>SUPPORTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAIR</td>
<td>APPROACHABLE</td>
<td>UNDERSTANDING</td>
<td>REALISTIC</td>
</tr>
<tr>
<td>ENTHUSIASTIC</td>
<td>TRUSTWORTHY</td>
<td>PATIENT</td>
<td>FIRM</td>
</tr>
<tr>
<td>REASONABLE</td>
<td>KNOWLEDGEABLE</td>
<td>OPTIMISTIC</td>
<td>CARING</td>
</tr>
<tr>
<td>CONFIDENT</td>
<td>PROFESSIONAL</td>
<td>FUNNY</td>
<td>NICE</td>
</tr>
<tr>
<td>HELPFUL</td>
<td>ORGANISED</td>
<td>LISTENS</td>
<td>THOUGHTFUL</td>
</tr>
<tr>
<td>CHEERFUL</td>
<td>ENGAGING</td>
<td>POLITE</td>
<td>HAPPY</td>
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High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition.

Ready, Respectful, Safe will be displayed in each learning space and referred to in conversations around conduct. Ready, Respectful, Safe are our new school rules.
Recognising Positive Behaviour

1. Using Praise to reinforce good learning behaviours
   - Positive recognition and praise should be used wherever possible to reinforce desirable learning behaviour. Students like to receive specific positive feedback on their work – ‘I like the way that you have done this because ……….’ rather than general non-specific praise
   - Merits should be given to pupils who exceed expectations. Some merits can be given for a single good piece of work whilst others can be given for sustained compliance
   - Teachers should use a ‘Recognition Board’ to display good behaviours
   - Students should be told when they have had a merit awarded. Tutors should check Merits on a regular basis during Health and Wellbeing delivery. Tutors should use this information as part of their conversations with their Tutor Class

2. Applying demerits and consequences
   - We want teachers to focus on positive behaviour, but recognise that there will be occasions when poor behaviour needs to be dealt with.
   - Demerit system is a way of recording behaviour. Demerits are not Consequences
   - A Consequence should be issued if the pupil does not improve behaviour following a reminder. Consequences should be applied where students fail to heed reminders. A Demerit should be used to record the behaviour.
Merits

Merits fall into the categories below:

- Excellent Effort (Effective Contributor)
- Good Assessment (Successful Learner)
- Good Citizen (Responsible Citizen)
- Wider Achievement (Confident Individual)

**EXCELLENT EFFORT (EFFECTIVE CONTRIBUTOR)**
- Outstanding Classwork
- Exceeding Expectations/Progress
- Leadership in Group Work
- Enthusiastic Participation in Lesson
- Excellent Homework
- Regular Attendance at Study Club/Homework Club
- Taking Responsibility in own Learning
- Excellent Course Work for the individual
- Consistently Good Classwork
- Improved Behaviour
- Improved Effort

**GOOD ASSESSMENT (SUCCESSFUL LEARNER)**
- Excellent Result for the individual
- Significantly Improved Result

**GOOD CITIZEN (RESPONSIBLE CITIZEN)**
- Helping Others
- Using Initiative
- Acting Responsibly
- Doing Right Thing
- Making Good Choices
- Tidy Up

**WIDER ACHIEVEMENT (CONFIDENT INDIVIDUAL)**
Recognising Achievement Merits (S1-S3)

<table>
<thead>
<tr>
<th>BRONZE</th>
<th>25 MERITS</th>
<th>Group Call home</th>
</tr>
</thead>
<tbody>
<tr>
<td>SILVER</td>
<td>50 MERITS</td>
<td>Letter home (PTPS)</td>
</tr>
<tr>
<td>GOLD</td>
<td>75 MERITS</td>
<td>Letter home (HoH)</td>
</tr>
<tr>
<td>PLATINUM</td>
<td>100 MERITS</td>
<td>Letter home (HT)</td>
</tr>
</tbody>
</table>

Tutors will monitor Merits throughout each term and share achievements with pupils in their class.

- **BRONZE**: Pupil reaches 25 Merits. HoY to arrange Group Call to be sent home. House Captains to issue certificate at Assembly.
- **SILVER**: Pupil reaches 50 Merits. HoY to arrange letter to be sent home. PTPS to issue certificate at Assembly.
- **GOLD**: Pupil reaches 75 Merits. HoY to arrange letter to be sent home. PTPS HoH to issue certificate at Assembly.
- **PLATINUM**: Pupil reaches 100 Merits. HoY to arrange letter to be sent home. Mr Asher to issue certificate at Assembly.
Demerits

- Demerits will be monitored throughout each term.
- Staff must remember that a Demerit is not a Consequence. If issuing a detention, the class teacher should write a note of this in the Pupil Planner to ensure parents/carers are aware this has taken place.
- PTC should use this information to monitor behaviour across the Faculty and take action when appropriate.
- PTPS should use this information to monitor behaviour across the school and take action when appropriate.

**EFFORT POOR**
- Not listening to/following instructions
- Lack of expected progress
- Rushing work
- Content thin
- Delaying starting work
- Lack of engagement in group work
- Off task

**BEHAVIOUR POOR**
- Shouting out
- Not following instructions
- Inappropriate language
- Irresponsible behaviour
- Disrespect towards other pupils
- Eating/drinking in class
- Chewing gum
- Unkind behaviour
- Answering back
- Unsafe behaviour
- Corridor misbehaviour
- Disturbing others in class

**HOMEWORK ISSUE**
- Late
- Poorly attempted
- Not handed in
- Not complete
- Wrong homework
- Copied homework
- Materials not returned

**LATECOMING**
- School
- Class

**MOBILE PHONE**
- Misuse of mobile
- Mobile out without permission

**PLANNER**
- Not brought
- Not signed
- Graffiti

**SPEAKING INAPPROPRIATELY TO STAFF**
- Swearing
- Arguing
- Asking personal questions

**UNIFORM UNSATISFACTORY**
- No tie (office)
- No black shoes
- Wearing jeans
- Inappropriate skirt length

**EQUIPMENT ISSUE**
- Resources
- PE Kit

Breach of COVID Guidance
## Consequence Steps

<table>
<thead>
<tr>
<th>STEPS</th>
<th>ACTIONS</th>
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| **Step 1: Reminder**      | • A reminder of our expectations - **READY, RESPECTFUL, 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                                                                                          |
| **Step 2: Caution**       | • Speak to the learner privately and give them a final opportunity to engage by giving a clear verbal caution (making the learner aware of their behaviour and clearly outlining the consequences if they continue).  
• Offer a positive choice and refer to previous examples of positive behaviour.                                                                                                                                   |
| **Step 3: Internal Referral** | • At this point the learner will be referred internally, with work, to another room in the department for the remainder of the lesson (as arranged within Faculty policy). If not possible due to current Covid guidance, call office to contact Duty SMT.  
• A short restorative conversation should take place as soon as possible afterwards (with class teacher)  
• If the incident finishes here, the teacher must log the incident (referral) and a department consequence should be imposed (a demerit is not a consequence) and note written in planner/groupcall to alert home to incident.  
• PTPS are expected to intervene if there are three or more internal referrals from different subjects in a 5-day rolling period  
  o PTPS to meet with pupil to discuss and take action                                                                                           |
| **Step 4: External Referral** | This only applies if either:  
a) The learner refuses to engage with an internal referral or  
b) A serious breach is committed by a learner that may result in an exclusion  
• Member of staff to contact the Office for Duty SMT who must collect the learner (they must not be sent to the Reflection Room).  
• Member of staff to send work with the learner.  
• Member of staff must log the incident and refer to Duty SMT.  
  o A reconciliation meeting should take place before the next lesson. If the learner does not engage with the reconciliation, SMT will issue another consequence. |

### POSSIBLE CONSEQUENCES

| **Step 2: Caution** | Move seat  
|                     | Cool Down outside of classroom  
|                     | Punishment Exercise  
|                     | Take up Time (detention) |
| **Step 3: Internal Referral** | Punishment Exercise  
|                              | Detention (with class teacher)  
  o If learner does not attend, give another chance.  
  o Failure to attend on two occasions, detention with PTC  
|                              | If ongoing issue, department timetable to be issued |
| **Step 4: External Referral** | Removed from class to Reflection Room  
|                              | Reflective exercise to completed at an appropriate time  
|                              | Home to be contacted to inform them of incident  
|                              | SMT to make decision when pupil should return to class (pupil should not return to class before reconciliation meeting has taken place) |