

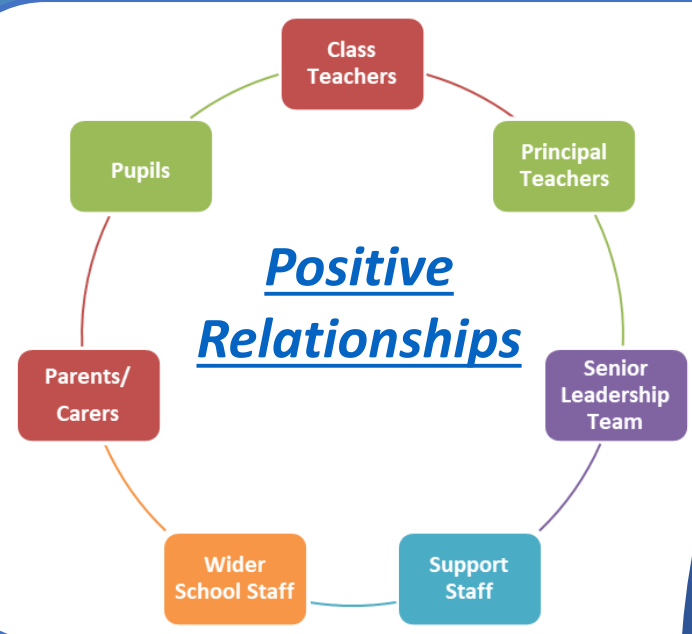
Better Relationships, Improved Engagement in Learning

# Crieff High School



## Positive Relationships Policy

### Positive Relationships



### Staged Interventions



### Restorative Approaches



### Positive Achievements



**Staged interventions** will be used to encourage young people to engage in their learning and support them to achieve success in school.



**Increased  
Attainment**

Better Relationships, Improved Engagement in Learning

**Crieff High School**

The crest of Crieff High School, featuring a purple shield with a red and yellow chevron, two white stars, and an open book at the base.

**Positive Relationships  
Policy**




***Restorative approaches** will be used to assist young people to reflect on their actions and help to create a calm, productive learning environment for young people.*



Better Relationships, Improved Engagement in Learning

*Crieff High School*

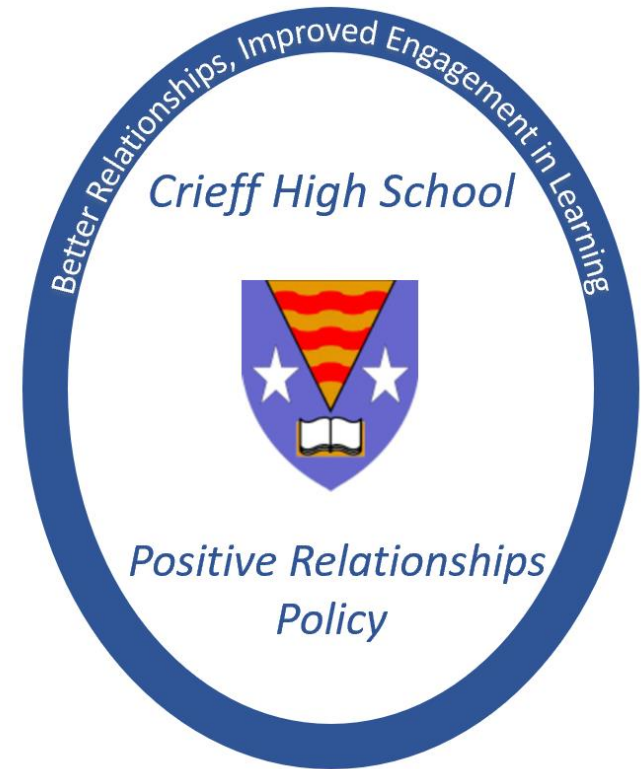


*Positive Relationships  
Policy*



## Proactive Measures to Promote Positive Relationships

- 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



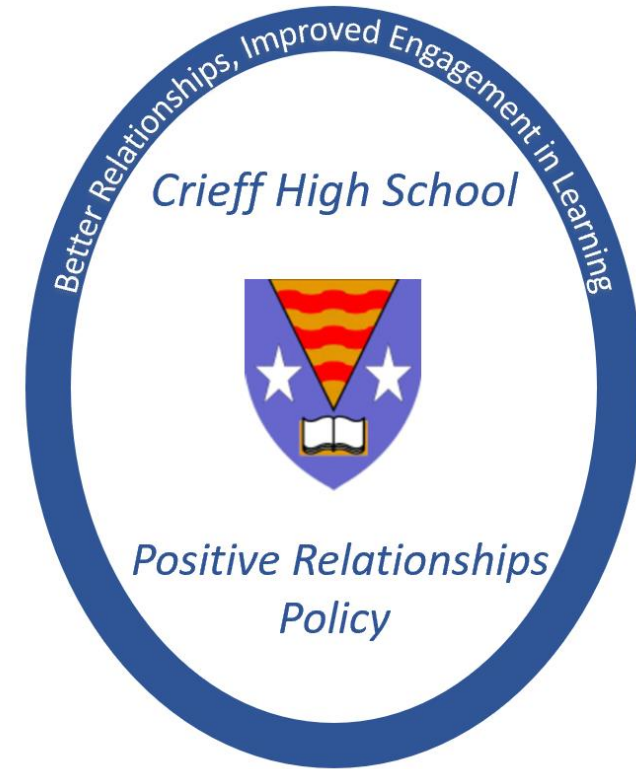
## **Strategies to Promote Better Relationships, Improved Engagement in Learning**

The following staged interventions will be used to encourage young people to engage in their learning and support them to achieve success in school.

### **Class Teacher (Level 1) – Interventions**

### **Principal Teacher (Level 2 ) – Interventions**

### **Year Head (Level 3) - Interventions**



## 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**

### 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

### 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)**

### Referral to Principal Teacher



## Principal Teacher (Level 2) – Interventions

### Referral received from class teacher

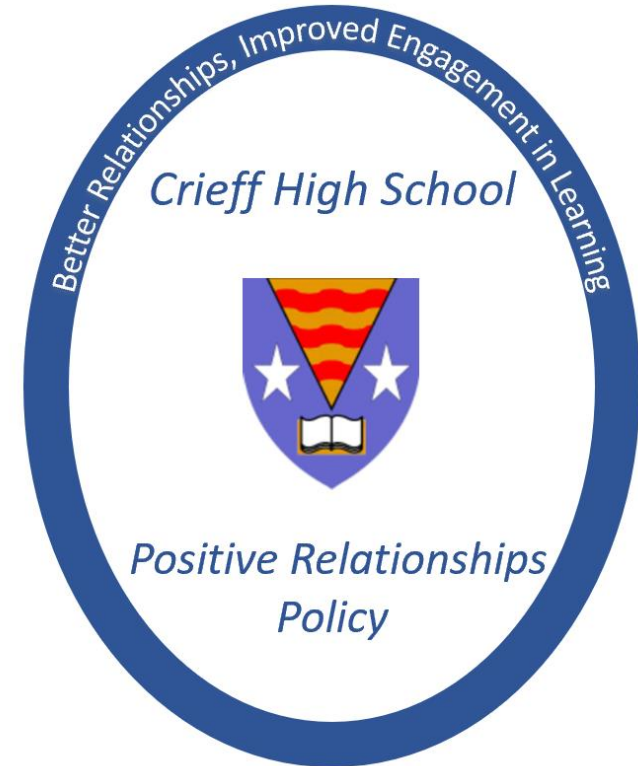
#### Possible Strategies

- 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

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



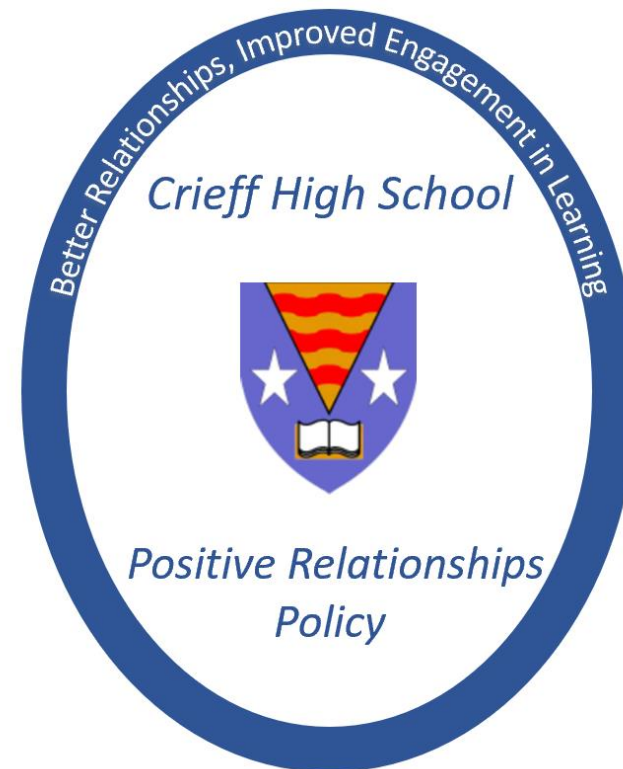
## Year Head (Level 3) – Interventions

### Referral received from PT/Classroom Intervention

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
- 'Back on Track' programme



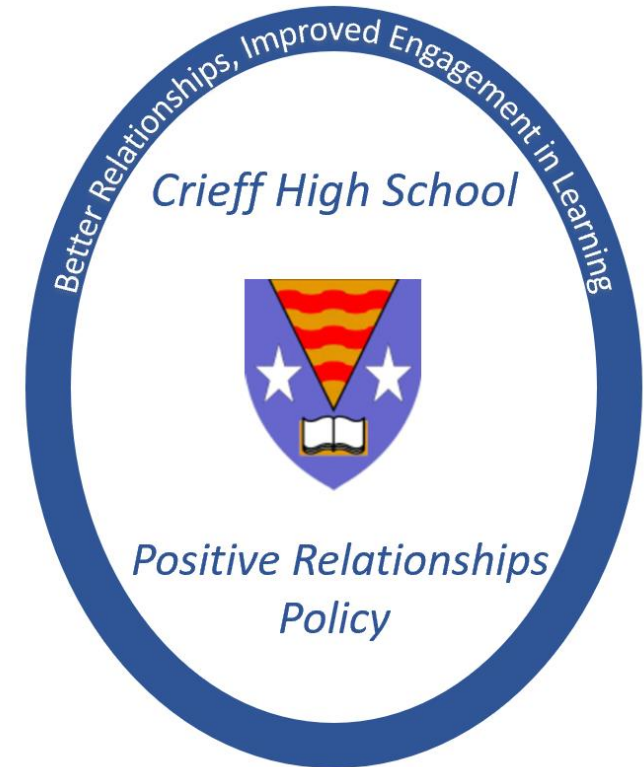


## Restorative Approaches

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.

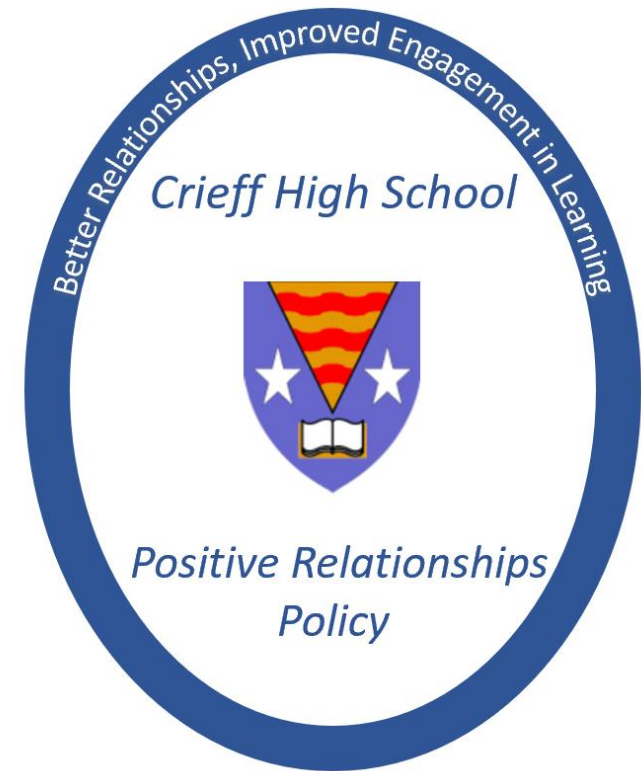


## Recognising Positive Achievements

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 \(S1 -S3\)](#)
- 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](mailto:CrieffHigh@pkc.gov.uk)



## 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

