

LOCHEND COMMUNITY HIGH SCHOOL



Promoting Positive Relationships Strategy



READY



RESILIENT



SAFE

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At Lochend Community High School we have created our School Charter through consultation with young people and staff. It was agreed that our School Charter should be used by young people and staff to guide everyone towards creating a consistent and nurturing learning environment which supports young people to *Learn, Grow and Achieve*.



See appendix 3 for Charter creation

Young people, staff and partners are being consulted at the start of Session 2025/26 on the best way to launch and embed our agreed Charter into school life.

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PROMOTING POSITIVE RELATIONSHIPS STRATEGY GROUPS

Our Promoting Positive Relationships Strategy Group work together to try to support a consistent positive ethos across the school. They do so in the following ways:

- Develop collaborative activities for whole staff meetings. These sessions involve the voices of young people as much as possible.
- Review all feedback from staff collaboration sessions to plan for future sessions.
- Annually review the PPR policy in line with school specific feedback, Local Policy and National Policy.
- Review school vision and values.
- Review pupil views through pupil focus groups.
- Organise termly reward trips for young people.
- Organise termly enjoyment and wellbeing afternoons for pupils.
- Gather parent/carers views on any potential changes to policy.

The PPR strategic timeline of improvement can be found in Appendix 1.

In session 2025/26 we aim to:

- Launch our LCHS Charter and explore expectations of this
- Launch our refreshed school vision
- Launch our Charter Champions rewards
- Embed our ensuring positive classroom conduct further to ensure consistent approach
- Review the use of ready, resilient, safe

At Lochend Community High School we are committed to ensuring that:

- All pupils, staff, and visitors feel safe, respected and valued
- Positive behaviour is encouraged and reinforced
- Our school values and charter is embedded in all aspects of school life.

To create this environment, we have consistent procedures in place for the following situations:

- Mobile Phones in class
- Pupils leaving class without permission
- Pupils entering class without permission

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MOBILE PHONE POLICY

Following consultation with all stakeholders, a mobile phone policy was implemented in October 2024. See appendix 2.

Mobile phones should be:

- In school bags that are placed at the front or back of the classroom.
- Alternatively, they can be placed in the green tray that is available in every classroom.

Mobile phones will be removed from any young person by a member of SLT and the Middle Leadership Team if they are visible in the classroom.



Phones in bags

Bags in the assigned space



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YOUNG PEOPLE ENTERING ANOTHER CLASS WITHOUT PERMISSION

- Class teacher to ask pupil for an explanation to clarify the situation.
- Direct the pupil to leave class and return to correct classroom.
- Class teacher should phone the school office to alert duty SLT
- SLT will interview pupil involved and contact home.

YOUNG PEOPLE LEAVING CLASS WITHOUT PERMISSION

Left class without
permission

Step 1

Alert office immediately.

SLT member on duty will be
contacted.

Step 2

Class teacher to conduct
restorative conversation before
next lesson

(FH must be alerted in advance of
lesson if this is not possible)

- SLT will interview pupil involved and contact home

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STEPS TO ENSURING POSITIVE CLASSROOM CONDUCT

Step 5 - Repair

If refusal to reset:

Offer safe space away from classroom.

1. Use faculty reflection timetable
2. Contact FH for support
3. If FH unable to support, contact office for on duty SLT to support

Class teacher to conduct restorative before next lesson (Speak to FH if support is required with this.)

Step 4 - Reflect

Reset

Provide opportunity to reset

Restate boundaries & reflect

Assume learner will re-engage.

Step 1 - Reminder

Private reminder of expectations

Repeat if necessary

De-escalate where possible

Step 2 - Caution

Private verbal caution

Outline consequences

Remind of past good conduct

Step 3 - Last Chance

30 Second intervention

Private gentle approach

State observed behaviour

Explain consequences

Walk away, allow thinking time



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STEPS TO ENSURING POSITIVE CLASSROOM CONDUCT

All young people are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps for dealing with poor conduct.

Behaviours constituting an Emergency Call to the office include: violence, racism, homophobia, dangerous conduct, threats to other young people or staff. In an emergency call the school office straight away and act to keep yourself and other young people safe.

Lead	Steps	Actions
Class Teacher	Step 1: Reminder Reminders may be numerous and should be tailored to the needs of each individual learner.	A reminder of the expectations delivered privately. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. The teacher makes the learner aware of their behaviour and the learner has the choice to do the right thing.
Class Teacher	Step 2: Caution	A clear verbal caution delivered privately , making the learner aware of their behaviour and clearly outlining the consequences if they continue. 1. The learner has the choice to do the right thing. 2. Learners will be reminded of their previous good conduct to prove that they can make good choices
Class Teacher	Step 3: Last Chance A Scripted approach is encouraged at this stage (see scripted intervention below)	30 second intervention 1. Speak to the learner privately and give them a final opportunity to engage. 2. Gentle approach, personal, non-threatening, side on, eye level or lower 3. State the behaviour that was observed and which rule/expectation/routine it contravenes 4. Tell the learner the consequences of their action. Refer to previous good behaviour/learning as a model for the desired behaviour 5. Walk away, allow the learner time to decide what to do next. If there are comments as you walk away write them down and follow up later. It is important to resist endless discussion around behaviour but rather spend our energy on returning learners to their learning.
Class Teacher PTPC	Step 4: Reset	At this point the teacher, as privately as possible, will give the learner an opportunity to reset away from the situation. 1. Boundaries are reset 2. Learner is asked to reflect on their next step. Again, they are reminded of their previous good conduct/attitude/learning 3. Learner is given a final opportunity to reengage with the learning/follow instructions 4. The assumption should always be that the learner will re-engage once they have had a chance to reset
Class Teacher PT C SLT	Step 5: Parking and Reparation If a young person refuses to 'reset' or commits a serious breach then the teacher must log the incident as a Seemis referral to their PT Curriculum	If a young person refuses to 'reset' they should be offered a safe space away from the classroom. A restorative meeting should take place as soon as possible after the incident and before the next lesson. In this instance both the learner and staff member need to agree to the meeting. It should only take place when they are both ready. If they do not attend or engage with the restorative meeting then the appropriate member of SLT should be consulted.

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EMERGENCY SUPPORTS

Serious incident

(Violence, prejudice towards a protected characteristic, dangerous conduct, threats to other young people or staff)

Step 1

Alert office immediately.

SLT member on duty will be contacted.

Step 2

Follow up the incident with an email to the relevant DHT to ensure they are aware.

Step 3

Complete referral or bullying & equalities form, if required.

AREA SUPERVISION SUPPORTS

Faculty head support timetable has been created collaboratively by all curricular leaders to ensure that they can access support from colleagues across the school if required.

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SLT SUPPORT & CALL LOG*



SLT Support



- Class teacher/PT/FH to contact office, once departmental/faculty PPR strategies attempted or following serious incident.*
- Office will contact on duty member of SLT
- SLT will attend to support

*A serious incident may include: violence, racism, homophobia, dangerous conduct, threats to other young people or staff should be communicated to SLT via the school office.

SLT Support Log. For each incident, the following will be logged:

- Teacher name
- Pupil(s) name(s)
- Reason for call

This will be shared regularly with middle leaders.

Honesty

Equity

Ambition

Respect

Responsibility

Determination

*School office will update support log

SCHOOL UNIFORM

All young people are expected to wear full school uniform. If a young person arrives at your class in non-uniform items, please ask them to remove them and allow them into class. If SLT/PTPC are aware of a reason for no uniform, the young person will be provided with a note. Please submit a referral if non-uniform becomes a repeated issue.

We have a supply of uniform items which will be given to those not in uniform.

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REWARDS

Charter Champion

- Each week staff will have 2 (1 BGE and 1 SP) charter champion tokens to allocate to pupils who have displayed conduct in line with our charter. Please tell pupils why they have been awarded your token.
- Pupils will then redeem their token for a prize each Friday from SLT.

Additional Rewards

- Recognition Board
- Phone Call Home
- Post Cards
- Praise Slips
- Stickers

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Referrals



Referral Process



Referrals should be factual and contain details of the incident and what strategies have been undertaken by classroom teacher and/or FH.

Referral: Seemis

- Abusive language towards staff
- Dangerous behaviour
- Repeated misbehaviour
- Repeated low level – leading to departmental interventions
- Consistent refusal of instructions
- Restorative been unsuccessful



Referral Guidelines



- Referrals are a professional record of pupil behaviour and could be requested at any time. They should be recorded in a way that does not identify other individuals.
- Referrals should only contain facts .
- Opinions/emotional responses should not be included. You may wish to take some time to reflect prior to writing a referral in order to ensure it meets these guidelines.
- Other pupils names **cannot** be mentioned.
- Other staff members should not be mentioned. Instead, Class Teacher (CT), Curriculum Leader (CL), PTPC, PT SfL, DHT, HT should be used to refer to other members of staff
- All behaviour referrals should be sent via Curriculum Leader.
- Referrals may be sent back to Class Teacher or Curriculum Leader with actions to take place.

Honesty

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SCRIPTED INTERVENTION

In any interaction with regard to behaviour, we are always aiming to achieve a positive outcome. A scripted intervention is encouraged at Step 3 with the following considerations:

1. Use a gentle approach which is personal, non-threatening, side-on and at eye level or lower.
2. State the behaviour that was observed and which expectation it contravenes.
3. Tell the learner what the consequences of their action are.
Refer to previous good behaviour as a model for the behaviour desired.
4. Walk away; allow the learner time to decide what to do next. If there are comments as you walk away, write them down and follow up later.

FAIRNESS

- Learners must not be able to reduce negative consequences
- Teachers must not take away rewards that have been given
- Don't make deals with sanctions
- Negative sanctions must be proportionate – don't suffocate learners with punishment
- Whole class punishments are always unfair
- Try not to invent punishment on the spot – you will regret it
- Tell the learner the negative consequences
- Write down warnings/reminders given privately
- New day, clean sheet every time
- Don't jump sanction steps or accelerate sanctions

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APPENDICES

APPENDIX 1

PROMOTING POSITIVE RELATIONSHIPS STRATEGIC TIMELINE SESSION 2024/25



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APPENDIX 2

Mobile Phone Policy Consultation: Session 2024/25:

Mobile Phone Results

Pupils:

1. Please choose one of the following:

[More details](#)

- Ban mobiles completely 14
- Mobiles can be brought to school but must remain in bags at the front or back of the classroom 362

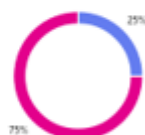


Staff:

1. Please choose one of the following:

[More details](#)

- Ban Mobiles Completely 10
- Mobiles must remain in bags at the front or back of the classroom 30



Parents/Carers:

3. Please choose one of the following:

[More details](#)

- Ban mobiles from school completely 13
- Mobiles must remain in bags at the front or back of the classroom 53



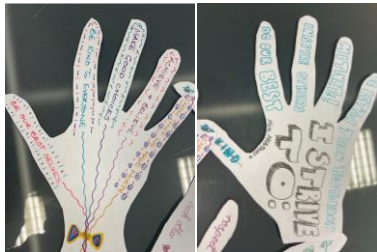
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APPENDIX 3

Our School Charter was created through a consultation with all stakeholders in Session 2024/25.



School staff, pupils, partners and parents were given the opportunity to write down 5 charter phrases which related to behaviours they think all stakeholders should strive to demonstrate in the school.



The Lochend Charter

Hands Comments	Tota	Comments	Repeat
To be Kind	92	Be Kind	21
To be Respected	76	Respect to all	17
To Try our Best	58	Be our best selves	9
To be Responsible	31	The best we can be	4
To be Honest	23	Everyone is respected and encouraged to	4
to be helpful	19	Achieve & Believe	4
To Be Happy	19	Try your best	4
to be motivated	16	Have ambition	4
to make good choices	15	Be supportive	3
To be Resilient	15	Be honest	3
to inspire	14	Aspiring	3
To be listened too	12	Celebrate Diversity	3
to feel safe	11	All inclusive	3
to be positive	11	Be inspired	3
To be happy & safe	11	Be honest	3
	11	Appreciate things	2
	11	Compassionate to everyone's need and a	2
	11	When you know better, do better	2



These votes were collated.

We then voted on the most popular statements:

At Lochend CHS, we strive to:

Be kind
Show respect
Be our best
Be ambitious
Include everyone
Believe in ourselves
Be supportive
Be responsible
Be helpful
Be happy & safe
Be motivated
Listen to others

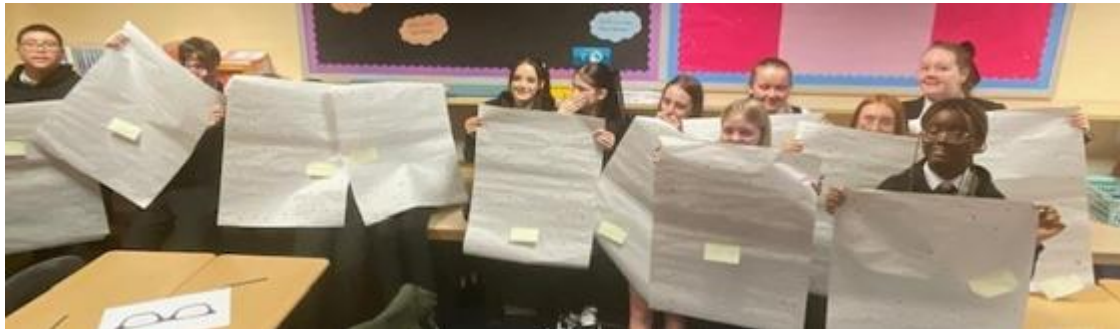


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The Pupil Leadership Team then counted the votes, decided on our 5 charter phrases and developed logo/image ideas.



Final design...



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Appendix 4

Previous ready, resilient, safe posters used in 21/22-23/34

RULES



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