



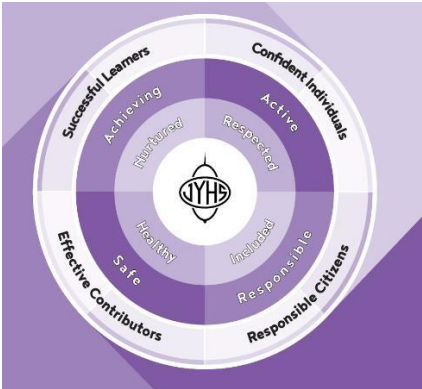
JYHS



Promoting Positive Relationships Promise

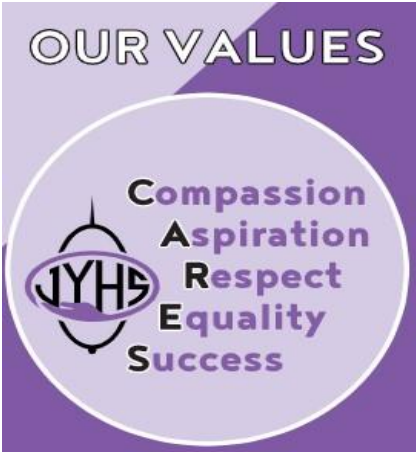
OUR PURPOSE OUR VALUES OUR PROMISE

At JYHS, we are dedicated to fostering an environment where every young person thrives. Promoting strong and positive relationships are at the heart of this strategy and Our Purpose, Our Values, Our Promise underpin all the procedures and supports contained within this guidance.



Our Purpose: This illustrates our purpose is rooted through the wellbeing indicators and the 4 capacities of Curriculum for Excellence.

We want our young people and our staff to thrive, develop their wellbeing and personal growth in an environment where the conditions for this are fertile.



Our Values: This illustrates our core values are centred around CARES, the arm around our school badge was designed by an S3 pupil and captures the spirit of our school ethos.

Compassion: We treat each other with kindness and empathy.
Aspiration: We encourage ambitious goals and dreams.
Respect: We honour diversity and uphold mutual respect.
Equality: We champion fairness and inclusivity.
Success: We celebrate achievements, big and small.



Our Promise: This illustrates our commitment as a school community which includes our staff, our young people, our parents and Carers and our partners. Our promise pulls together our purpose and values and helps us articulate what this will look like in action.

In JYHS we CARE about:

Our Learning: We are committed to excellence in education.
Our Community: We actively engage with and support our community.
Our Future: We prepare young people of today for the unknown future of tomorrow.

A Positive Relationships Strategy for Learning and Life

Background

At times, some children and young people will be faced with difficult life circumstances and adverse childhood experiences which can result in presenting challenges to their families, schools and communities. At these times, behaviour can be used as a way of communicating distress. Research shows that by focusing on building positive relationships and by setting a positive and inclusive ethos at all times, many issues can be avoided and any negative effects greatly diminished. (West Lothian Council, 2023). This strategy aligns with the West Lothian Council: Promoting Positive Relationships in West Lothian Education Establishments Policy:

[Promoting Positive Relationships Policy.pdf](#)



GIRFEC principles

This Positive Relationships Strategy supports the implementation of a whole-school approach to behaviour and the positive relationships which are the heart of education. It is underpinned by the GIRFEC national practice model, which aims to create a safe and consistent environment for all children and young people and school staff.

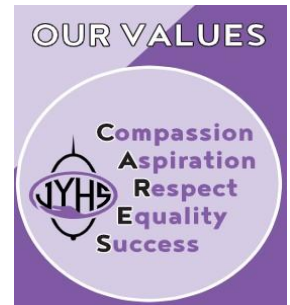
By creating a safe, welcoming and consistent environment at The James Young High School everyone within our school community can thrive and benefit from an environment of mutually respectful relationships, with a shared understanding of needs and positive standards of behaviour.

The intention is that **all** children and young people will:

- feel safe, welcomed and supported in their learning environment;
- be included, engaged and involved in their learning;
- be able to learn in a culture that promotes equality and the prevention of discrimination;
- be supported to understand their emotions, develop communication, co- and self-regulation and social skills, supported by a partnership of parents, carers, schools and school staff, and other professionals;
- be supported in their wellbeing, with links made to wider support as appropriate;
- be involved in the development of policies and curricula relevant to wellbeing, social and emotional learning, relationships, and social skills to promote greater understanding and use of relational approaches;
- understand clearly JYHS Our Purpose, Our Values and Our Promise expectations and engage fully with our CARES values;
- feel confident to report incidents and be confident that their school and the wider system will have an appropriate response;
- be provided with accurate information about vaping, and the impact it can have on their life and health, to support them to make healthy choices. (Scottish Government, 2024)

Positive Relationships: Anti-Bullying, Equality, Diversity and Wellbeing

The James Young High School is committed to providing a safe, caring environment in which everyone will be treated fairly and with respect. As a Gold Award winning Rights, Respecting School (June 2024) the underlining principles of the UN Convention of the Rights of the Child are embedded across the school, the curriculum and school community for all our young people regardless of age, disability, gender, sex, sexual orientation, race or religion. Every young person, at every stage in their education, must be valued and treated equally, to ensure that no young person is denied opportunity on the grounds of any and all of the protected characteristics. The school has also achieved LGBT Gold Charter.



Our Anti-Bullying, Mental Health and Wellbeing, Equalities, Supporting Positive Attendance and LGBTQ+ strategies have been reviewed and updated, with input and evaluation from young people, staff and parents. We are aware additional barriers to accessing support may exist for those with protected characteristics. As outlined by the Equality Act (2010) these are age, disability, religion & belief, sex, sexual orientation, gender reassignment, race, pregnancy and maternity, and marriage and civil partnership status. Also included are groups such as Young Carers, Care Experienced Young People (CEYP) and those from areas of deprivation.

Further information is provided in the additional documents below for specific strategies:

Anti-Bullying Strategy - <https://jyhs.westlothian.org.uk/article/25028/Anti-Bullying-Strategy>

Equalities Strategy - <https://jyhs.westlothian.org.uk/article/30941/Equality-Strategy>

LGBTQ+ Strategy - <https://jyhs.westlothian.org.uk/article/81158/LGBTQ-Strategy>

Mental Health and Wellbeing Strategy – <https://jyhs.westlothian.org.uk/article/49375/Wellbeing>

Supporting Positive Attendance – <https://jyhs.westlothian.org.uk/article/25029/Attendance-Strategy>

Pupil Equity Strategy - <https://jyhs.westlothian.org.uk/article/25027/School-Improvement-Plan>

Cost of the School Day - <https://jyhs.westlothian.org.uk/article/25027/School-Improvement-Plan>

Pupil Voice

At JYHS, in line with A Curriculum for Excellence, we want all our young people to be fully supported as they grow and develop into successful learners, confident individuals, effective contributors and responsible citizens. By encouraging our young people to participate in any pupil voice activities.

Young people have many opportunities to become involved in our learning community. We have active Pupil Perspective Groups that combine representatives from all year groups who focus on various aspects on school life: Our Successes & Achievements, Our Positive Relationships, Our Health & Wellbeing, Our School & Community and Our Curriculum.

Young people can also participate in numerous other activities throughout the school ranging from multiple sporting activities to debating groups and library monitors.

Positive Relationships for Learning and Teaching

As part of our commitment to the UN Convention on the Rights of the Child and through consultation with young people and staff, we have established a classroom charter. The charter directly links to our school CARES values: **Compassion, Aspiration, Respect, Equality** and **Success** to UNCRC articles.





CLASS CHARTER

COMPASSION: A child with a disability must be supported so that they live their life to the fullest. **(Article 23)**

ASPIRATION: Every child has the right to join groups with other children, where they can relax, play and take part in cultural and artistic activities. **(Article 15/31)**

RESPECT: Every child has the right to freedom of thought, belief and religion. **(Article 14)**

EQUALITY: These rights apply to every child. **(Article 2)**

SUCCESS: Every child has the right to an education which develops the child's personality, talents and abilities to the fullest. **(Article 28/29)**

Duty Bearers (Staff)

- Display the articles prominently and encourage their use and discussion.
- Ensure that a full and varied education is available to, and accessible by, all pupils.
- Educate the students on many religions and cultures to encourage acceptance of others.

Rights Holders (Pupils)

- Approach staff with any concerns regarding behaviour that encourages hate or discrimination so it can be dealt with.
- Treat people as individuals and avoid classifying based on group characteristics.
- Take time to reflect on your own learning and next steps.

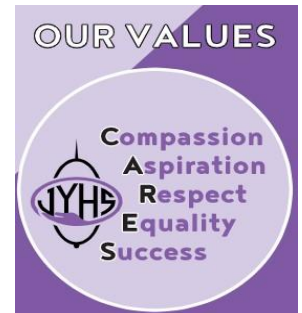


Our	OUR PURPOSE	CARES	OUR VALUES	Culture	OUR PROMISE	in Action
Compassion	Aspiration	Respect	Equality	Success		
Teachers/Staff Welcome young people warmly and check in on their well-being. Handle issues that arise with care and understanding, focusing on learning rather than punishment. Create opportunities for young people to share their feelings in a safe environment.	Teachers/Staff Set and communicate clear, high expectations for all young people. Provide constructive feedback and celebrate small achievements to encourage growth. Help young people build resilience through mistake making	Teachers/Staff Listen attentively to young people, show them that their thoughts and questions matter. Model respect through tone, body language, and attitude. Create a culture of consistent standards for respectful behaviour in the classroom.	Teachers/Staff Ensure all young people have an equal chance to participate, regardless of ability or background. Be mindful of unconscious biases and promote diverse perspectives in discussions. Adjust teaching methods to suit a range of learning styles and needs.	Teachers/Staff Acknowledge and celebrate effort as well as achievement. Provide specific, actionable feedback to help young people improve. Use positive reinforcement to motivate, inspire and engage young people.		
Compassion	Aspiration	Respect	Equality	Success		
Young People: Offer to help classmates who are struggling Speak kindly to peers and teachers. Show patience and understanding in group activities	Young People: Challenge themselves to improve by setting personal goals. Actively engage and participate in lessons and show curiosity. Take initiative in solving problems or completing tasks.	Young People Speak politely and use positive language with teachers and peers. Take care of school property and resources. Acknowledge and respect differing opinions during discussions. Be on time for classes, keep mobile phones in pouch or bag and on silent	Young People Work inclusively with peers, ensuring everyone feels part of the group. Stand up against unfair treatment such as racism for example - don't let it happen. Show appreciation for differences in culture, opinion, and ability.	Young People Take pride in their work and strive for improvement. Celebrate their peers' successes and support them in challenges. Set personal goals and reflect on their progress. Work hard to reach the goals set, never giving up even when it is hard.		

Promoting Positive Behaviour across the James Young High School Community

Positive outcomes are most evidenced in a relational style characterised by high warmth and support, high standards and high expectations of socially responsible behaviour, and an ability to effectively set limits for behaviour, ensuring effective implementation of values, and expectations in a firm and consistent manner while using reprimands and consequences when necessary to restore and repair.

An approach which features high warmth and high standards and expectations includes emotional responsiveness and support, and an ability to effectively set limits for behaviour. Scottish Government, 2024 - <https://www.gov.scot/publications/national-action-plan-relationships-behaviour-schools-2024-2027/pages/3/>



Strategies have been developed, in consultation with young people, school staff, parents and partners to address the changing trends in behaviour and society.

We have high expectations and aspirations for all our young people. By working together, we can create positive, supportive learning environments where everyone can grow, learn and feel valued.

The Merit System

Following feedback from staff and young people we have developed new guidelines in relation to our Merit System.

The top 20 young people in each year group will have a praise email sent home to parents/carers on a monthly basis. Our Pupil Perspective Group, "Our Successes and Achievements", are also investigating other ways to acknowledge positive successes.

This will support our overarching parent and carer communication strategy as we will ensure timely information is provided to parents and carers.

Merits are awarded for a range of actions under our CARES values.

Mobile phones

Mobile phones should be in the pouches provided or in school bags at all times unless the teacher allows you to use this to facilitate learning.

Anti-Smoking/Vaping Guidance

Health and Wellbeing is a priority and smoking/vaping is not allowed anywhere on school property as per West Lothian Council Policy. This applies to everyone – young people, teachers, parents/carers and visitors.

If any young person is smoking/vaping on school grounds the item will be confiscated. Parents/carers will be contacted and asked to come into school to meet to discuss next steps.

Vape detectors have been installed in the toilets.

Support is available for anyone who wants to stop smoking/vaping. Please speak to a member of the Support Team.

Dress Code

We take great pride in our dress code and believe this fosters a sense of belonging and pride in identifying as a JYHS young person. This promotes our inclusive ethos and free clothing is available through our JY High Street - <https://forms.office.com/e/FXsz5bm2QX>

If families require any support in providing dress code, they should contact the school directly.

Additional Support Needs

It is the responsibility of all staff at James Young High School to ensure that the barriers to learning, educational, social or emotional needs are reduced and strategies offered to help the young people manage their learning to become successful learners, confident individuals, responsible citizens and effective contributors.

We provide appropriate support for young people with learning and support needs and identify additional supports as and when required. Most needs can be met universally within the classroom and teachers have undertaken a range of CLPL to support learning in class.



For a number of young people with needs that may impact on their behaviour and learning, additional plans are put in place in collaboration with parents, carers and partner services such as Educational Psychology and Inclusion and Support Service (Education). The views of the young person will always contribute to the plan.

Our i-Aspire strategy provides a safe, supportive environment for young people to continue their education, where necessary with amended timetables and access to an appropriate curriculum bespoke to their needs.

Restorative Practice

An approach to dealing with distressed/dysregulated behaviour or conflict. The focus in JYHS is on building and promoting positive relationships and if necessary repairing. **Regulate, react, reason – connect before correct.**

Key Principles of Restorative Practice:

- Fostering social relationships in a school community of mutual engagement.
- Being responsible for one's own actions and their impact on others.
- Respecting other people, their views and feelings.
- Empathising with the feelings of others.
- Being fair.
- Being committed to equitable processes.
- Everyone in school being actively involved in decisions about their own lives.
- Returning issues of conflict to the participants rather than pathologising behaviour.
- Willingness to create opportunities for reflective change in pupils and staff.

Guidance for Restorative Conversations

WELCOME		
FACTS	• What happened? • What were you thinking (about) at that time? • How did you feel?	PAST
CONSEQUENCES	• What have your thoughts been since (the incident)? • Who has been affected by this? / How has this affected	PRESENT
NEEDS	• What do you need to feel better and move on? • What would you like to happen now? / How might this be different next time?	FUTURE
AGREEMENT, CONFIRMATION & FOLLOW-UP ARRANGEMENTS		

Trauma Informed Practice and Whole School Nurture

Nurturing and trauma-informed approaches can have a positive impact on attainment and social and emotional competences and confidence. At the heart of nurture and being trauma-informed is a focus on wellbeing and relationships and a drive to support the growth and development of children and young people, many of whom come from areas of disadvantage and require additional targeted support to close the equity gap. (Education Scotland, 2021). A nurturing approach has been promoted as a key approach to supporting behaviour, wellbeing, attainment and achievement in Scottish schools. A nurturing approach recognises that positive relationships are central to both learning and wellbeing (Education Scotland, 2017).

All school staff have undertaken specific training in Trauma Informed Practice, Whole School Nurture Approach and De-escalation Techniques. The school has SMILE counsellors in 4 days a week to further support emotional wellbeing.

PSE Programme

The PSE programme delivers relevant and stage appropriate learning on a range of topics such as anti-bullying, anti-racism, gender-based violence, mental health and wellbeing, vaping, alcohol and drugs. Positive relationships are explored at all stages through the National Resource for Relationships, Sexual health and Parenthood (RSHP) education for young people, and the Mentors in Violence Prevention programme on Gender Based Violence.

The programme is regularly reviewed in order ensure relevancy and this aims to identify opportunities to gather young people's views and experiences. A variety of speakers from partner agencies support delivery at various points throughout the curriculum.



Mentors in Violence Prevention

The Mentors in Violence Prevention (MVP) programme is a peer-mentoring programme that gives young people the chance to explore and challenge the attitudes, beliefs and cultural norms that underpin all forms of gender-based violence in our society. This is embedded across all stages of our PSE Curriculum and is co-delivered with S6 Ambassadors.

Further information on MVP is available at <https://education.gov.scot/resources/mentors-for-violence-prevention-mvp-an-overview/>

Strategy Review

This strategy will be reviewed and updated as and when appropriate.

This strategy upholds the United Nations Convention on the Rights of the Child (UNCRC).

The UNCRC is a universal treaty which covers all aspects of a child's life and sets out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. The James Young High School is committed to embedding a rights-based approach, and this strategy is particularly relevant to Articles 1, 2, 3, 5, 6, 12, 21, 22, 23, 28, and 29.

References

Education Scotland (2017). *Applying Nurture as a Whole School Approach*. Available at: <https://education.gov.scot/resources/nurture-and-trauma-informed-approaches-a-summary-of-supports-and-resources/>

Education Scotland (2021). *Nurture and trauma-informed approaches: A summary of supports and resources*. <https://education.gov.scot/resources/nurture-and-trauma-informed-approaches-a-summary-of-supports-and-resources/>

Scottish Government (2024). *Improving Relationships and Behaviour in Schools: ensuring safe and consistent environments for all. Joint action plan 2024-27*. Available at: <https://www.gov.scot/publications/national-action-plan-relationships-behaviour-schools-2024-2027/>

<https://education.gov.scot/resources/learning-for-sustainability-advice-and-guidance/>

Scottish Government School Uniform and Clothing – Guidance for Schools - [School uniform and clothing in Scotland: Guidance for schools and education authorities](#)