



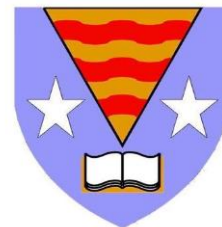
Improving Lives Together
Ambition | Compassion | Integrity



Crieff High School Positive Relationships Policy

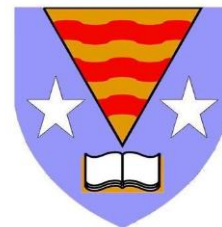
Education & Children's Services

Crieff High School



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Introduction

Crieff High School's Positive Relationships Policy explains the school's commitment to build and strengthen our positive ethos to create a culture of success for all our young people.

Our school prides itself on being a happy school where each individual is valued and encouraged to do their best. The national policy landscape continues to increasingly emphasise the importance of wellbeing and relationships in shaping positive outcomes for young people. Improving wellbeing and relationships is a key priority at Crieff High School.

The GIRFEC approach contained within the Children and Young People (Scotland) Act 2014 determines eight areas of wellbeing that are the basic requirements for all children and young people. Every member of staff from Crieff High School is required to ensure that all of our young people are safe, healthy, achieving, nurtured, active, respected, responsible and included. We aim to embed our understanding of self-regulation, adverse childhood experiences, restorative approaches and the inclusive classroom to ensure that we meet the needs of each individual young person.

We provide young people with effective learning and teaching within a caring, supportive and positive environment. Developing positive relationships and a climate of mutual respect and trust is central to our approach to supporting young people and an integral part of our practice within Crieff High School. As a school working towards Rights Respecting Gold Status, Crieff High School has a responsibility to help all young people develop positive attitudes and behaviour and allow everyone to learn. Everyone has the right to feel valued and respected, develop self-esteem, a sense of belonging, and a feeling of being safe.

Article 28 (right to education) Discipline in schools must respect children's dignity and their rights.

Article 29 (goals of education) Education must encourage the child's respect for their parents, their own and other cultures, and the environment.

Our aim is to develop positive relationships between all members of our school community and use restorative approaches to create an environment conducive to all aspects of learning in which every young person can be included, engaged and involved through their school career in order for them to achieve their potential.

A culture where children and young people feel included, respected, safe and secure and where their achievements and contributions are valued and celebrated is essential to the development of good relationships. In order to create this environment for effective learning and teaching there should be a shared understanding of wellbeing underpinned by children's rights and a focus on positive relationships across the whole school community.

Developing a positive whole-school ethos and culture – Relationships, Learning and Behaviour, 2018

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Proactive Measures to Promote Positive Relationships

The following summarises the strategies underpinning Crieff High School's approach to creating a school where all young people are valued and respected:

- Create a positive ethos and a culture of mutual respect between young people and between young people and adults
- Embrace diversity and promote tolerance and understanding between young people and between young people and adults
- Deliver excellent learning and teaching and have high expectations of pupils' learning and achievement
- Address barriers to learning and participation, taking into account the needs of all young people
- Ensure inclusion, engagement and involvement of all learners
- Ensure all young people are valued irrespective of their needs, behaviour or background
- Enable, recognise and celebrate individual achievement/wider achievements
- Use nurturing approaches in our interactions with others
- Use restorative approaches to reflect on behaviours, the impact on others and resolve conflict
- A universal approach to wellbeing

School Rules

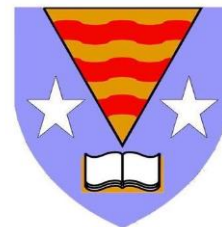
The school sets high standards of behaviour and expects young people to respect others, value their opinions and points of view and to treat them with courtesy and kindness. Our School Rules aim to support young people by encouraging good behaviour and a positive attitude towards their learning in order to create a calm, caring and supported learning environment for all of the young people at Crieff High School.

The 3 simple rules are -

- **Ready**
- **Respectful**
- **Safe**

These are the rules that all staff will consistently refer to when addressing behaviour which interrupts learning or causes concern. Staff will use restorative approaches to discuss any concerns they have with the young person before requesting assistance.

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Restorative Approaches

This approach, which has an underpinning value of mutual respect, supports young people to reflect upon their thoughts, emotions and actions, and to understand the impact of these on other people. It provides opportunities to repair situations where difficulties or conflicts have arisen and restore relationships. Research shows that restorative approaches help schools create peaceful, learning environments for young people.

Restorative Conversations will be used throughout the school day where school staff will use restorative language and questions to allow young people to understand the impact of their behaviours.

Restorative Meetings may be required for more serious behaviour and will involve a formal meeting to be facilitated by a third party, usually a Principal Teacher or a DHT.

Examples of questions used in a restorative meeting are:

- What happened?
- What were your thoughts at this time?
- What have been your thoughts since?
- Who has been affected by what happened?
- How have they been affected?
- What do you need to happen now?

There is an ongoing focus on training all teaching and support staff in restorative approaches.

Recognising Positive Achievements

The school recognises and celebrates positive achievements by young people in the following ways.

- Praise and encouragement in class
- Public displays of pupil work
- Departmental praise emails
- Merits (S1 -S3)
 - Fortnightly merit letters will be sent home for pupils who have been awarded 5 or more merits.
 - House teams will review merits awarded every term and will highlight pupil success at termly House Assemblies.
 - The overall number of merits awarded throughout the year will be collated and will be used to determine the Merit Awards at the annual awards ceremony.
- Slice of Success
- Achievements are also highlighted in the Headteacher's monthly update, on Twitter and in the local press.
- Formal recognition of pupils at our annual Awards Events.

We welcome contact from parents/carers to inform us of their young person's achievements – CrieffHigh@pkc.gov.uk



Strategies to Promote Better Relationships, Better Learning, Better Behaviour

The following staged interventions will be used to encourage young people to engage in their learning and support them to achieve success in school. Restorative approaches will be used to assist young people to reflect on their actions and avoid repetition of the same behaviours.

Class Teacher (Level 1) – Interventions

First Reminder of expected behaviour

Possible Strategies

- Non-verbal communication can often be used to diffuse concerning behaviour
- Quietly remind pupil of expectations (low level interaction)
- Remind young person of the 3 school rules – **Ready, Respectful, Safe**

Allow time for young person to adjust their behaviour



Second Reminder of expected behaviour

Possible strategies

- Move seat using de-escalation techniques
- Discuss situation privately at front/back of class/side of pitch – using a restorative approach
- Time out

Allow time for young person to adjust their behaviour



Further Discussion – outside of the learning environment

Possible strategies

- Restorative conversation outside the classroom/in private
- Stay behind after class for restorative discussion
- Return at break/lunchtime for restorative discussion

A Demerit will be recorded on Seemis. (For S1 – S3)



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Referral to PT

WELLBEING indicators will be used at the top of the explanation in the referral form to highlight concern.

Intervention required from SLT

If the behaviour of a young person escalates to the extent where the health and wellbeing of others is at risk, an immediate call should be placed to the office for emergency support.

Principal Teachers (Level 2) – Interventions

Referral received from class teacher

Possible Strategies

- One to one restorative conversation
- Move class temporarily
- Check in before/after lesson
- Observe pupil in class
- Organise and facilitate restorative meeting
- Team teach
- Liaise with Guidance
- Departmental monitoring sheet
- PT contact home to discuss



Detention

A Detention Letter will be sent to parents/carers when a detention has been issued.

The pupil will engage in a reflective task to consider the impact of their behaviour. Alternatively, the pupil can use the time to catch up on work missed due to not engaging in learning in class.



Referral to Year Head

WELLBEING indicators will be used at the top of the explanation in the referral form to highlight concern.

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SLT (Level 3) – Interventions

Referral received from PT/Classroom Intervention

Parental Notification Letter will be sent home to parents/carers when a pupil has been referred to the Year Head.

Action plan to be agreed and restorative actions implemented.

Possible strategies

- Removal from class for an agreed period of time
- Monitoring sheet
- Restorative meeting with pupil/staff
- Parental contact – meeting/phone call (in association with PT Guidance)
- Children and Young Person's Planning Meeting to be arranged
- Alternative to Exclusion programme

Merits, demerits and referrals will all be recorded in Seemis as detailed in Appendix 1.

Seemis Click & Go User Guides are detailed in Appendix 2.

Back on Track Programme

As an alternative to exclusion from school, young people will be given the opportunity to spend a day reflecting on their behaviour and consider what actions can be taken to prevent a similar problem from arising in the future. The young person will be given the opportunity to restore any relationships that have been damaged as a consequence of their actions and will be supported and guided with their actions and decision making throughout this process.

The Back on Track programme can be found in Appendix 3.

If the young person doesn't engage with the programme, then it may be necessary to exclude the young person from school.

The cost of exclusion can be seen in terms of wellbeing, attainment and later offending behaviour, with recognition that the negative impact of exclusion is cumulative. Children and young people can often become involved in a negative cycle of exclusion and non-attendance which are very likely to reduce social capital and significantly impact on later life chances

Included, Engaged & Involved 2, 2017

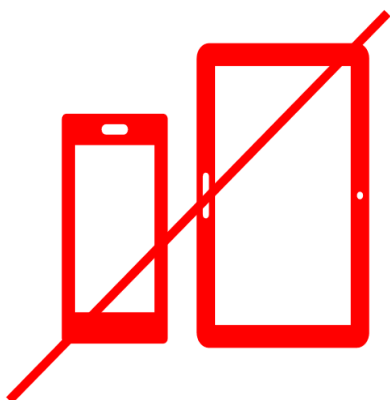
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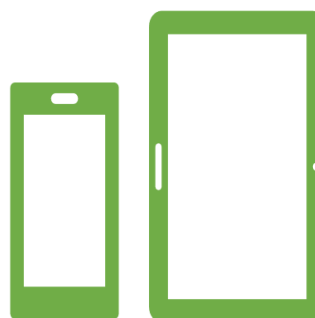
Mobile Device Policy

Mobile Devices - In classes

- Mobile Devices will be switched off and out of sight when entering a classroom.
- Can only be used in classes under the instruction of the class teacher (see classroom signs below).



Mobile Devices will NOT be used in class



Mobile Devices will be used in class

Mobile Devices – In other areas of the school

- Mobile Devices cannot be used when transitioning between classes (in corridors and going up and down stairs).
- At interval and lunchtime, different areas of the school will be designated as follows –
 - Social space for conversation - Canteen
 - Mobile device zones – Science, Social Subjects and Maths breakouts
 - Quiet reading zone – English breakout

Earphones/Bluetooth headphones

- Should only be used or visible in classes if under the instruction of the class teacher or as part of a plan agreed through a CYPP.
- Can be used at interval and lunchtime in designated mobile device areas of the school.
- Not to be used when transitioning between classes in corridors or stairwells.

Smartwatches

- Smartwatches will follow the same rules as Mobile Devices
- When entering a classroom all Smartwatches should be on 'Do not disturb'.



Management of Mobile Devices in Classrooms

All young people will place their mobile device out of sight in their bag as they enter the classroom. If young people do not have a bag, mobile devices will be left at the front of the classroom.

The teacher will clearly display the Mobile Device Sign showing whether mobile devices will be used in the lesson.

When mobile devices/earphones are visible or used without permission the following staged interventions will be used to support young people to engage in their learning.

Class Teacher – Interventions

First Reminder of expected behaviour

- The teacher will ask the young person to turn off their mobile device and put it in their bag.
- A demerit will be issued.
- Allow time for young person to adjust their behaviour.



Second Reminder of expected behaviour

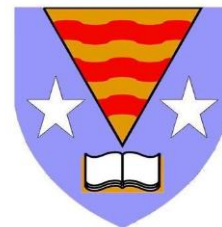
- If the young person does not follow the previous request, they will be asked to place their mobile device on the teacher's desk until the end of the lesson.
- Allow time for young person to adjust their behaviour.



Third stage

- If the young person does not follow the previous request, teachers should place the mobile device in a sealed envelope detailing the pupil's name and class and call PCWO to collect it to take to the school office for storage until the end of the day.
- A Groupcall will be sent to parents advising them that their young person's device has been confiscated for the day.

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Intervention required from SLT

- If a young person does not follow the previous instruction from the class teacher, the teacher will request support from SLT.
- A letter will be sent home to parents.

Management of Mobile Devices in Corridors

As part of Crieff High School's visible consistencies, class teachers greet pupils at the door of the classroom at the start of each lesson.

If a teacher sees a young person using a mobile device in the corridor, the First Reminder of Expected Behaviour from the interventions for the Management of Mobile Devices in Classrooms will be followed. (*Issuing demerits to young people not in class is explained in Appendix 2 – Seemis – Click and Go User Guide*).

Monitoring

As part of our preventative practice, Principal Teachers of Guidance and Year Heads will receive regular reports on the number of demerits and referrals issued for every young person. This will allow early interventions to be put in place to support young people to reflect on their behaviour and improve their engagement in their learning. Merit reports will also ensure that House staff and Year Heads can acknowledge and praise positive behaviour and success.

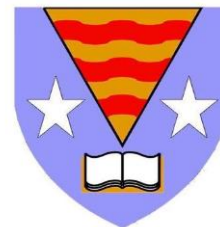
PT Guidance

- Daily report for pupils receiving demerits
- Weekly report of all merits & demerits
- Weekly reports of referrals to subject PTs/SLT
- Termly report of merits, demerits and referrals

SLT/Year Head

- Weekly report of all merits & demerits
- Weekly reports of referrals to subject PTs
- Termly report of merits, demerits and referrals

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Subject PTs

- Weekly report of merits, demerits and referrals issued by their department

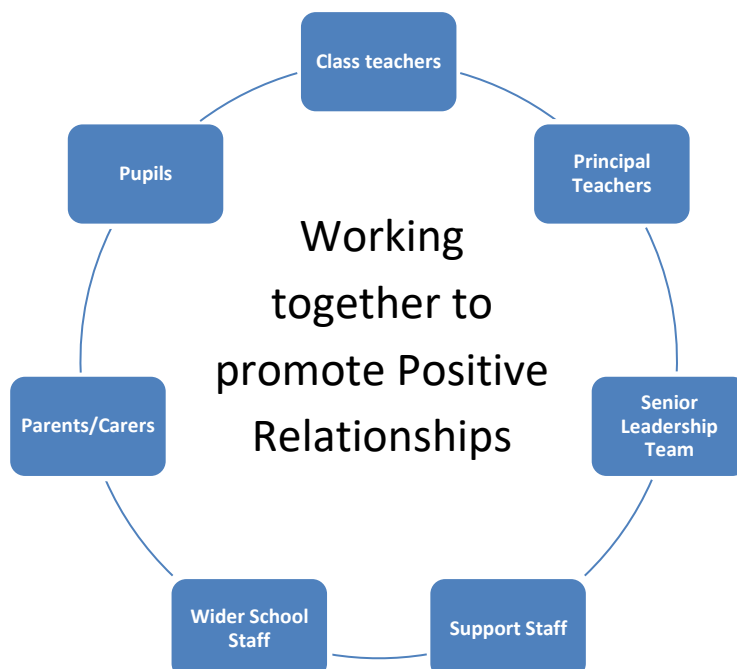
Misuse of Mobile Device Demerits will be collated weekly.

If 5 or more demerits are recorded –

- A letter will be sent home to parents advising them that for the following week the young person will either leave their mobile device at home or will leave it at the school office during the school day.

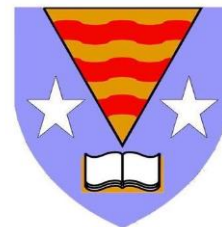
Partnership with Parents/Carers

Fundamental to the Positive Relationships Policy at Crieff High School is the principal of partnership working. All partners have a role in working together to create an environment that has a positive ethos and a climate of mutual respect and trust based on shared values.



Parents/carers have a key role in promoting and supporting the learning of their young person in school and Crieff High School is committed to working in partnership to ensure that there is good communication between the school and home.

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The following formal communications will be used to inform parents/carers.

Merits

- Fortnightly merit letters will be emailed home for pupils who have been awarded 5 or more merits.

Demerits

- Weekly demerit letters will be emailed home when 5 or more demerits are received in one week.

Detention

- Detention letters will be emailed home to inform parents/carers that a detention has been issued.

Referral to SLT

- Parental Notification letters will be emailed home to inform parents/carers that the young person has been referred to SLT.
- Parents/carers will be invited to meet with the Year Head and PT Guidance as appropriate.

Alternative to Exclusion

- Phone call to parents/carers.
- Alternative to Exclusion letter sent home.
- Meeting at end of the Alternative to Exclusion day with parents/carers to discuss actions/outcomes.

The following formal communications will be used to inform parents/carers of concerns over the misuse of mobile devices in school.

Mobile Device confiscated during the school day

- Groupcall to inform parents/carers

Misuse of mobile device demerits

- If 5 or more demerits are received in one week a letter will be sent home to inform parents/carers that during the following week the young person will be required to either leave their mobile device at home or leave it at the school office during the school day.

In addition to the formal communications detailed above, Principal Teachers of Guidance and Year Heads may also contact parents/carers to discuss any ongoing concerns they may have.

Crieff High School welcomes contact from parents/carers to discuss any concerns.

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Policy Review

The Positive Relationships Policy shall be reviewed after one year.