



Determination Confidence

Teamwork Community

Encouragement Trust

Crieff High School



Education and Learning

Improving Lives Together

Ambition | Compassion | Integrity



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Introduction

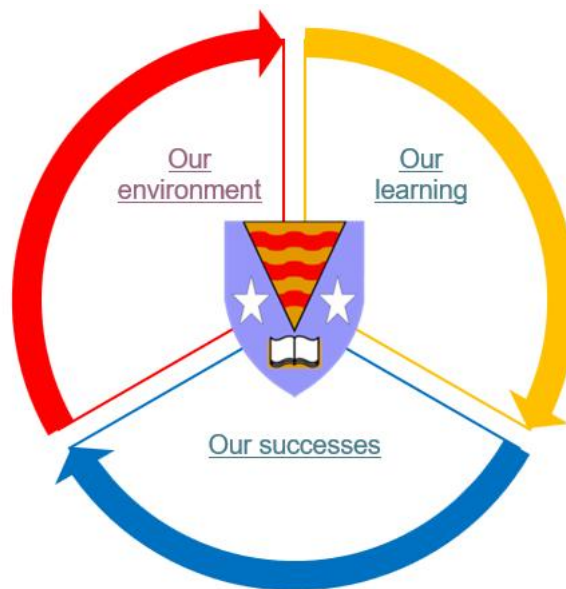
At Crieff High School, our **vision** is to be a rights respecting school that nurtures, encourages and inspires young people to be the best they can be.

Our school **values** encompass personal values, collective values and relational values.

- Personal values – **Determination** and **Confidence**
- Collective values – **Teamwork** and **Community**
- Relational values – **Encouragement** and **Trust**

Our School **Aims** are represented within a curriculum rationale graphic of Our environment, Our learning, Our successes and are articulated as:

- Our school environment is inclusive, nurturing and rights respecting.
- Our learning is inspiring, motivating and develops skills for learning, life and work.
- Our successes are recognised, celebrated and shared by our school community.

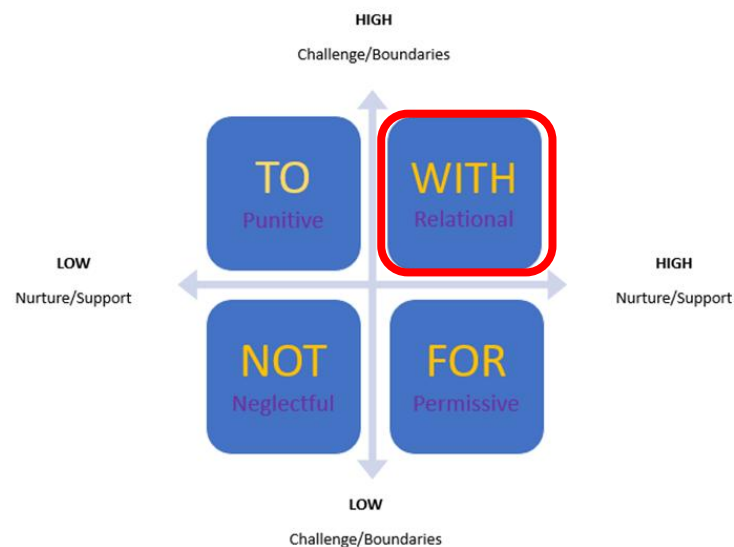




Aim of this policy

At Crieff High School, we believe that positive relationships and respectful behaviour are the foundation of a successful learning community. Our Positive Relationships Policy sets out how we create an environment where every learner feels safe, valued, and supported to achieve their full potential.

This policy is firmly rooted in Scotland's national priorities and reflects a relational approach that combines high expectations with high support.



We recognise that behaviour is a form of communication and that strong, trusting relationships are key to promoting engagement, success and wellbeing. Restorative practices are a key approach used to build and repair relationships as this can help young people to understand the impact of their actions, take responsibility, and reintegrate positively into the school community.

As a Gold Rights Respecting School, we embed the principles of the United Nations Convention on the Rights of the Child (UNCRC) in all aspects of school life. This ensures that young peoples' rights are upheld and that dignity, respect, and participation are central to our ethos.



- ✓ Article 2 - The right to protection against discrimination
- ✓ Article 3 - The right for my best interests to be the top priority
- ✓ Article 12 - The right to express views and be heard
- ✓ Article 28 - The right to an education
- ✓ Article 29 - The right to an education which develops your personality and your respect for other's rights and the environment.



Our status as an accredited Nurturing School further strengthens this commitment. Guided by the principles of nurture, we understand the importance of emotional wellbeing and the impact of this on learning and behaviour. We prioritise creating safe, predictable environments where learners feel secure and supported.

We aim to provide young people with excellent learning and teaching within a caring, supportive and positive environment. Staff are supported to use inclusive pedagogies and strategies that foster participation, motivation, and success for all. To achieve this, we use the CIRCLE framework (Child Inclusion: Research into Curriculum, Learning and Education) to create inclusive learning environments. This framework helps staff to identify and remove barriers to participation, ensuring that every learner can access the curriculum and feel included in the classroom community.

By combining rights-based practice, nurturing principles, excellent teaching, restorative approaches, and the GIRFEC framework, we aim to create a culture where every learner can flourish academically, socially, and emotionally in order to achieve their potential.

Looking inwards

Crieff High School utilises the Seemis systems to record Merits, Demerits and Referrals. The school encourages a positive and equitable approach to acknowledging the efforts of young people.

On average each term there are approximately 7 times more merits than demerits issued.

Views of Stakeholders

In reviewing this Positive Relationships policy, the views of young people and staff contributed towards its development.

Views of young people were gathered through a series of representative focus groups. In these focus groups, young people:

- Shared their appreciation of receiving merit certificates but would like to see the number of merits shown on the certificates.
- Recognised the importance of having a staged intervention framework with the 3 stages - Class Teacher, Principal Teacher and Year Head.
- Strongly identified that relational approaches are an important strategy to support young people in school.
- Recognised the importance of being given time to regulate when things are not going well.
- Agreed that the opportunity to discuss and reflect on actions was an important part of learning to self regulate and improve behaviour and engagement.



Feedback from staff was gathered during an Inservice day session where the discussion was based on the national guidance from the Scottish Government [Fostering a Positive, Inclusive and Safe School Environment](#) (

Staff identified that many of the strategies outlined in the national guidance are already embedded in practice at Crieff High School. Their feedback helped identify which strategies should be included in this Positive Relationships Policy and at which stage of intervention they should apply.

Looking Outwards

National Context

[The United Nations Convention on the Rights of the Child \(UNCRC\)](#) is a complete statement of children's rights. The Convention has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights.

[Included, Engaged and Involved Part 1: Positive Approach to the Promotion and Management of Attendance in Scottish Schools \(IEI1\)](#) (2019) provides advice on good practice and establishes the national requirements regarding classifying and recording attendance and absence.

[Included, Engaged and Involved Part 2: Preventing and Managing School Exclusions](#) (2017) is the national policy on school exclusions and emphasises that strong, trusting relationships between teachers and pupils are central to reducing exclusion rates.

[Getting it right for every child \(GIRFEC\)](#) (2022) is the Scottish Government's commitment to provide all children, young people and their families with the right support at the right time. This is so that every child and young person in Scotland can reach their full potential.

[Developing a positive whole-school ethos and culture – Relationships, Learning and Behaviour](#) (2018) emphasises that a positive ethos and culture are essential for improving relationships, learning, and behaviour.

[Promoting Positive Relationships and Behaviour in Educational Settings](#) (Education Scotland, 2025) provides guidance for schools to create safe, inclusive environments through a relational approach that combines high expectations with high support. It emphasises nurture, restorative practice, and rights-based strategies to strengthen relationships and improve engagement and wellbeing.

[Fostering a Positive, Inclusive and Safe School Environment](#) (Scottish Government, 2025) provides national guidance for schools to embed a culture of respect, inclusion, and wellbeing. It promotes relational, rights-based, and restorative approaches, alongside clear expectations and consistent practice, to prevent exclusion and support positive behaviour.



Local Context

[PKC Relationships Statement and Relationships & Behaviour Policy Guidance for Schools](#) (2024) was produced by Perth & Kinross Council to explain their approach to Relationships and Behaviour across all schools in the local authority and to provide guidance to school communities in the production of their own policies.

Looking forwards

Proactive Measures to Promote Positive Relationships

The following summarises the strategies underpinning Crieff High School's approach to creating a school with 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 through the use of the CIRCLE framework.
- Ensure all young people are valued irrespective of their needs, behaviour or background through the use of.
- Enable, recognise and celebrate individual achievement/wider achievements through the use of praise, school merits systems and recognition in newsletters, assemblies and awards nights
- 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

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 are 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.

There is an ongoing focus on training all teaching and support staff in relational and 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/Star of the week
- Merits
 - Class teachers issue merits linked to the school values for excellence in the classroom and across the wider school community.
 - Community merits will be awarded every Tuesday and Thursday by Form Tutors to young people who are wearing full school uniform.
 - Fortnightly merits certificates and letters home will be issued for pupils who have been awarded 10 or more merits.
 - Merits will be reviewed at the end of every term and the top ten in every year group will be acknowledged at an event at the start of the next term. The most improved in Terms 2 & 3 will also be acknowledged at the termly events.
 - 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.
 - Every 10 merits are converted into 1 House Point and added to the House total.
- Achievements are also highlighted in the Headteacher's monthly update.
- 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

Setting clear, age-appropriate boundaries is essential for promoting positive relationships, supporting wellbeing and creating a safe, predictable learning environment. Young people's behaviour is shaped by their stage of development, their experiences, individual needs, family culture and wider social influences. As they grow, they are still developing core skills such as reasoning, long-term planning, emotional regulation and impulse control, which means young people may need support to engage fully in their education.

Boundaries provide structure and predictability, helping children and young people develop the social, emotional and self-regulation skills they need for life, learning and work.

Consequences are the actions or responses taken to support a young person to meet shared expectations and develop as responsible, confident members of the school community. They help reinforce boundaries and contribute to a positive school culture grounded in determination, confidence, trust, encouragement, community and teamwork. Consequences focus on support, learning and improvement. They help young people understand expectations, reflect on their actions and make more positive choices in the future.



Effective consequences are proportionate and fair, linked to understanding the needs or reasons behind the behaviour, focused on learning, reflection and repair, supportive of wellbeing and inclusion and aligned with our school values, particularly trust, encouragement and teamwork.

Class Teacher (Level 1) Interventions

At each stage the young person should be given time to adjust their behaviour. A Seemis demerit should be issued if a young person needs numerous reminders to adjust their behaviour.

First Reminder of expected behaviour
Possible Consequences Non-verbal communication can be used to diffuse concerning behaviour Quiet reminder of the expectation Reinforcement of the expectation with a differentiated explanation
Second Reminder of expected behaviour
Possible Consequences Being asked/instructed to move to a different seat Being asked to take a break from the class for a short time Private discussion and reflection to assist self-regulation
Further Intervention
Possible Consequences Being given an alternative activity to allow the young person time to regulate their emotions or behaviour Being asked/instructed to complete work in a different/room area under supervision. Detention – Requirement to undertake additional supervised activities during lunchtime/break for a period of time.
Referral to PT
Log Referral to PT on Seemis If the consequences listed above do not result in a change of behavior and increased engagement, then a referral should be made to the Principal Teacher
Referral to SLT
Log Referral to SLT on Seemis If the behaviour of a young person escalates to the extent where the health & wellbeing of others is at risk, an immediate call should be placed to the office for emergency support.



Principal Teacher (Level 2) Interventions

In discussion with the class teacher and the young person the following consequences may be utilised to support the young person to understand expectations, reflect on their actions and make positive choices in the future.

Referral received from class teacher
Possible consequences One-to-one conversation and/or check in to help address the underlying causes of behaviour. Being asked/instructed to complete work in a different room/area under supervision for a period of time. Restorative meeting with class teacher and young person. Detention - Reflective time/exercise to consider the impact of behaviour on themselves or others. Detention – Requirement to undertake additional supervised activities during lunchtime/break for a period of time. Contact home to discuss with parent/carer. Departmental Monitoring Card with specific targets and goals.
Referral to SLT
Log Referral to SLT on Seemis If the consequences listed above do not result in a change of behavior and increased engagement, then a referral should be made to the Year Head.

SLT (Level 3) Interventions

The following targeted and specialist interventions may be utilised to support the young person to understand expectations, reflect on their actions and make positive choices in the future.

Different consequences may be used depending on the behaviours being exhibited.

Behaviour	Examples of responses
Low-level disruptive behaviour. For example: • continually disrupting learning and teaching • disengaging from learning by wandering in corridors instead of being in class	YPP Planning meeting with parents and Guidance/Support for learning teachers. Parental communication (truancy texts, attendance information, parental meeting). Period by period registration and letting home know any period a young person does not attend. Support strategies such as check-ins or a one-to-one conversation to help address the underlying causes of behaviour.



continually or seriously disrupting extra-curricular activities at lunchtimes or after school	Identify a safe space for the young person if mainstream class becomes too overwhelming. Timetable adaption. A reduction in the stress load for the child, for example if they have dyslexia, Autism or ADHD. SLT Monitoring card.
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Behaviour	Examples of responses
Unsafe, anti-social, or otherwise unacceptable behaviour, including shouting, abusive or potentially physical behaviour during breaks or period changes.	Restricted access to corridors/areas during lunchtimes/morning breaks for a period of time Detention - Requirement to undertake additional supervised activities during lunchtime/breaks for a period of time. Detention – Reflective time/exercise to consider the impact of behaviour on themselves or others. Requirement to be collected by parent/ other responsible adult for intervals and/or lunchtimes. Escort to collect and walk child to next class to aid co-regulation. Explicitly taught the skills they do not yet have in a way that leads to learning in this area through social and emotional skills curriculum. Back on Track (In-school alternative to exclusion) for a period of time. Exclusion from school (to allow matters to calm, time for planning, meeting with parents). Risk Assessment and safety planning to be completed, if appropriate, that may have mitigations that are restrictive or limiting to some extent (depending on location, activity, triggers etc).

Behaviour	Examples of responses
Displays prejudice-based behaviours such as racism, misogyny or gender-based violence, homophobia. <i>Crieff High School's Anti Bullying Policy details the school approach to</i>	Parental meeting Utilising break or lunch time to educate and reflect on the harm caused by the prejudice-based behaviour through developmentally appropriate education and discussion. Detention - Requirement to undertake additional supervised activities during lunchtime/breaks. Removal from unsupervised corridors/ areas during lunchtimes/ morning breaks for a period of time.



<i>prejudice-based behaviours.</i>	Referral to specialist agencies. Promote an inclusive and respectful school through whole school interventions.
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Behaviour	Examples of responses
Being violent towards others.	Back on Track (In-school alternative to exclusion) for a period of time (to allow matters to calm, time for planning and for any additional staffing or alternative placements to be put in place, parental meetings etc). Exclusion from school (to allow matters to calm, time for planning, meeting with parents etc). Risk Assessment and safety planning to be completed, if appropriate, that may have mitigations that are restrictive or limiting to some extent (depending on location, activity, triggers etc). Self-regulation strategies to support management of self.



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.

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

Monitoring

As part of our preventative approach, 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

PT Guidance

- Weekly report of all merits, demerits and referrals
- Termly report of merits, demerits and referrals

SLT/Year Head

- Weekly report of all merits & demerits and referrals
- Termly report of merits, demerits and referrals

Subject PTs

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



Partnerships

Fundamental to the Positive Relationships Policy at Creeff 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 Creeff High School is committed to working in partnership to ensure that there is good communication between the school and home.

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 10 or more merits.

Demerits

Weekly demerit letters will be emailed home when 3 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.

Back on Track (Alternative to Exclusion)

Phone call to parents/carers.

Alternative to Exclusion letter sent home.

Parental meeting at end of the Alternative to Exclusion day with parents/carers to discuss actions/outcomes.