



Brechin High School

POSITIVE RELATIONSHIPS AND BEHAVIOUR POLICY



UNCRC Article 28 (right to education)



Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child.



UNCRC Article 29 (goals of education)



Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.



Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.



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Rationale

Effective learning and teaching occurs in a well ordered environment where everyone knows what is expected of them and works together. To achieve high standards we need to work consistently to support our pupils to meet our high expectations. Effective learning and teaching also depends upon a foundation of good working relationships between pupils and staff.

Vision

The Brechin Standard

At Brechin High School we are proud to be:

RESPECTFUL

- We treat others how we want to be treated.
- We show respect for learning.
- We listen like we want to be heard.

AMBITIOUS

- We aim high
- We set big goals
- We stay focused

RESPONSIBLE

- We take Ownership
- We make good choices
- We see it through



At Brechin High School, we are a friendly, inclusive community. We value learning, wellbeing, and resilience; empowering every student to grow and succeed.

Brechin High School is a Rights Respecting School

- Our students have the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.
- We strive to provide every young person with an education that develops their personality, talents and abilities to the full.

Aim

The aim of this policy is to support both staff and pupils to create a whole school learning environment which creates and fosters a respect for learning.

Objectives

- To ensure that high standards and expectations are set for all pupils.
 - To support pupils in achieving high standards of behaviour enabling effective learning and teaching to take place.
 - To empower teachers by providing a supportive framework for positive behaviour management.
 - To promote a consistent approach to behaviour management throughout the school.
 - To engage parents/carers as partners in promoting and supporting good behaviour.
 - To restore relationships through the use of restorative practices.
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Key Principles

- Behaviour management is the responsibility of everyone at Brechin High School.
- By being consistent and working together we support our learning, our families and our colleagues.
- Behaviour management cannot be separated from effective learning and teaching. Effective learning and teaching is easier to achieve when we have a positive ethos, positive relationships and good discipline.
- Every pupil in Brechin High School is entitled to education of the highest quality and where pupils are educated in a well ordered stimulating environment this entitlement is enhanced.
- Our aim is for Brechin High School pupils to learn in an environment where relationships are valued, strengths are identified and focused upon, and genuine interest is demonstrated.
- Every member of our community is of equal worth and is entitled to respect.
- We are committed to working in partnership with parents/carers and relevant outside agencies to assist our pupils achieve high standards of behaviour.

Our Approach

- We are committed to the systematic and regular monitoring, evaluation and review of standards of behaviour in the school and the impact of the policy itself.
- As a school we need a clear, consistent and collaborative approach to building, maintain and restoring positive relationships, while promoting positive behaviour across our whole school community. Developing good relationships and positive behaviour in the classroom and wider school community is essential for creating the right environment for effective learning and teaching. A positive and inclusive learning environment allows all pupils to fulfil their potential and progress to a positive post school destination.
- Our policy provides information, guidance and advice for all members of the school community on how to achieve this. The policy does not exist in isolation, it links with Angus Council policies and national legislation and guidance, including Getting it Right for Every Child (GIRFEC).
- The information in this policy is intended as a brief guide to illustrate courses of action that can be pursued while working with learners who might need some guidance, assistance or counselling to amend their behaviour or patterns of behaviour.

Class Norms

- Every classroom has a set of Class Norms which have been developed by faculties and will be reviewed by the Pupil Parliament this session.
- Class Norms aim to create a clear set of agreed expectations to keep everybody safe, learning, achieving and attaining during their classes.
- Below is an example of the Class Norms in Health Improvement.

OUR VISION AND VALUES

At Brechin High School, we are a friendly, inclusive community. We value learning, well-being and achievement, striving every student to grow and succeed.

Class Norms in Health Improvement

Ambitious

- Active listening and contributing
- Complete all work to best of ability
- Reflect on progress

Respectful

- Follow teacher instruction
- No put downs or interrupting others
- Positive attitude

Responsible

- Be punctual
- Ready with PE kit or tub in HE if practical
- Charged Chromebook
- Take responsibility for actions

Proud to be Brechin

Six Procotcols for Learning



- The Six Protocols are used to achieve our goal of gaining a consistent language for learning.
- In partnership with Class Norms, we aim to create a consistent learning environment for pupils to feel included in, where all learners can achieve and attain.

Circle Framework

The CIRCLE Framework

CIRCLE begins from the stand point 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.

Within CIRCLE we refer to inclusion as the extent to which a learner participates in school life, is accepted by their peers and progresses with their learning.

There can be a tendency to focus on how specific physical, sensory or behavioural strengths and support needs can impact on a learner's ability to be included in school; however this is usually only a small part of the picture. We know from current research that inclusion is influenced by a combination of factors including the physical environment, attitudes, expectations and opportunities, in addition to the learner's skills and abilities.

Many resources focus on skill development. However the CIRCLE Framework introduces the importance of considering inclusion in terms of four main areas:

- The environment (physical and social)
- Structures and routines
- Motivation
- Skills

The jigsaw diagram (right) represents how these factors are interlinked to support inclusion.

The terminology for the four factors (environment, structures and routines, motivation and skills) comes from the Model of Human Occupation (MOHO). See the following reference for detail: Kielhofner G (2008) A Model of Human Occupation: Theory and Application, 4th Edition. Baltimore, MD: Lippincott, Williams and Wilkins.



Each of the factors within the CIRCLE Framework are described fully on the opposite page, with an example to illustrate the concept.

The Environment

The environment includes both the physical and social factors. The physical environment refers to the physical layout of the classroom and the resources used within it. The social environment concerns the attitudes, expectations and actions of peers and adults.

Example:

Environment: e.g. Iggy is very easily distracted which prevents him engaging fully in an activity. He needs careful management of his environment, including seating him away from windows, doors and other distractions and provision of a personalised task list which he ticks off as he completes, to support his learning.

Structures and Routines

Structures and routines are events that happen in the same way with regularity. The start, middle and end of the routine becomes predictable through repetition. Daily routines help learners to know and anticipate what comes next and social routines help them enjoy and interact with others.

Example:

Structures and routines: e.g. Anna always forgets what she has to bring to school each day, which means she misses out on learning opportunities. By ensuring that specific activities such as homework are done consistently on the same day each week, she can (with the help of her parents) ensure she is organised.

Motivation

Motivation gives learners incentive, enthusiasm and interest when engaging with activities and the people around them. Learners can be motivated by their own feelings, desires, self esteem, confidence and the responses of others.

Example:

Motivation: e.g. Surdeep is prevented from learning by his fear of failure. He thinks he will not be good at anything he tries so avoids new activities. He needs support and some individual encouragement to be motivated to engage in new activities to develop his skills and to experience the feeling of success.

Skills

Skills refer to a learner's ability in the following areas: attention and concentration; organisation and planning; motor skills; socialising, emotions and relationships; verbal and non-verbal communication.

Example:

Skills: e.g. Kit loves physical education. However, she is uncoordinated in all her movements and is very poor at throwing and catching a ball. She will need activities and support at the appropriate level to help her succeed and to help her learn and develop new movement skills.

Roles and Responsibilities

All Staff

At all levels staff have a specific responsibility to work within the Positive Behaviour and Relationships Policy and to ensure that it is implanted consistently and fairly.

Teachers

All teachers will help to establish and promote a positive school ethos by:

- Standing at their door to welcome pupils to class, whenever possible, to support calm movement and good order around the school.
 - Being prepared for all lessons and having thought carefully about the content of each lesson, taking into account Brechin's Framework for Learning. They must ensure that they know their learners and are mindful of their needs and individual pupil profiles. Teachers should be proactive in terms of dealing with behaviour and implement strategies within their classroom and faculty to deal with the behaviour of young people in a positive way
 - Regularly reinforcing the expectations of behaviour and acknowledging success wherever possible. At the start of every lesson staff should have clear routines that begin at the classroom door to remind pupils about expectations.
-

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- Using respectful language and relationships. This begins at the school/classroom door with a warm welcome and fresh start each period. Staff must model the positive behaviour and kindness that we want to see in our young people. Staff should address instances where pupils are not being respectful in their use of language or interaction with others, whether this is in class or in communal areas.
 - Staying in class. Staff must ensure that they remain in class during lessons so that pupils are not left unattended. This should help to maintain good order in the classroom. It is also the responsibility of staff to make sure that learners remain in class and are not allowed out of class without good reason.
 - Having high expectations of pupils' behaviour which allows effective learning and teaching to take place.
 - Being aware of pupils' needs and using identified strategies to support and encourage positive behaviour.
 - Using restorative approaches to address issues.
 - Tracking and monitoring pupil behaviour and progress.
 - Evaluating practice, and accessing support from colleagues and opportunities for CPD.

Support Staff

All support staff have an important role in supporting the implementation of the positive relationships and behaviour policy.

Classroom staff will:

- Discuss and agree with the class teacher their roles and responsibilities in class including the management of pupil behaviour.

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- Provide appropriate levels of intervention to support the pupil as an independent learner.
 - Support pupil's prompt arrival to and preparation for classes, as agreed with the class teacher.
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Principle Teachers (Curriculum)

The Principal Teacher has a further responsibility to encourage and support colleagues, and are responsible for monitoring and evaluating the application of the policy in their own faculty. Faculty policies should reflect the whole school policy by setting out high expectations for behaviour, giving opportunity to regularly reinforce these expectations of behaviour, and using restorative practices to address issues when appropriate.

The Principal Teacher will:

- Ensure that every teacher introduces and implements the Positive Behaviour and Relationships policy and procedures with pupils.
 - Ensure that the policy and procedures are implemented consistently by providing support and advice to staff.
 - Induct new staff to the policy and procedures.
 - Work with Pupil Care and Support staff and Additional Support Needs Staff to implement appropriate actions.
 - Use learning visits to monitor and provide supportive feedback in relation to classroom management.
 - Discuss behaviour and relationships as a standing item at faculty meetings, share and analyse relevant data, and agree action with staff.
 - Discuss and agree CPD needs via the review process.
-

Pupil Care and Support Staff

Pupil Care and Support (PCS) staff have an important role to play through early intervention with pupils before their behaviour gives serious cause for concern. The matter should be discussed with the relevant member of the Senior Management team and an agreed course of action implemented. PCS staff will provide initial support for pupils and will include the parents at an early stage if the concern persists.

Senior Leadership Team

The SLT will provide advice and assistance whenever necessary to all members of staff. The tenor of the advice and assistance will be to empower the member of staff and to emphasise to pupils that they must co-operate with staff. The SLT will work with all staff to achieve the school's commitment to sustain high standards of behaviour, giving advice and support.

The Relationship with Parents/Carers

Parents/carers will be provided with a range of information to give them a clear understanding of the school aims, positive behaviour policy and expectations. We recognize the major positive influence parents/cares can have on pupil behaviour and we undertake to provide parents/carers with regular timely information on their child's behaviour, effort and motivation. Parents/carers will be consulted at an early stage when a pupil's behaviour, effort or motivation is causing concern.

Expectations of Pupils:

Ready to Learn:

Young people must arrive on time for each class and have a positive mindset for the lesson ahead. They should come prepared with the equipment they need for that class - this should be carried in a school bag. If a pupil has forgotten equipment, they should tell the teacher at the start of the lesson. They should enter their classroom and get organized for the lesson, following established classroom routines - this will include settling quickly, putting mobile phones and airpods off and away, outdoor jackets off, hoods down and taking equipment out. No one should be eating or drinking anything other than water. All pupils are expected to follow the Brechin High School Mobile Phone Policy.

Respectful Language and Relationships:

Young people must use an appropriate tone and respectful language towards each other and all members of staff, whether in class or in communal areas. Young people should treat each other the way they want to be treated themselves and act in a kind and supportive manner. Young people should keep hands and feet to themselves and behave in a safe and respectful way.

Stay in Class:

Young people need to be in class in order to learn and must get into good habits regarding such things as going to the toilet at break/lunch and filling water bottles at break/lunch. Pupils will not be routinely allowed out to the toilet during class time unless there is a medical reason or desperate need. If a young person is allowed out of class, the teacher should ensure that they have a pass to display as required. They should leave their mobile phone in their school bag in the classroom and return to class as quickly as possible.

Positive Approaches

All members of the school are expected to help maintain an atmosphere conducive to learning with courtesy and consideration for others as basic requirements. We recognise the importance of teaching behaviour explicitly through the curriculum and implicitly through example. The object of positive behaviour management is not to punish or to keep the child under control but to help them learn how to behave more acceptably. Encouragement and praise are an essential part of positive behaviour. Verbal praise and encouragement should be used often and, in every lesson, praising effort rather than ability or result alone.

Pre-empt the Behaviours

Always try to pre-empt the behaviours of children. Try to recognize behaviour patterns and triggers which can often lead to inappropriate behaviour being displayed. When planning lessons try to think of possible triggers, and be prepared with a behaviour plan.

Clear Expectations

Staff should make their expectations of behaviour clear to pupils from the very beginning and involve them in discussion around the classroom rules and what they mean in their classroom. Classroom rules should be displayed clearly at all times and pupils should be referred to these rules on a regular basis to remind them of the standard expected. Staff should model these rules through their own behaviour.

Praise

This includes making a determined effort to highlight good behaviour and using encouraging language and actions to acknowledge it, for example commending a group of pupils who are working well rather than chastising a group who are not.

Restorative Approaches

Many discipline issues result in interpersonal conflicts which leave people feeling angry, hurt and resentful.

When this happens, the people involved need:

- A chance to tell their story and express their feelings.
- To understand how the situation happened and how it can be avoided in future.
- To feel understood and to find a way to move on and feel better about themselves.

Restorative approaches allow for conflict to be dealt with in a way that meets these needs. The aim is to repair harm, rebuild relationships and help people to find solutions for themselves. This can change choices people make in the future as mutual respect and consideration develops.

Restorative enquiry is the key skill in all Restorative Approaches. It makes use of key questions which keep the door open to communication and encourage reflection, ownership and responsibility, i.e.

- What's happening?
- What were you thinking when it happened?
- Who's been affected?
- What needs to happen to put things right?

Staff are encouraged to use these questions and approaches when dealing with conflict.

Recognising and Responding to Challenging Behaviour

Consequences

Consequences are part of our strategy to influence and reinforce positive pupil behaviour. Consequences are used to:

- Respond to specific instances of misbehaviour that have led to a lack of learning for the pupil(s) involved.
- Give a clear message to pupils that disruptive, distracting or dangerous behaviour will not be tolerated as it impacts their learning and the learning of others.

It is important that pupils, staff and carers understand and accept the purpose of consequences - these are to refocus the pupil on learning and help support improvement in their relationships with others. It is equally important that consequences are seen to be complementary to our system which recognises positive behaviour and hard work, and values positive relationships and the focus of everyday being on learning. It is also important that as far as possible consequences are applied consistently and fairly.

Managing Behaviour

- It is not a hierarchy and should be used flexibly to best meet learners' needs.
- If we want improvements in consistently positive behaviour, we need to be consistent in challenging negative and acknowledging positive behaviour.
- Crucially, we also need to model the behaviour we want to see from our students:
 - **Be nurturing** - listen to students
 - **Be trauma informed** - use a calm and respectful tone
 - **Be calm** - de-escalate and do not focus on secondary behaviours
 - **Be present** - don't hold onto or bring things up from the past

If pupils are to be removed from class the expectation is that they will be provided with and encouraged to complete work to ensure they don't fall behind, or participate in a reflective exercise. We will continue to model the importance of using time effectively for learning.

Good record keeping is a vital part of being able to deal with behaviour in a positive, constructive way. This will allow PT PCS, PT ASN or DHTS to easily access the full picture of a learner's behaviour, and be able to communicate with home with confidence.

SEEMiS referrals should be used to ensure good record keeping.

Referrals Protocol

Rationale

Recent staff feedback has been that new short Protocols for systems in school have been helpful, informative and help provide consistency of experience for pupils.

Referrals are used successfully at Brechin to intervene when young people need support with relationships/behaviour and these are reviewed every 2 weeks at the House Teams Meeting. All referrals are read by the DHT with Relationships/Behaviour on their remit, at the end of each week. This is currently W. Murray-Blair.

We have new members of staff since we have last communicated instructions r.e. referrals and it is hoped this protocol is helpful for bringing consistency to referrals and as a training document for how to complete these.

Referrals for a young person can be requested at any time by their parent/carer.

Process

- As per GTCS Standards, responsibility for classroom management lies with the classroom teacher. At times, a variety of strategies may need to be used to build relationships and support learners with learning and behaviour. CLPL is available for any member of staff wishing to upskill in this area. Please contact the DHT CLPL, Alison Cormack, to discuss further.
- Key documents: BHS Menu of interventions, BHS Positive Relationships and Behaviour Policy, BHS School Scripts
- Referrals should be completed for serious one-off incidents and for a pattern of lower level incidents that have failed to be resolved via various classroom strategies / classroom management/restorative conversations.
- Referrals should be completed by the class teacher.
- Referrals in class should be assigned to the PT of that faculty.
- If you have a cover class, the referral should be assigned to the PT of that faculty.
- Referrals for corridor incidents should be assigned to your PT/Line manager.
- Referrals for Registration incidents should be assigned to your PT/Line manager.
- PTs should transfer the referral to the link DHT for that faculty if the referral is unresolved following PT level interventions.

How to write

- Referrals should use plain and non-judgmental language. Personal feelings and opinions should not be recorded.
- Referrals should be factual.
- Referrals should not include instructions of what a teacher would like to happen next.
- Referrals should not be written using a ‘copy and paste’ approach. This has led to errors recently and these referrals need to be expunged (by SLT only).
- The names of other staff members should not appear in referrals. Please use ‘English Teacher’, ‘PT Science’, ‘member of SLT’ etc.
- The names of other pupils should not appear in referrals, please use the term “another pupil” when referencing another young person involved. Please do not use initials.

Concerns for a Pupil

- Referrals for pastoral/welfare concerns should be made to PT PCS. Please also phone the PT PCS or see them in person if you have concern for a young person and are unsure if your concern needs immediate attention.
- All Child Protection concerns should be reported in person, immediately, to a Child Protection Co-ordinator - CPCO (All SLT/PCS are CPCOs.)

Closing/Recording Referrals

- When assigning/transferring a referral, please double check you have selected the correct member of staff.
- The referral should be closed by the person that opened it. Seemis lists this person as the 'instigator'. It is important that all referrals are closed so that they then appear in Pastoral Notes for that pupil.

Reflection Time Protocol

- Reflection Time must focus on an activity that links to the pupils' learning.
- Reflection Time is an intervention to lead to improvement in the pupils' learning/engagement.
- Reflection Time must be agreed with/communicated with home before it takes place.
- Reflection Time should be supervised by the teacher who set the Reflection Time as a consequence.
- Pupils must have access to having lunch/picking up lunch before attending for Reflection Time.
- School buses leave quickly at the end of the school day, before 4pm. Reflection Time must not result in a pupil missing their transport home.

Please note

- If Reflection Time is issued to a pupil, staff must e-mail the School Office so they can notify the parent by text message. Please copy the appropriate PCS teacher into this email.

Actions available to all Teachers

- Reminders of expectations
- Refer to Pupil Profile for strategies
- Verbal warning
- Re-location within classroom
- Time out for reflection (good neighbouring)
- Teacher led restorative conversation
- Reflection Time (at interval or lunch)
- Involvement of PTC
- Referral to PTC
- Discussion with PT PCS

Further actions available to PTC

- Department target sheet
- Contact with parent/carer by groupcall or phone
- Re-location within department/short term removal from class
- PT led restorative conversation
- Referral to DHT
- Call to SLT, if learning and teaching cannot continue or there is a serious health and safety risk

Further actions available to PT PCS

- Daily target sheet
- Weekly communication booklet
- Parental meeting
- Amend timetable to include access to Learning Hub or planned activities in Nurture Hub (with SLT agreement)
- Amend Pupil Profile with updated strategies
- Arrange for additional support from SPSAs
- Referral to other agencies: Educational Psychologist; CAMHS; School Nurse; Social Work; CLD; and other partners.

Further actions available to DHT

- DHT led restorative conversation
- DHT target slip
- Alternative to Exclusion (using time in DHT office and/or Learning Hub)
- Exclusion: as a planning tool to allow time for amendments to support package to be put in place

Appendix

The following points were raised by the Short Life Working Group and discussed at an SLT meeting.

<ul style="list-style-type: none">• Can initials be used in referrals?	<p><i>There should be no initials in Referrals. Only the name of the pupil whose referral it is should be mentioned, name wise. This is taken from advice from Angus Council r.e. recording of pupil information on Pastoral Notes/Referrals</i></p>
<ul style="list-style-type: none">• Should SPSA's complete referrals?	<p><i>SPSA's should report behaviour incidents to a teacher who should then put in the referral detailing what has been reported to them - this will be a bit of a change - ultimately SPSA's aren't paid to manage behaviour which putting in a referral falls under.</i></p>
<ul style="list-style-type: none">• Is there an agreed timeline for a turnaround with referrals?	<p><i>This is about communication and the appropriateness of the response is the vital part. If a referral is not actioned timeously/appropriately concerns should be raised directly with W. Murray-Blair, DHT.</i></p>
<ul style="list-style-type: none">• When should a referral be triggered?	<p><i>This will be at the decision of the PT. If we uncover inconsistency between faculties (not uncovered at the moment) this could be addressed via the PTCs meeting.</i></p>

Referrals: Examples of Best Practice

Referred On 09/Dec/2025 1:16 pm	
Referral Because of:	Disruptive behaviour, Fighting, Aggressive behaviour
Comments:	Hitting BLANK repeatedly, eventually standing over him and smacking him on the head. BLANK asking him to stop and he continues. Removed to BLANK after Refusing to listen
Referred To:	BLANK
Action Taken:	

Referred On 17/Nov/2025 1:09 pm	
Referral Because of:	Refusal to carry out instructions, Failure to follow class behaviour code
Comments:	BLANK sat and did no work this lesson. I asked if there was anything I could do to support or help her. I asked if I could explain what she needs to do again (research for new topic after a class discussion on the designer) and she refused to respond to me. She continued to speak with and distract another pupil for the remainder of the period which I spoke to her about. She then looked through the designer book which helped her engage in some of the learning. She still had no work or evidence by the end of the period.
Referred To:	BLANK
Action Taken:	(For Information Only)
Transferred On 27/Nov/2025 9:00 am	
Comments:	Thanks for the information. If this behaviour persists I can easily contact home, just let me know.
Referred To:	BLANK
Action Taken:	

Referred On 18/Nov/2025 3:16 pm	
Referral Because of:	Disruptive behaviour, Refusal to carry out instructions,
Comments:	Throughout the lesson BLANK was shouting out and being disruptive. I asked BLANK to move to another area of the classroom to work, he refused several times. When asked to leave to go to a good neighbour, he also refused and was rude towards myself and another teacher in the Digital Suite.
Referred To:	BLANK
Action Taken:	Warning issued
Closed On 19/Nov/2025 10:06 am	
Comments:	Thanks for the information. I will speak to BLANK and phone home about this.
Closed By:	BLANK
Action Taken:	Warning issued

Referred On 18/Nov/2025 3:09 pm	
Referral Because of:	Disruptive behaviour, Refusal to carry out instructions,
Comments:	Throughout the lesson BLANK refused to follow instructions from myself. He shouted out, ran around the classroom, hit others and threw his working across the classroom. On several occasions I spoke to BLANK about his behaviour and asked him to leave and go to a good neighbour. He refused several times but eventually went.
Referred To:	BLANK
Action Taken:	Warning issued
Closed On 19/Nov/2025 10:05 am	
Comments:	Thanks for the information. I will speak to BLANK and phone home about this.
Closed By:	BLANK
Action Taken:	Warning issued

Referred On 28/Nov/2025 8:29 am	
Referral Because of:	Insolent or Offensive behaviour, Refusal to carry out instructions,
Comments:	BLANK was vaping at the front door at the end of the day. I asked her to stop. She denied it. She continued to vape openly as she walked through the throng of our pupils leaving and younger children coming in
Referred To:	BLANK
Action Taken:	
Transferred On 28/Nov/2025 8:30 am	
Comments:	Meeting to discuss behaviour, timetable amended
Closed By:	BLANK
Action Taken:	Parental Meeting
Closed On 28/Nov/2025 8:37 am	
Comments:	
Closed By:	BLANK
Action Taken:	

Brechin High School - Menu of Interventions for Support

	Attainment	Attendance	Behavioural
Universal Provision	<ul style="list-style-type: none"> Follow Brechin Framework for Learning Use the toolkit to support effective learning and teaching to provide consistency Learning conversations occur and pupils are aware of what they need to do to improve Pupil Voice is considered when planning and delivering learning and teaching Engage in monitoring and tracking Clear and communicated classroom norms Change of seat Celebrate Success/ Praise Differentiation Liaise with ASN and ensure Pupil Profiles/IEPs are implemented Follow Homework Policy. 	<ul style="list-style-type: none"> Attendance taken in first 10 minutes Consistent marking of lateness Follow attendance policy- detentions for lateness. Alert PCS if more than three occasions of late coming in a week. Follow school policy for out of class permission Celebrate Success/ Praise Liaise with check in teacher Check in teacher to monitor and follow up on attendance 	<ul style="list-style-type: none"> Clear expectations Consistent follow through Consistent implementation of Mobile Phone Policy Celebrate Success/ Praise Restorative conversations
Faculty Interventions	<ul style="list-style-type: none"> Offer faculty or e-Sgoil Supported Study (by class teacher) PT Learning conversations Follow Tracking Procedures Liaise with other subject teachers- what is working well elsewhere? Support study plans and approaches 	<ul style="list-style-type: none"> Praise/ Reward Phone call/ Parental Meeting Faculty Attendance Sheet Liaise with PCS and/or ASN Attendance below 80%- PTC Intervention- daily check 	<ul style="list-style-type: none"> Faculty Home School Communication Booklet Good Neighbour timetables in place Restorative practice/ meeting
House Team Interventions	<ul style="list-style-type: none"> Liaise with Educational Psychology Parent/ carer meeting following tracking periods if 3+ subjects are highlighted as a concern Educational Psychology consultation Study support timetable issued to pupil and parents 	<ul style="list-style-type: none"> Attendance below 70%- Continuum of Need intervention considered Engagement Officer Input Use of EBSA toolkit- push/pull of school Teacher Mentor Consider modified timetable to include time in ASN. School counsellor referral School Nurse referral Planning meeting to include duty social work External agencies: <ul style="list-style-type: none"> TCA Hillcrest Futures CAMHS Young Carers Arlene Russell (ASD team) Extended Support Provision Educational Psychology SCRA/ Reporter Social Work Add to 'No Fly' list 1-1 CLD Referral 	<ul style="list-style-type: none"> Whole School Home School Communication Booklet Teacher Mentor Parent/ carer meeting Consider issues Group work CLD referral
SLT Interventions	<ul style="list-style-type: none"> Consider referral to i-Sgoil 	<ul style="list-style-type: none"> TBC/ no attendance or response from parents/carers for two weeks (no known reason for absence): DHT contact home via phone call/ email Parental meeting Contact Duty social work for a welfare check Alert Fiona Milne- Senior Practitioner for Child Protection 	<ul style="list-style-type: none"> Parent/ carer meeting Liaise with Extended Support Provision

Brechin High School - School Scripts

1	<p>Your shouting out is currently disrupting everyone's learning. It's my job to make sure that everyone has the right to education and so I need to you stop. If you continue to shout out, I will have to deal with this but, I think you will make the right choice and stop so that everyone has the opportunity to learn.</p>
2	<p>At Brechin High School it is important that everyone gets the same learning experience and feels always respected. I don't like your current behaviour, and it is causing disruption to the learning trying to take place. I know and believe that you can be better and are currently making poor choices. Let's see if you could try and make better choices moving forward.</p>
3	<p>Right now, you are not showing the school value of being Respectful. Is there a reason you are struggling with this? What do you think the poor choices are that caught my attention?</p>
4	<p>Do you remember yesterday when I was delighted with your efforts/work/etc? In this school we aim to be ambitious so, that's what I'd like to see today .. be the best version of you.. So, you have a choice now...If you choose to do the work asked, great, this will happen. If you choose not to do the work, then this will happen.... you choose.</p>
5	<p>I see you are having trouble engaging with your task. In this school, our value is to be ambitious. Is there anything I can do to help you get started?</p> <p>I expect to see you follow the school values and be respectful to yourself and others. What do you think the poor choices were that caught my attention?</p>

6	I am disappointed you are not showing responsible behaviour and disrupting the learning of others. Everyone has a right to an education, including you, I know you can do better.
7	Respect: In Brechin High School, we treat everyone with respect in both the way we speak and how we act. This will enable us to have a calm, focussed environment where everyone can learn.
8	Responsible: In Brechin High School, we are responsible learners and your behaviour should not stop others accessing their right to an education.
9	Respect is one of our values. I need you to show respect to your classmates and yourself. We all have a right to learn in a positive environment.
10	Ambition is one of our values. Instead of thinking of what's the worst that could happen, think of what's the best that could happen.
11	'I like the way you were last time and how you displayed our school values. I need you to be the way you were and to keep showing these same behaviours. [After this interaction it's important to walk away to create some space for the pupil to reflect and to leave a door open].
12	At Brechin High School, one of our values is to act responsibly. The behaviour that you are displaying is not responsible. I need you to...
13	You have the chance to make a good choice here. What has happened? What were you thinking at the time? Who has been affected by your actions?

