Castlehead High School

Nurturing Relationships Policy

Revised August 2025

Next Revision due August 2027

Castlehead High School

INTRODUCTION

Castlehead High School is a non-denominational school in Paisley. With a school role of approximately 750, we serve young people and families from wide-ranging and diverse backgrounds.   At Castlehead High School, we believe that every member of our school community should have an equal opportunity to achieve their full potential, regardless of race, gender, additional support needs, or socio-economic background.

Our **Nurturing Relationships Policy** sets out our aims, working alongside parents/carers, to promote a positive school ethos, focussing on the conditions which enable us to build strong relationships, to develop nurture, to exemplify our new school values of **kindness, respect** and **ambition**, and to support learning and teaching.

Staff and young people have also worked closely together to create a vision for our school:

OUR SCHOOL VISION:

Cultivating a community of respect, equity, and kindness, fuelling ambitious minds to thrive and make a positive impact in our world

 The ideas and strategies for living our vision and values every day are outlined in this policy document. This policy sets out the framework for the responsibilities, values and attitudes expected of all our stakeholders within our nurturing school, which empowers teachers to be successful and effective practitioners while encouraging our young people to be respectful and kind, while being striving to be the best they can be.

We believe that positive interactions need to be encouraged and rewarded. We believe young people learn best when they are clear about what it is that they need to do. Young people are likely to accept expectations and values that are clearly and simply stated in every classroom. Also, they will accept responsibility when they have broken a rule, provided it is administered fairly and consistently. Therefore, clearly defined expectations, consequences and rewards are also central features of our Nurturing Relationships Policy.

As **Rights Respecting School** we have respect for the rights outlined in the United Nations Convention on the Rights of the Child (UNCRC). We respect all of these rights but, in particular, the following articles are a feature of our Nurturing Relationships policy:

Article 12   **The child's right to have their voice heard**

19   **The child's right to protection from physical or mental abuse, or negligent treatment**

23   **Children with additional support needs have the right to enjoy a full life in conditions which ensure dignity and active participation**

24   **The child's right to the best possible physical and mental health**

28   **The child's right to an education**

29   **The child's right to an education which is directed to the development of the child to their fullest potential**

WHAT IS A NURTURING APPROACH?

A nurturing approach focuses on repairing harm done to relationships and people, instead of the need for assigning blame and dispensing punishment.

As a nurturing school, we foster awareness and reflection of how others have been affected by inappropriate conduct. This is done by actively engaging participants in a process which separates the deed from the doer, and rejects the act, not the perpetrator. This allows participants to make amends for the harm caused and acknowledges the intrinsic worth of the person, and their potential contribution, to the school community.

A nurturing approach recognises that positive relationships are central to both learning and wellbeing, and has a key focus on the school environment while emphasising the balance between care and challenge. As a school community, we strive to incorporate warmth and connection alongside structure, high expectations and a focus on wellbeing, achievement and attainment.

Our policy is based on the understanding of the **Nurture Principles** outlined below:

- Children's learning is understood developmentally
- The environment offers a safe base
- The importance of nurture for the development of wellbeing
- Language is a vital means of communication
- All behaviour is communication
- Transitions are important in children and young people's lives
- **Non-Violent Resistance (NVR) – OUR PRINCIPLE OF FOCUS IN 2025/26**

The four pillars of the NVR approach are:
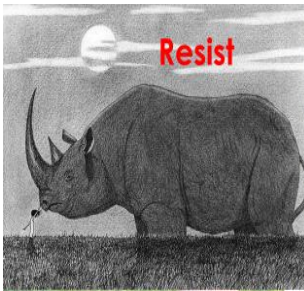
RESIST: we cultivate the strength to address and resist unacceptable behaviours without feeding the cycle of shame and fight/flight/freeze.

PERSIST: We understand and accept that caring for young people is a marathon, not a sprint. We learn how to pace ourselves to avoid burnout.

UNITE: We recognise that you cannot do this alone! Having a trusted support network will help strengthen our resistance and enable us to persist.

REPAIR: It is natural that relationships can deteriorate under stress. Relationships can be ruptured but NVR gives us tools to repair those relationships.

CALM, CONSISTENT ADULTS DIVERT, DE-ESCALATE AND DISTRACT

We value the power of relationships and work relentlessly to understand the way our pupils present themselves in context, especially our context: we must be empathic about our learners within the community we serve, where we find:

- high levels of poverty and deprivation;
- high levels of care experience;
- high numbers of pupils who have an identified additional support need;
- high levels of poor mental health across families

All staff must consider this context when interpreting and managing difficult situations within their classrooms. We must consider what our learners may be trying to say by their actions, and we ask the right questions to investigate the situation and to offer support:

'What has happened to this child?'
'What is their story?'
NOT
'What is wrong with this child?'
'How am I supposed to teach this child?'

It is important that we take the time to interpret what the child is trying to tell us…

"Either we spend time meeting children's emotional needs by filling their cup with love or we spend time dealing with the behaviors caused from their unmet needs. Either way, we spend the time."

PAM LEO

Praise the Positives First
Staff should actively seek out opportunities to praise learners for making positive choices and actions. Using SatchelOne points and badges should become routine.

Meet & Greet
Where possible, staff should stand at their door at the start of each lesson and welcome learners as they arrive. This should be a positive interaction and staff can use this as an opportunity to build relationships with learners. Each lesson should be a 'fresh start'.

Praise in Public, Reprimand in Private
When giving learners praise, this should be done publicly. Any corrective discussions/microscripts should take place privately (quiet word, not giving a warning in front of the whole class, discussion at teacher desk, etc). Learners should not be put outside the class for any more that 2-3 minutes, and only to facilitate discussion.

Restorative Conversations

Step 1: Recognising, empathising, soothing to calm **('I understand how you feel, you're not alone')**

Step 2: Validating the feelings and labelling **('This is what is happening, this is what you're feeling')**

Step 3: Setting limits on what is going wrong **('We can't continue to do as it is not safe.)**

Step 4: Problem-solving **('We can sort this out by'/How do you think we could resolve it?')**

USING THE CIRCLE FRAMEWORK TO CREATE AN INCLUSIVE TEACHING SPACE

The CIRCLE Framework begins from the standpoint that teachers are experts in teaching, and that what is required to support inclusion is a framework that allows this expertise to be applied in the most effective way, using a set of general principles.

It is the responsibility of all staff to consider their role when supporting a learner who finds participation and engagement difficult. Working through this resource will support staff to do this.
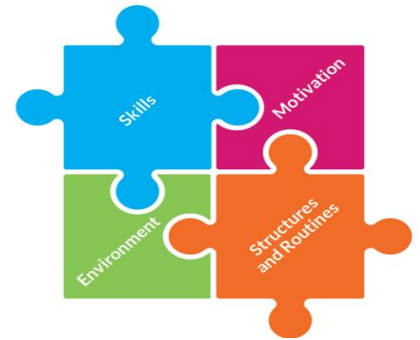
Working Within an Inclusive Classroom

*Each teaching space will be assessed and rated by the class teacher using the Inclusive Classroom Scale
*Each teaching space will have a completed Planning Page document by end of October 2024
*Strategies will be identified and evaluated by PT/FH termly throughout the session to ensure teaching spaces promote participation and engagement

The CIRCLE Participation Scale

* Some learners will continue to have barriers to learning which impede their participation. The Circle Participation Scale is a measurement tool which should be used to identify learner strengths and areas for development within your teaching space.
* An assessment of barriers to learning in terms of the physical and social environment, structures and routines, and motivation and skills, should be made.
* The resource is then used to identify specific sections which offer supports and strategies

Skills, Supports and Strategies

* The *Skills, Supports and Strategies* section should be used when an assessment has been made on the barriers to participation of a young person
* The strategies are split into:
                    -Modifications to the Learning Environment
                    -Establishing Structures and Routines
                    -Approaches to Enhancing Motivation
* Only choose one or two strategies and evaluate impact.
* Teacher should record interventions and impact on the planning page.

A Staged Intervention System of Support

- The learners' needs are met and managed within the class by the class teacher
- The learners' needs are supported by the Principal Teacher/Faculty Head
- The learners' needs are met and managed with involvement from the House Teams and SfL
- The learners' needs are met with support from partner services and agencies.

REWARDS STRATEGY

Rewards are much more effective than punishment in encouraging and motivating learners and should be used as an incentive for success.

Praise and Acknowledgement
Praise is the most important reward of all; it underpins the whole ethos of the school. Teachers should make a conscious effort to notice effort and engagement, as well as good work, and praise all our learners.

SatchelOne Positive House points
A House point should be awarded when a pupil demonstrates commitment to the school values in your lesson.

SatchelOne e-Badges
Badges are used by staff when a pupil has achieved something noteworthy and could be used for Star of the Week type rewards. Staff should choose the most appropriate category for the achievement, and this will alert parents about the achievement of their child.

House Badges
A new **Gold/Silver/Bronze** badge system will be introduced for accumulation of House points across the session. These will be given out termly at House Assemblies.

Bronze: 500 House points
Silver: 750 House points
Gold: 1000 House points

House Certificates
House certificates are issued by Heads of House at termly House assemblies for high numbers of House points and good attendance. House points will be publicized, and House competitions will become a feature of a House ethos which will promote solidarity and care, as well as competition among our learners.

Values Award
Values Awards are issued by the Head Teacher when a young person has been identified as **consistently** living the school values in their interactions around the school every day.

Head Teacher Letter
A letter from the Head Teacher is sent to the parents/carers of our pupils who have been identified by a member of staff as having gone 'above and beyond' in demonstrating the school values. This could be something as simple as a random act of kindness, to representing the school in local or national events.

Through the application of nurturing approaches, the implementation of the CIRLE Framework and a rewards programme, it is hoped that the need to respond to specific behaviours will be greatly reduced. However, it is recognised that there will always be occasions where situations escalate and a response is required. If a child begins to disengage and disrupt the lesson, the class teacher should implement the following steps:

CLASSROOM AGREEMENT

BE AMBITIOUS, BE KIND, BE RESPECTFUL TO EARN HOUSE POINTS AND BADGES

If you are not showing this in class, this is what to expect:

Stage 1: Reminder of expectations

Stage 2: Second reminder

Stage 3: Issue negative House point

Stage 4: Request support from Principal Teacher/Faculty Head → See Appendix 1: Roles and responsibilities of PT/FH

The agreement should be applied consistently. At all times, teachers will maintain a professional attitude to all young people that is founded on **our values** of **respect** and **kindness** as reflected in Articles 12 & 28 UNCRC.   There should also be an understanding that not every young person will be able to regulate on demand, and their feelings of guilt and shame should be considered in that moment.

Requests for Support
A SEEMIS Request for Support should be completed after the class teacher has removed SatchelOne point, exhausted the strategies to de-escalate, divert and distract, and now requires the support of the PTC/FH. Referrals must be factual, outline the strategies used by the class teacher and should not mention other learner names. Staff should avoid any emotive language.

Monitoring & Tracking

- While staff should attempt to use the principles of Restorative Approaches and should not rely solely on the use of sanctions to resolve the effects of negative action/interaction, there should also be an understanding that not every young person will be able to regulate on demand, and their feelings of guilt and shame should be considered in that moment.

- However, if learners do not meet expectations of conduct in class, please see the flow chart in Appendix 2 which illustrates the process for managing distress in our young people.

ROLES AND RESPONSIBILITIES

ROLE OF CLASS TEACHER

- Ensure your classroom is CIRCLE friendly
- Get to know your learners – be interested in their lives outside school
- Use seating plans which are support engagement
- Be familiar with the Pupil Profiles which offer strategies to support our learners with ASN
- Ensure lessons are accessible for all learners
- Use the Classroom Agreement consistently

ROLE OF PRINCIPAL TEACHERS CURRICULUM/FACULTY HEADS

- Ensure classrooms in your department are CIRCLE friendly
- Phone parents to notify concerns and reiterate expectations – RECORD ON PN
- Offer advice and support to class teachers
- Facilitate restorative conversations between pupils and class teachers
- Monitor SatchelOne Points/*Requests for Support* within own dept/faculty every week
- Action class teacher *Requests for Support*
- Issue Departmental target sheets - see Appendix 6
- Issue Lunchtime reflection time
- Removal from class for a short period within the department
- Escalate concerns to Head of House if serious concern or no improvement following interventions above
- Liaise with House DHT to send to Reset Room for further restorative work

ROLE OF PRINCIPAL TEACHERS OF PUPIL SUPPORT

- Review House engagement data at weekly meetings and apply interventions
- Phone call/meeting with parents/carers
- Coordinate support package where necessary
- Arrange/chair restorative meetings

ROLE OF PRINCIPAL TEACHER SUPPORT FOR LEARNING

- Identify and assess need
- Implement and evaluate learner profiles
- Drive nurturing approaches across the school
- Support class teachers in removing barriers to learning

ROLE OF DHT HEADS OF HOUSES

- Review House engagement data at weekly meetings and apply interventions
- DHT Whole School Target Sheet
- Parental Meeting
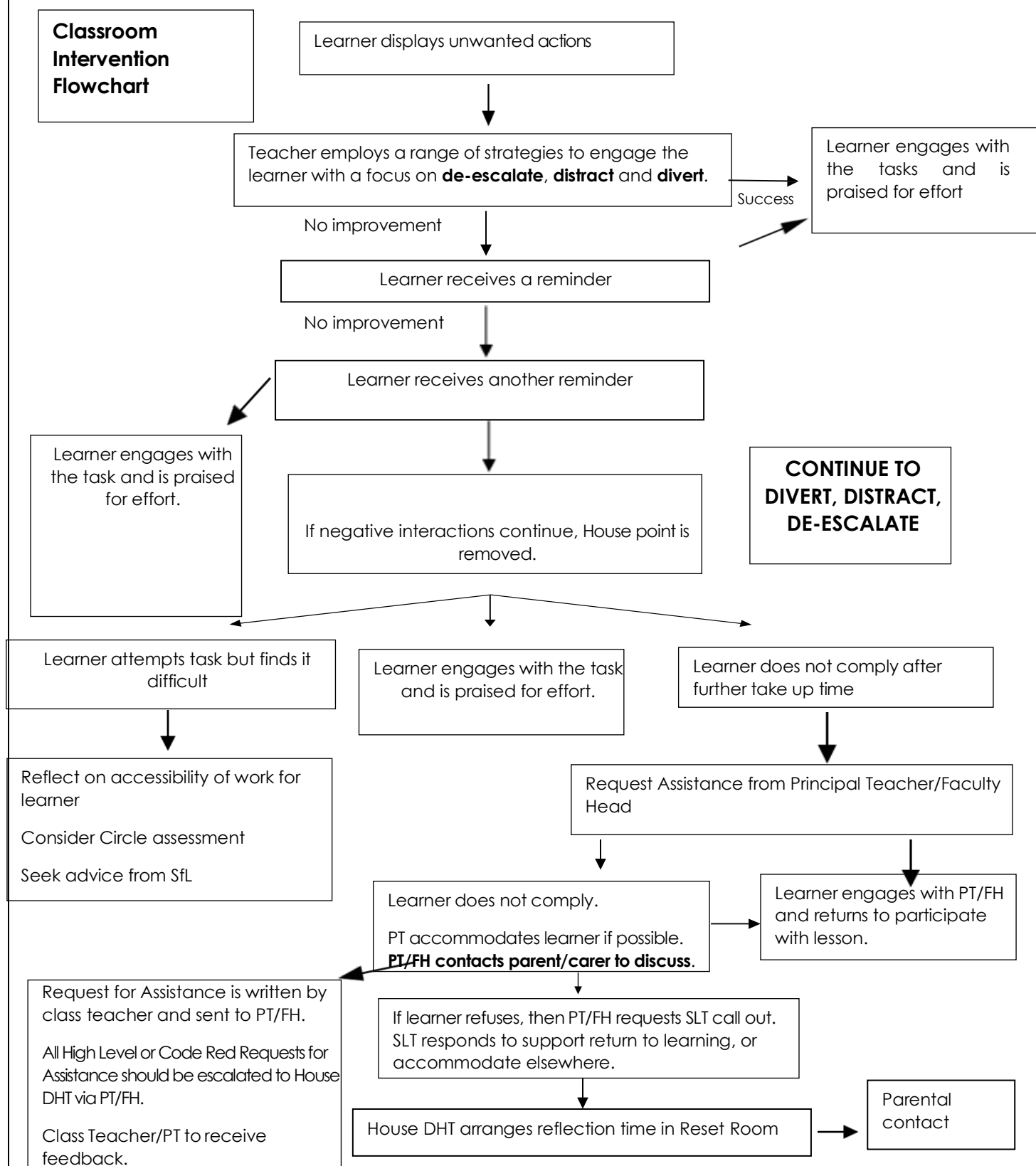- Reset Room
- Formal exclusion

ROLE OF FAMILIES

- Support the actions of the school
- Reiterate consistent messages about expectations
- Reach out to the Principal Teachers of Pupil Support to resolve any issues

Appendix 2

Strategies to use in the Classroom
All staff should use the range of strategies shared on the Toolkit (*see Appendix III*).

Where a learner does not respond or escalates a situation, teachers can seek support as shown below:

Classroom Intervention Flowchart

Learner displays unwanted actions

↓

Teacher employs a range of strategies to engage the learner with a focus on **de-escalate**, **distract** and **divert**.

→ Success → Learner engages with the tasks and is praised for effort

No improvement
↓

Learner receives a reminder

No improvement
↓

Learner receives another reminder → Learner engages with the task and is praised for effort.

CONTINUE TO DIVERT, DISTRACT, DE-ESCALATE

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If negative interactions continue, House point is removed.

↓ ↓ ↓

Learner attempts task but finds it difficult

Learner engages with the task and is praised for effort.

Learner does not comply after further take up time

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Reflect on accessibility of work for learner

Consider Circle assessment

Seek advice from SfL

↓

Request Assistance from Principal Teacher/Faculty Head

↓

Learner does not comply.

PT accommodates learner if possible. **PT/FH contacts parent/carer to discuss**.

→ Learner engages with PT/FH and returns to participate with lesson.

↓

Request for Assistance is written by class teacher and sent to PT/FH.

All High Level or Code Red Requests for Assistance should be escalated to House DHT via PT/FH.

Class Teacher/PT to receive feedback.

↓

If learner refuses, then PT/FH requests SLT call out. SLT responds to support return to learning, or accommodate elsewhere.

↓

House DHT arranges reflection time in Reset Room → Parental contact

DOs	DON'TS *Appendix 3*
Listen Actively.	Shout.
Give time.	Ask why – most children can't tell you!
Say as little as possible.	Challenge or confront when a child is acting out or distressed.
Be solution focussed.	Judge
Remind child of their strengths.	Use sarcasm.
Use 'When_ _ _ then'.	Makes threats you are unlikely to carry out.
Use language of shared concern e.g. 'I can understand you must be upset just now …'	Change goal posts.
Model appropriate tone, body language.	Dismiss child's viewpoint.
Use other pupils as models and state these positively.	Over-react or become highly emotive Place blame.
Compromise – be prepared to show that you are looking for a way forward that is acceptable to all concerned, one where everyone feels they are a winner.	Get into win/lose battle scenarios.
Give a way out – always make sure the child has a face-saving way out of the situation. ('Maybe it was a bit hot in here' 'You look as though you have a headache' etc!).	Go over previous difficulties in every new situation.
Talk about anything other than the concerning behaviour	Ask lots of questions.
Paraphrase the child's statements	Bombard child with your opinion on the situation.
Respect any opportunity a child takes to apologise. We are in the business of re-engagement as quickly as possible.	Refuse to accept a child's apology. If a child is being returned to class by another member of staff to apologise, then accept this quickly and move on.
State desired behaviour positively (ALWAYS state what a child should be doing, not what he shouldn't).	State a negative e.g. 'Don't run' this is far more effective a direction if stated simply as 'Walk'.

Appendix 4

Low Level = reminder of expectations x 2, then lose a SatchelOne point	Mid Level = request for support to PTC/FH	High Level = PT request for support to DHT	Code Red = immediate response
-persistent talking over staff or peers -shouting out and disrupting the class -refusal to complete tasks -persistent peer distraction e.g. talking to others -name-calling -persistent delay tactics/wandering around class -going to toilet and not returning to class -responding inappropriately to adult correction -non-directed swearing -rough play -jotter graffiti -misuse of school property	-persistent disruption despite losing House Point -pattern of non-engagement / lack of focus -inappropriate / offensive language -pupil has not responded to de-escalation techniques -having to move pupil class because of disruption to learning -vandalism of resources - lack of respect for resources -absconding from class	-complete refusal to follow instructions (despite numerous attempts by PT/FH) -pupil is too disruptive, class teacher requires assistance from SLT -swearing/obscene language directed at staff/peers -throwing items across the room at each other -mis-behaviour in toilets	-physically aggressive to staff/pupil -fighting -assault of peer/staff -flipping / throwing furniture -significant vandalism -danger to themselves or others -racist or homophobic language -theft possession of a weapon/alcohol/ drugs

CASTLEHEAD HIGH SCHOOL

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web address: www.Castleheadhigh.com

Head Teacher: Mr Gordon Menzies

Children's Services
Director: Janie O'Neill

Dear parent/carer,

We aim to support your child in every aspect of their learning. At this time, it would be beneficial if your child worked towards the following targets in **IDENTIFY CURRICULAR AREA**.

-
-
-

These targets have been discussed with your child and for the next two weeks we will monitor this using a departmental support sheet. After two weeks a copy of the sheet will be sent home. Your support in this matter in appreciated. If you wish to discuss matters further, please do not hesitate to contact me by calling the school office on 0300 300 1300 or emailing me at gw @glow.sch.uk.

Yours sincerely,
Name
Role

Castlehead High School **Work Hard Be Kind**

CURRICULAR AREA Support Sheet

PUPIL NAME

TARGETS

1.
2.
3.

DATE			DATE		
TARGET ONE			TARGET ONE		
TARGET TWO			TARGET TWO		
TARGET THREE			TARGET THREE		

DATE			DATE		
TARGET ONE			TARGET ONE		
TARGET TWO			TARGET TWO		
TARGET THREE			TARGET THREE		

PUPIL COMMENT

TEACHER COMMENT

PT/FH SIGNATURE _____

Castlehead High School   **Work Hard Be Kind**

SatchelOne Training Links

Home Learning

https://docs.google.com/presentation/d/1sgu34LyE82MlpPv0ouJksuRal9SrQDzSxUFAtiJFvuM/edit?slide=id.g6bf87f5c4d_0_0#slide=id.g6bf87f5c4d_0_0

https://help.satchelone.com/en/articles/4473408-share-to-classroom-microsoft-teams

https://help.satchelone.com/en/articles/10669887-set-tasks

https://help.satchelone.com/en/articles/10600847-calendar

https://help.satchelone.com/en/articles/2908108-android-app-for-teachers

https://help.satchelone.com/en/articles/2908549-homework-frequency-report

https://help.satchelone.com/en/articles/10671849-resources#h_e2ad1ac9d1

Behaviour

https://help.satchelone.com/en/articles/11095655-behaviour-events-and-badges#h_216d29f2f7

https://docs.google.com/presentation/d/1NQi19BSthB8aK1zGA2VvpzmEg92g_LwmcLdel8bYalY/edit?slide=id.p40#slide=id.p40

Castlehead High School   **Work Hard Be Kind**