

Lockerbie Academy



**RELATIONSHIPS –
the LOCKERBIE WAY**

August 2024
(Updated June 2025)

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Relationships - the Lockerbie Way

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). This policy applies to all staff and pupils.

2. Aims of the Policy

- Young People 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 take steps to build positive relationships with learners to ensure everyone is Ready, Respectful and Safe
- Teaching staff should establish routines by following the “[Lockerbie Lesson](#)”
- Staff should use positive feedback and praise to reinforce desirable behaviours
- Staff should make reference to the [Equality Act 2010](#), to ensure we are promoting fairness and inclusivity by ensuring all young people and staff are treated fairly, shown respect and promote good relationships
- We aim to create a culture where young people feel included, respected, safe and are listened to
- We aim to foster good relations between people who share a protected characteristic and those who do not. Protected characteristics include: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation
- Achievements and contributions are valued and celebrated

3. Purpose of the Policy

- To ensure that young people 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.
- To ensure that all staff, both teaching and non-teaching, are aware of their role relating to Relationships and feel supported to deal with students' behaviour issues both in the classroom and around the school.

[Better Relationships Better Learning](#)

[Dumfries and Galloway Stages of Intervention](#)

[Dumfries and Galloway Preventing and Managing Exclusions](#)

[Included, Engaged and Involved part 1](#)

[Included, Engaged and Involved part 2](#)

[Included, Engaged and Involved part 3](#)

[Improving Relationships and Behaviour in Schools](#)

[Lockerbie Academy Mandatory Nurture Training](#)

[Lockerbie Academy Nurture Strategies](#)

[Lockerbie Academy Respectful Relationships Anti-Bullying](#)

[Lockerbie Academy Staff Welfare Strategy](#)

[UN Convention on Rights of the Child](#)

Calm, Consistent, Kind (adult behaviour)

Lockerbie Academy recognises that consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit or strategies, but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction of behaviour. Where learners are treated as valued individuals, they are more likely to respect adults and accept their authority.

Consistency Clip

- Consistent **language**: consistent response. Referring to the agreement made between staff and students, simple and clear expectations reflected in all conversations about behaviour.
- Consistent **follow up**: Ensuring 'certainty' at the classroom, faculty and senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent **positive reinforcement**. Routine procedures for reinforcing, encouraging and celebrating appropriate good behaviour.
- Consistent **consequences**. Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, simple **rules/agreements/expectations** referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage.
- Consistent **respect from the adults**: Even in the face of disrespectful students!
- Consistent **models of emotional control**: Emotional regulation that is modelled and not just taught, teachers as role models for learning, teachers learning alongside students.
- Consistently reinforced **rituals and routines for behaviours around the campus**: in classrooms, in corridors, in the playground, at the school office, in the dining hall....
- Consistent **environment**: Displays the quality of a good school, consistent visual messages and echoes of OUR core values, positive images of students and their work.
- Consequences for unacceptable behaviour should be natural consequences, designed to repair any damage to relationships or property, rather than punishments that have no relationship to the behaviour (if they have made a mess, the consequence is to clean it up)

Consistencies in Adult Behaviour

Our key purpose is to ensure the wellbeing and success of all our learners. In order to ensure success for all, we have to place a range of interventions to support learners develop positive relationships and refocus on learning. Poor conduct has consequences for learning and achievement. High expectations of staff and students make a positive contribution.

There are 5 consistencies that all staff will uphold in all interventions. At Lockerbie Academy adults will:

1. Follow the “Lockerbie Lesson”
2. Model consistent, self-regulated behaviour
3. Create a safe, nurturing learning environment
4. Engage with learners calmly and slowly (no shouting)
5. Engage in reflective dialogue with learners our [trauma informed relationships strategies](#)

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition.



The Senior Leadership Team will be carrying out ‘Supportive Walks’ during the day to support staff and to ensure we are a positive learning community.

Creating a Respectful and Safe Learning Environment

The importance of Transitions in children's lives	
Pupils	☐ Young People should enter the classroom in a respectful and safe way ☐ Outdoor clothing and all non-uniform clothing, such as jumpers which are not black, should be removed ☐ Young People should arrive on time, settle quickly and be ready to learn ☐ Young People should get themselves equipped for learning at the start of the lesson
Staff	☐ Staff should be present to "Meet & Greet" learners as they enter the classroom (at their door) ☐ An accurate attendance must be taken within the first 5 minutes of every lesson (and updated if a young person arrives late) ☐ A seating plan should be created and stored in Seemis / copy left on desk. This allows staff covering the lesson to be able to refer to pupils by name ☐ The purpose of the lesson, learning intentions and success criteria is shared throughout the lesson

Children's learning is understood developmentally	
Pupils	☐ Young People should demonstrate our school vision, values and aims ☐ Young People are to try their best and allow others to work to ○ UNCRC Article 28 (right to education) ☐ Mobile phones should be on silent and in school bag whilst on school grounds. Mobile phones and additional technology may be used at the direction of staff. It is not acceptable for pupils in a lesson to text, use social media or take photographs of each other https://bit.ly/3Nms92p
Staff	☐ Staff are expected to be Calm, Consistent and Kind ☐ Staff should refer to our Vision, Values and Aims ☐ Staff model self-regulatory behaviour and maintain safe and nurturing learning environments ☐ Teachers will plan engaging, active lessons to meet the needs of all learners ☐ Staff consistently promote positive behaviour

The importance of Transitions in children's lives	
Pupils	☐ Young People have routines for packing up materials at the end of the lesson so that the learning environment is left tidy for the next class
Staff	☐ Teachers should have a plenary task as part of their 'End and Send' ☐ Young People should be dismissed from the classroom in a respectful and safe way ☐ Teachers should, as far as possible, supervise movement in the corridor outside their classroom doors at the change of periods

Environment offers a Safe Base
☐ All staff should feel confident in ensuring young people move around the building safely ☐ Everyone should demonstrate our Vision, Values & Aims throughout each day ☐ Young People should not make physical contact with each other in any way ☐ No member of our school community should drop litter, chew gum or bring fizzy drinks into school (Healthy Eating Policy)

Role and Responsibilities of Promoted Staff

Principal Teacher Curriculum	☐ 'Meet and Greet' learners (where possible) when entering the Faculty ☐ Carry out 'supportive walks' ☐ To support class teachers to maintain a safe and purposeful working environment by following up on cases of noncompliance referred by classroom teachers and imposing further consequences if appropriate ☐ PTs should contact home to discuss concerns (Group Call/ Telephone/ Letter/Meeting) and log in Pastoral Notes (speak to PTPS before calling home) ☐ Use data to target and assess interventions ☐ Ensure faculty staff are confident in their understanding and implementation of our Relationships Handbook
Principal Teacher Pupil Support	☐ To support Tutors, Class Teachers and PTCs to maintain a safe and purposeful learning environment by having discussions with young people who are struggling to regulate (across a range of Faculties) and complete referral for additional support ☐ PT Pupil Support will arrange meetings with parents and carers if/when necessary ☐ Ensure Tutors are confident in their understanding and implementation of our Relationships Handbook/Tutor Handbook ☐ To support Tutors during Registration/HWB delivery ☐ Use data to target and assess interventions
Senior Leader	☐ 'Meet and Greet' at beginning of the day ☐ Have a daily visible presence around the school throughout the day ☐ Carry out 'Supportive Walks' throughout the week ☐ Support all staff to maintain excellent standards of behaviour throughout the school in all settings ☐ Ensure all staff are confident in their understanding and implementation of our Relationships Handbook ☐ Use data to target and assess interventions ☐ Discuss young people causing concern with PTC/PTPS Link

Recognising Positive Behaviour

1. Using Praise to reinforce good learning behaviours

- Positive recognition and praise should be used wherever possible to build positive relationships. Pupils 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 do their best
- Pupils 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 share this information with young people privately and not display in the screen for all to see

2. Consequences

We want teachers to focus on positive behaviour, but recognise that there will be occasions when poor behaviour may need to be dealt with (see page 9)

- Before issuing a Consequence, teaching staff should follow the steps and use the toolbox
- A Consequence should be issued if the pupil does not improve behaviour following a reminder. Consequences should be applied where students continue to make poor choices
- Consequences should be applied in a hierarchical way beginning with the lightest and moving up gradually to more severe, unless the behaviour is extreme and needs a severe consequence immediately
- A Demerit should be recorded for tracking and monitoring purposes only. Staff are not to use this as a way of dealing with behaviour. By issuing a Demerit, staff are indicating they have issued a sanction. For TUT/reflective exercise, staff should write in planner for home to be aware
- Where a students’ behaviour is putting the learning of the class or the safety of others at risk they should be removed from the classroom on a temporary basis. Faculty Procedures should be followed; in the first instance PTC should be contacted, and if appropriate, supervised by the PT. If the PT is not available, then other arrangements should be in place. In extreme cases (refusal to follow PT instructions/violence) the Office should be contacted to ask for Duty SLT to go to the classroom
- For young people who staff a wellbeing concern for they should complete the form below
- **PTPS- Wellbeing concern (email PTC to notify of wellbeing concern. If Child Protection, do not share concern)**
 - [Annan- Miss Thompson](#)
 - [Dryfe Miss Wotherspoon S2-S4 / Mrs Dempster S1,S5,S6](#)
 - [Kirtle- Mr Williamson](#)
 - [Milk- Mrs Bowker](#)
- **Head of House-** through link meetings with PTPS, pupils will be discussed

Recognising Achievement

<u>Merit Categories</u>			
Confident Individual	Effective Contributor	Responsible Citizen	Successful Learner
Self-Management			
Focusing	Integrity	Adapting	Initiative
Social Intelligence			
Communicating	Feeling	Collaborating	Leading
Innovation			
Curiosity	Sense-making	Creativity	Critical Thinking

BRONZE	25 MERITS	Text 1
SILVER	50 MERITS	Text 2
RUBY	75 MERITS	Letter 1 – Tutor Teacher
SAPPHIRE	100 MERITS	Letter 2 - Senior House Captain
GOLD	125 MERITS	Letter 3 - Senior School Leadership Team
EMERALD	150 MERITS	Letter 4 - PTPS
DIAMOND	175 MERITS	Letter 5 – Head of House
PLATINUM	200 MERITS	Letter 6 – Head Teacher

Steps and Toolbox

STEPS	ACTIONS	TOOLBOX
Step 1 Reminder	• A reminder of our expectations – READY, RESPECTFUL, SAFE delivered privately wherever possible using our trauma informed relationship strategies • Repeat reminders if necessary • Deescalate and decelerate where reasonable and possible, and take the initiative to keep things at this stage	
Step 2 Final Reminder	• Speak to the learner privately using Ready, Respectful & Safe and give them a final opportunity to engage by giving a clear verbal reminder (making the learner aware of their behaviour and clearly outlining the steps to return to their learning) • Refer to previous good examples of positive behaviour	• Move seat • Regulate outside the classroom • Ready, Respectful & Safe reflective exercise • Record Demerit
Step 3 Faculty Referral	• Learners will be provided with a quiet space to self-regulate • Learners may return to class when staff/learners have self-regulated • Next day, New day – trauma informed ending • Staff should manage behaviour in their classrooms, keeping PTCs informed by recording referrals as “for information only” • Referrals to ELT should be for significant behaviours • Learners should only be removed from class for unsafe behaviour	• Ready, Respectful & Safe reflective exercise (referral- for info) • Take-Up Time with class teacher (TUT recorded on Seemis / text home) ○ Enter referral (for info only) ○ If learner does not attend, given another chance ○ Failure to attend on 2 occasions, TUT with PTC ○ Failure to attend with PTC, refer to Head of House • Ongoing issues, department timetable to be issued. PTC must call home to discuss, this must not be communicated through text • Increase in referrals, PTC to call home to discuss ○ PTC to check with PTPS before calling home

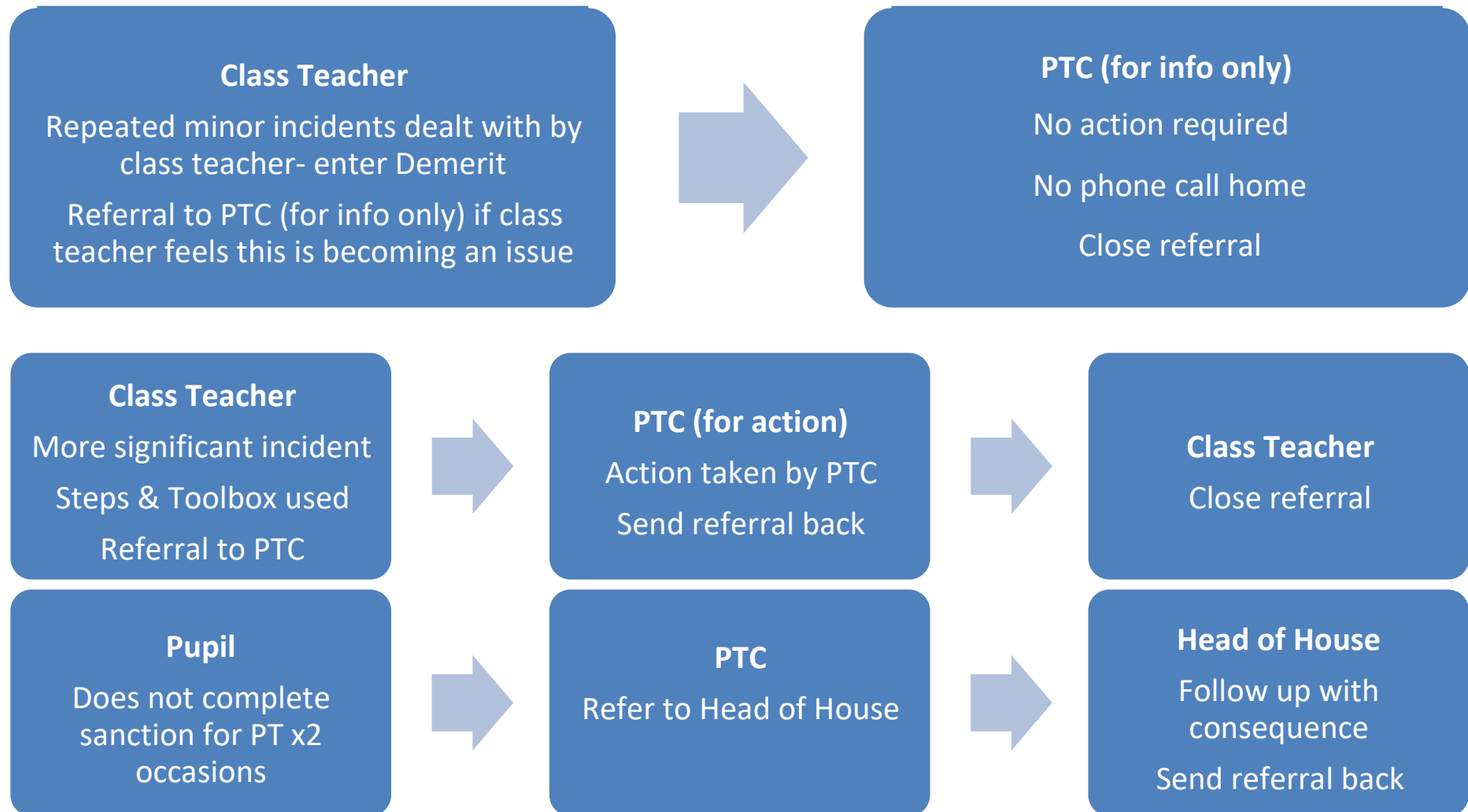
Step 4 SLT Referral	This only applies if either- a) The learner refuses to engage with the opportunity to self-regulate in a quiet space / Faculty support or b) A serious breach is committed by a learner - Member of staff to contact the office for Duty SLT - Duty SLT to attend class - Discussion with member of staff for clarity of the issue	- Pupil spoken to by Duty SLT to establish why there has been an issue (rupture) - This reflection may not happen straight away - SLT will judge when this should take place - Once conversation has taken place, discussion as to how they repair with staff member - Member of staff to log incident and refer to Duty SLT - SLT will update member of staff (return referral) - Discussion with member of staff and learner on best to reconnect - Discussion with PTC if there is an ongoing issues (target TT) - All serious incidents (near miss) and incidents of violence (verbal, attempted/actual physical, psychological, written) should be recorded through H&S portal
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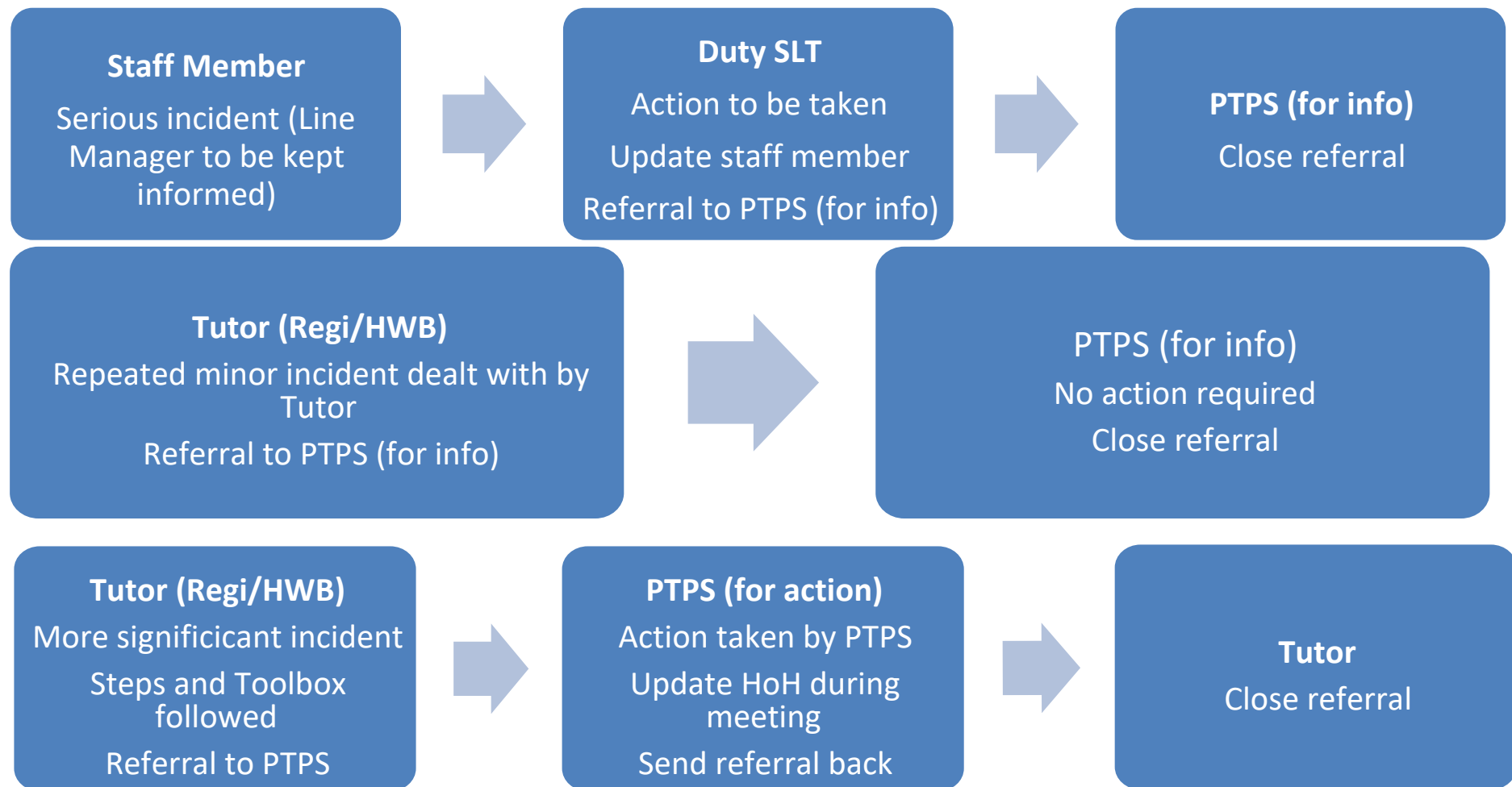
Rupture	- Which school aim did you not demonstrate? - Why was this? - What did you do?
Repair	- How did you feel at that moment? - How did this choice impact you/ others/member of staff? - What actions/choices would have had a better outcome?
Reconnect	- What have you learned from this incident? - How do you think you can reconnect with the member of staff?

[Scripted Intervention](#)

[Repair Conversation](#)

Seemis Referrals





Start Date: 1/8/2017 End Date: 22/9/2017 Filter on count: All

Select column group: Merits Restrict columns: ☐ Show columns with '0' values

Select row group: Pupil Restrict rows: ☐ Show rows with '0' values

Restrict teachers: ☐ Show teachers in report

Generate Report

Selection

Filter: All Current Students

Select: By Reg Group

Group: IA1

Add To List: New List

Known As	Surname	DOB	Sex	RegGroup	Org 1	Org 2	Stage
Lucy	Davies	29/12/05	M	IA1	1	2	51
Lucy	Hammond	31/05/05	F	IA1	2	3	51
Amelia	Hogg	02/03/05	F	IA1	3	1	51
Shona	King	10/03/05	F	IA1	1	3	51
Declan	Lamb	25/10/05	M	IA1	3	1	51
Ellie	Little	31/01/05	M	IA1	1	2	51
Demi-Louise	Mackenzie	31/01/06	F	IA1	2	1	51
Fearne	McLeod	15/05/05	F	IA1	3	2	51
Zach	Nicholson	10/09/05	M	IA1	1	3	51
Holly	Newton	31/03/05	F	IA1	1	3	51

Select All Deselect All

OK

SELECT:

- BY REG GROUP
- OWN REG GROUP
- NEW LIST
- SELECT ALL
- OK

Start Date: 1/8/2017 End Date: 22/9/2017 Filter on count: All

Select column group: Merits Restrict columns: ☐ Show columns with '0' values

Select row group: Pupil Restrict rows: ☐ Show rows with '0' values

Restrict teachers: ☐ Show teachers in report

Generate Report

Known As	Surname	Reg. G...	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	Total	View D...
Lucy	Davies	IA1	1	1	1	1	0	0	0	5	0	2	0	0	1	1	0	0	1	18	...
Lucy	Hammond	IA1	1	0	0	3	0	0	0	3	2	2	0	0	1	1	0	0	3	16	...
Amelia	Hogg	IA1	1	0	0	1	0	0	3	4	2	4	0	4	1	1	0	0	2	26	...
Shona	King	IA1	1	0	0	3	0	0	0	3	2	2	0	1	1	0	0	1	2	18	...
Declan	Lamb	IA1	1	0	0	1	0	0	0	2	0	4	0	1	1	0	0	0	2	14	...
Ellie	Little	IA1	2	0	0	1	1	2	0	3	1	2	0	0	1	1	0	0	2	16	...
Demi-Louise	Mackenzie	IA1	1	0	0	1	0	3	4	1	4	0	0	1	1	1	1	1	3	23	...
Fearne	McLeod	IA1	1	0	0	1	0	0	4	1	1	1	1	1	1	0	0	2	2	15	...
Zach	Nicholson	IA1	1	0	0	1	0	0	3	0	2	0	1	0	0	1	1	0	2	18	...
Holly	Newton	IA1	1	0	0	1	0	0	3	0	2	0	0	1	1	1	0	1	2	13	...
Jamie	Ostronak	IA1	1	1	1	2	0	0	4	2	2	0	1	1	1	0	0	2	3	21	...
Rebecca	Sharpe	IA1	1	0	0	3	2	0	2	1	1	0	0	1	1	0	0	1	2	15	...
Faye	Sloan	IA1	1	0	0	1	0	0	3	2	4	0	1	1	1	0	1	1	3	19	...
Sandy	Temple	IA1	1	0	0	3	0	0	0	6	2	2	1	3	1	1	0	0	2	24	...
Declan	Thomas	IA1	1	0	0	1	0	1	1	2	2	4	0	0	1	1	0	0	2	18	...
Rory	Yoss	IA1	1	0	0	1	0	1	0	1	4	2	2	0	5	1	0	0	1	22	...
Ross	Watret	IA1	1	0	0	3	0	0	0	2	2	0	0	0	1	1	0	0	2	16	...
Charlie	Watson	IA1	2	1	1	2	0	3	5	1	4	0	1	1	1	0	0	1	4	27	...
Holly	Watson	IA1	1	0	0	1	0	0	3	2	2	0	0	1	1	0	0	1	2	14	...
Emma	Young	IA1	1	0	0	1	1	1	4	4	3	4	0	0	1	1	0	1	3	25	...

Legend (Merits)

1 - Being Helpful to Others (Responsible Citizen)
 4 - Consistently Good Effort (Successful Learner)
 7 - Good Classroom (Successful Learner)
 10 - Reading Award Completed
 13 - Showing Initiative (Confident Individual)
 16 - Tidy Up (Responsible Citizen)

2 - Consistently Brings Equipment (Responsible Citizen)
 5 - Enthusiastic participation in lesson (Successful Learner)
 8 - Good Homework (Successful Learner)
 11 - Reading Award Task
 14 - Successful Participation in a Performance (Effective Contributor)
 17 - Willing Participation in Lessons (Effective Contributor)

3 - Consistently Good Behaviour (Responsible Citizen)
 6 - Good Answers in Class (Effective Contributor)
 9 - Good Practical Work (Successful Learner)
 12 - Registration/PSE Procedures
 15 - Successful Participation in Group Work (Effective Contributor)

Include in print: ☒ Merits ☒ Demerits ☒ Referrals

Print Preview Print Behavioural Summary Class/Pupil Report

CLASS MERITS

CLICK TOTAL AT END TO RANK

Examples of low level/significant behaviour

	Examples
Low level behaviours: behaviour which in isolation would only require reminders, but when persistent, causes significant disruption to learning and teaching. Consequences may be issued to learners who display low level disruptive behaviours and are unable to/choose not to regulate their behaviour after reminders.	<u>Persistently:</u> - calling out - talking - arriving late to class without reasonable reason - not demonstrating school Aims - distracting/disrupting others in class - not working at pace set, even with prompts/help from class teacher/Learning Assistant
Significant behaviours: behaviours which in isolation cause significant disruption to the learning and teaching, or are unsafe. Consequences should be issued to learners who display significant disruptive behaviour and a referral logged with PTC. Incident Report form to be completed.	- speaking inappropriately to others - being physical/pushing others - making unkind comments about others - throwing objects - refusing to engage with the lesson/consequences issued

Demerits Categories
Ready
Respectful
Safe
TUT (if using this demerit, do not log R,R,S)
Mobile Phone misuse (warning issued)
Mobile Phone misuse 1 (taken to office- office to record/text home)
Mobile Phone misuse 2 (taken to office- office to record/text home)