

Kirkintilloch High School Positive Relationship Policy



Contents

Page 3	Positive Behaviour Blueprint
Page 4	Rationale and Aims
Page 5	Working Together to Promote Positive Relationships
Page 7	Classroom Expectations
Page 8	Rewards, Interventions and Responses
Page 10	Appendix 1 – The 6 Principles of Nurture
Page 11	Appendix 2 – Restorative Practices
Page 12	Appendix 3 – Microscripts
Page 13	Appendix 4 – Reflection Time Protocol
Page 14	Appendix 5 - Referral Protocol
Page 15	Appendix 6 – On-call Protocol
Page 16	Appendix 7 – Positive Recognition Strategies
Page 17	Appendix 8 – KHS Mobile Device Protocol
Page 19	Appendix 8 - Additional Supports for Staff
Page 20	Appendix 9 - EDC/National Guidance
Page 21	Appendix 10 - Developmental Trauma Graphic

Kirkintilloch High School

Positive Relationship Blueprint

Visible Adult Consistencies	Core Expectations	Over and Above Recognition
<ol style="list-style-type: none"> 1. Meet and greet pupils at the classroom door 2. First attention to best conduct 3. Clean slate 	<ol style="list-style-type: none"> 1. Dream Big 2. Work Hard 3. Show Kindness 	<ol style="list-style-type: none"> 1. Appropriate use of praise 2. Reward (e.g. Visible recognition of best conduct, Friday 5s, praise postcards, Twitter, Celebration of Success events) 3. Publicly display pupil work 4. Fun days

A nurturing approach has been promoted as a key approach to supporting behaviour, wellbeing, attainment and achievement in Scottish schools in a number of policy documents... A nurturing approach recognises that positive relationships are central to both learning and wellbeing.

Applying Nurture as a Whole School Approach, Education Scotland

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.

UNCRC, Article 29

Stepped Interventions	Microscript: 30 second intervention	Restorative Questions
<p>Numerous 'drive bys' to have taken place before interventions</p> <ol style="list-style-type: none"> 1. A quiet private warning, using microscripts if necessary 2. Calm discussion in the corridor 3. Calmly move young person to another seat 4. Seek assistance from PT Subject 5. PT Subject to invoke on call protocol 	<p>I've noticed that... (identify behaviour) Remember that our core expectation is to be ... (respectful, ambitious, compassionate) You've chosen to ... Remember the time that ... (mention a positive behaviour/a success from the past) I know that you can do better It's time to get back to the learning and teaching</p> <p>During the next drive-by, give (small) praise if behaviour has been corrected</p>	<ol style="list-style-type: none"> 1. What happened? 2. What were you thinking at the time? 3. What have you thought since? 4. How did this make people feel? 5. Who has been affected? 6. How have they been affected? 7. What should we do to put things right? 8. How can we do things differently in the future?

BE FAIR
BE COMPASSIONATE

BE RESPECTFUL
BE AMBITIOUS

BE SUPPORTIVE
HAVE FUN

Rationale and Aims

“No significant learning occurs without a significant relationship”, Dr James Comer

We have been guided in the development of this policy by the Education Scotland document, Included, Engaged and Involved, 2017, which clearly states the desire for there to be fewer exclusions from Scottish schools, and explains “the need for learning establishments to place a greater importance on inclusion through effective learning and teaching; promoting positive relationships and behaviour; and employment of preventative approaches which reduce the need to consider exclusion.”

Kirkintilloch High School’s core values are that of Respect, Ambition, Compassion, Fairness, Fun within a Supportive environment. All members of the Kirkintilloch High School community, does their utmost to live up to our motto, ‘Dream Big, Work Hard, Show Kindness’. We strive to ensure that every pupil and staff member works within a positive learning environment and that every pupil will work with staff and others in a positive manner. Kirkintilloch High School is striving to enhance its Nurturing Approaches by ensuring the Nurture Principles (Appendix 1) are core to our daily interactions.

Recent legislation has enshrined in law the duty to get it right for every child. The GIRFEC approach contained within the Children and Young People (Scotland) Act 2014 determines eight areas of wellbeing which are the basic requirements for all children and young people. These are set within the context of the four capacities of Curriculum for Excellence. For schools, the Equality Act 2010 protects people from discrimination, harassment and victimisation on the basis of the following nine protected characteristics:

- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnerships
- Pregnancy and Maternity
- Race
- Religion and Belief
- Sex
- Sexual Orientation

Every member of staff within Kirkintilloch High School is legally required to ensure that our pupils are safe, healthy, achieving, nurtured, active, respected, responsible and included. All who work with children and young people within Kirkintilloch High School and across East Dunbartonshire schools must demonstrate a professional and personal commitment to meeting the needs of all children and young people. We continue to fully embed the nurture principles, through our understanding of attachment, the teenage brain and our awareness of adverse childhood experiences. We understand that young people can have a physical reaction when prior trauma is triggered, and this can result in challenging responses. Continued training opportunities are in place for staff on Nurturing and Restorative

BE FAIR

BE RESPECTFUL

BE SUPPORTIVE

BE COMPASSIONATE

BE AMBITIOUS

HAVE FUN

Approaches, with the continued support from, amongst others, our Educational Psychologist and regular updates in our Crisis Prevention Institute Booklet.

Working Together to Promote Positive Relationships

“I think probably kindness is my number one attribute in a human being. I’ll put it before any of the things like courage or bravery or generosity or anything else... Kindness – that simple word. To be kind – it covers everything to my mind. If you’re kind that’s it.”, Roald Dahl

In Kirkintilloch High School we believe relationships should be characterised by respect, kindness and compassion. All adults and young people have a responsibility to help each other to develop positive attitudes and behaviour, and to prevent bullying and allow everyone to learn. Everyone has the right to feel valued and respected, and to develop self-esteem, a sense of belonging, and a feeling of being safe.

Our responsibilities are set out in the United Nations Convention on the Rights of the Child:

Article 19 states **"Children have the right to be protected from being hurt and mistreated, physically or mentally. Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them."**

Article 29 states **"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."**

Our staff have a responsibility to help young people to develop mature and happy relationships, which is an important part of the curriculum and central to their present and future success in life. Kirkintilloch High School is a place where young people can learn and practice the skills of positive interpersonal relationships.

Positive relationships among all members of the school community produce an environment that is conducive to all aspects of learning and without which learning can be greatly impeded. We aim to increase the effectiveness of preventative practice and use restorative practices to create a safe learning environment in which every young person and adult will thrive.

Staff/Colleagues:

- To dream big and have high expectations of themselves and all pupils
- Follow our positive relationship policy and be responsible for effective management of their classes
- To show kindness, be respectful towards pupils and use restorative practices (Appendix 2)
- Work hard to ensure that all lessons are effectively differentiated, are well planned and are part of a number of connected lessons

BE FAIR

BE COMPASSIONATE

BE RESPECTFUL

BE AMBITIOUS

BE SUPPORTIVE

HAVE FUN

- Meet and greet pupils at the classroom door
- To support the movement of people around the school, please endeavour to be present at your classroom door at the change of period
- Display clear Learning Intentions and Success Criteria, which are revisited throughout the lesson and used to sum up at the end
- Make use of a range of activities to engage pupils
- Ensure that the classroom environment is conducive to effective learning; appropriate noise levels, organised and safe at all times
- Establish class systems and routines with pupils, which should include a seating plan
- Set achievable targets and goals with pupils
- Give clear, step by step instructions
- Give positive, specific and regular feedback to all pupils
- Avail themselves of the ASN requirements of all pupils and will provide specific support when required
- Ensure that each period is a fresh start for the pupil
- Find opportunities to create and build positive relationships

Pupils:

- To dream big and have high expectations of themselves
- Show respect for each other, staff and their school
- Come to school ready to learn with the correct resources
- Know that kind behaviour will be rewarded
- Work hard and know that they are responsible for their actions
- Contribute positively to their school community
- Express their views in an appropriate way
- Ensure that each period is a fresh start
- Find opportunities to create and build positive relationships

Parents:

Parents can support their child to be the best they can be. Working in partnership with the school parents can encourage their child(ren) to follow our school motto, 'Dream Big, Work Hard, Show Kindness', and to demonstrate our values of Respect, Ambition, Compassion, Fairness, Fun within a Supportive environment.

External agencies:

Staff within Kirkintilloch High School work alongside external agencies to ensure that every pupil receives the help and support they need to ensure that they are safe, healthy, achieving, nurtured, active, responsible, respected and included.

Our Classroom Expectations



Rewards, Interventions and Responses

The pupils of Kirkintilloch High School receive recognition of their achievements and are celebrated on a regular basis. These are detailed in Appendix 5, Positive Recognition Strategies.

Interventions

- Non-verbal communication can sometimes diffuse concerning behaviour
- Several 'drive-by' interactions to quietly ask if the pupil is OK
- A quiet, private dialogue, supporting/encouraging the pupil to amend their behaviour, making use of microscripts if necessary (Appendix 3)
- A calm discussion in the corridor to remind the pupil of expected behaviour
- Calmly move the young person to another seat, making use of de-escalation techniques
- Seek assistance from the Principal Teacher (Subject) who should, using their professional judgement, decide how best to manage the incident within their

BE FAIR
BE COMPASSIONATE

BE RESPECTFUL
BE AMBITIOUS

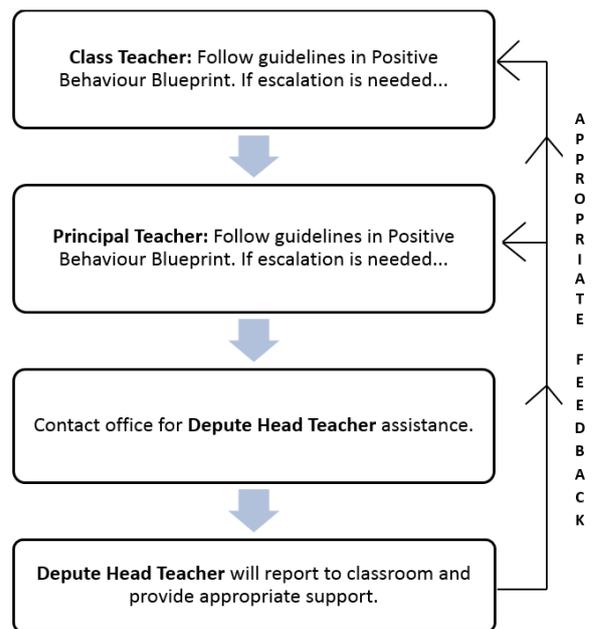
BE SUPPORTIVE
HAVE FUN

- department, for example, hold a restorative conversation (Appendix 2), place onto departmental monitoring, host in own room, reflection time, etc.
- If all other interventions have failed to re-engage the young person, the PT Subject should seek assistance from the relevant Depute Head Teacher by invoking the on-call protocol as shown in the flow diagram below and detailed in Appendix 4.
 - Reflection time is a strategy that a PT (Subject) can make use of, using their professional judgement.
 - To record when an intervention has been used, **proportionate** use should be made of the referral system, by referring to PT subject in the first instance, who, again using professional judgement, can make the decision to refer onward to PT Guidance and/or Depute Head Teacher

In an emergency, where there is risk, the on-call protocol should be employed by PT Subject (or by Class Teacher/other adult if PT Subject is not available), as shown opposite. A more detailed version of the protocol can be seen in Appendix 4.

KHS On-Call Protocol

On-call is a method of providing colleagues with support and intervention in an emergency.



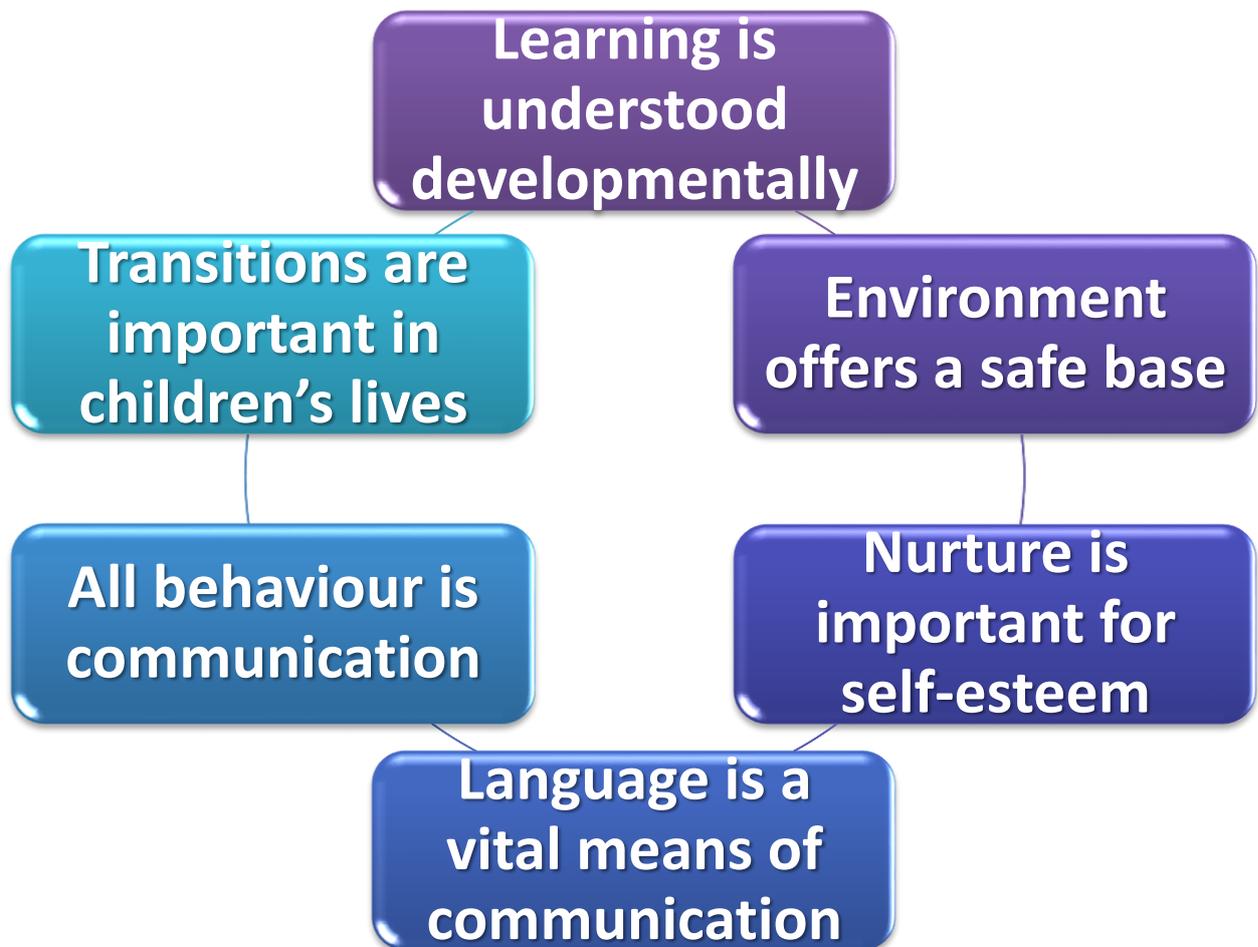
Responses

Punishments, whether right or wrong, can make children feel bad about themselves. This can hinder their ability to engage in their learning, including about their behaviour. Instead, responses for specific actions should be seen as constructive, relevant and as short as possible. A restorative approach aims to identify what is an appropriate response. Any response should always include an opportunity for reflection and be fair. Staff should be clear about behaviours that are unacceptable in line with the school values, and make clear to pupils what the response to these will be.

Responses could include:

- Positive, constructive dialogue
- Completion of a reflective task
- Involvement in a restorative dialogue/meeting
- Behaviour target sheet – PTG/DHT

Pupils will always be encouraged to uphold the school motto and values. All members of the Kirkintilloch High School community will be encouraged to behave to the highest of standards. The response will be specific to the presenting incident, prior knowledge of the context and at the professional judgement of the referral recipient.

Appendix 1: Nurturing Principles**THE 6 PRINCIPLES OF NURTURE**

The following links provide some exemplification of what a nurturing classroom might look like:

[North Ayrshire: The Nurturing Classroom: Universal Approaches](#)

[Applying Nurture as a Whole School Approach: Education Scotland](#)

[Creating a Nurturing Environment](#)

Appendix 2: Restorative Practices

This is a way of working with people that creates opportunities to reflect on behaviours, the impact on others, and resolve conflicts by mutual agreement. (SACRO, 2009)

Restorative Approaches is a national tool which every authority is being encouraged to implement. Education Scotland has identified the key principles of Restorative Approaches. They are-

- Being responsible for one's own actions and their impact on others
- Respecting other people, their views and feelings
- Empathising with the feelings of others
- Being fair
- Everyone in school being actively involved in decisions about their own lives
- Returning issues of conflict to the participants
- Willingness to create opportunities for reflective change in pupils and staff

A restorative conversation could take place, as detailed in the book, *When Adults Change Everything Changes* by Paul Dix, "when trust is broken or when behaviour has gone under and below minimum standards. When tempers have frayed, when manners have disappeared or when things have been said that should not have been said."

It is a short discussion between two people. A member of staff leads the conversation using open questions and reflective listening. It begins with a review of what happened, discusses the consequences of a behaviour and ends with suggestions of how the relationship can be repaired and strategies to ensure that the issue doesn't happen in the future.

A restorative conversation is more than a process or a set of questions. The behaviour of the adult lies at the heart of it all.

The Restorative Five

Five questions are enough. Choose your five from the following suggestions.

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

"Children have the right to be listened to and to say what they think about things." (UNCRC, Article 12)

BE FAIR

BE COMPASSIONATE

BE RESPECTFUL

BE AMBITIOUS

BE SUPPORTIVE

HAVE FUN

Appendix 3: Microscripts

Sometimes students will just require a respectful reminder to help them become re-engaged. This could be done by using a microscript, a 30 second intervention, that may save teachers from becoming engaged in a confrontation with a student.

Friendly reminders, given during drive bys, could be:

- I've noticed that ... (then identify the behaviour)
- Remember that our core expectation is to be ... (respectful, compassionate, ambitious)
- You've chosen to ...
- Remember the time that ... (mention a positive behaviour/a success from the past)
- I know that you can do better
- It's time to get back to the learning and teaching

Using the above microscripts carefully at a time of crisis for a child, could, as Paul Dix states, 'represent the difference between calm and chaos, confrontation and compliance, inclusion and exclusion.'

Joel Shimoji, in his book *Restitution Field Guide*, states that the 30 second interventions are 'fast and polite reminders designed to respectfully get people back on track.' Shimoji also notes that the way you communicate your message is important. Ten percent of the message is conveyed through words; 35% is conveyed through tone of voice; and 55% is from body language. 90% of any message is non-verbal.

Appendix 4: Reflection Time Protocol

Reflection time is an intervention that can be employed when Microscripts and Restorative Approaches have already been utilised by staff and an issue recurs. It can also be used in the event of a one-off, more serious issue that is not quite at the same level as a referral or an on-call, or by Principal Teachers as a response to a referral to encourage young people to reflect.

Pupils should be referred for a reflection time in consultation with the Principal Teacher of the Department using the GLOW form that has been devised for this: (insert link)

The GLOW form asks staff to note what existing interventions have taken place and to specify the reason for the request for reflection time. Staff are also asked to record how the incident has made them feel/impacted them and or their class. The reason for this is to assist the young people to reflect on the impact of their choices on others during the reflection time session.

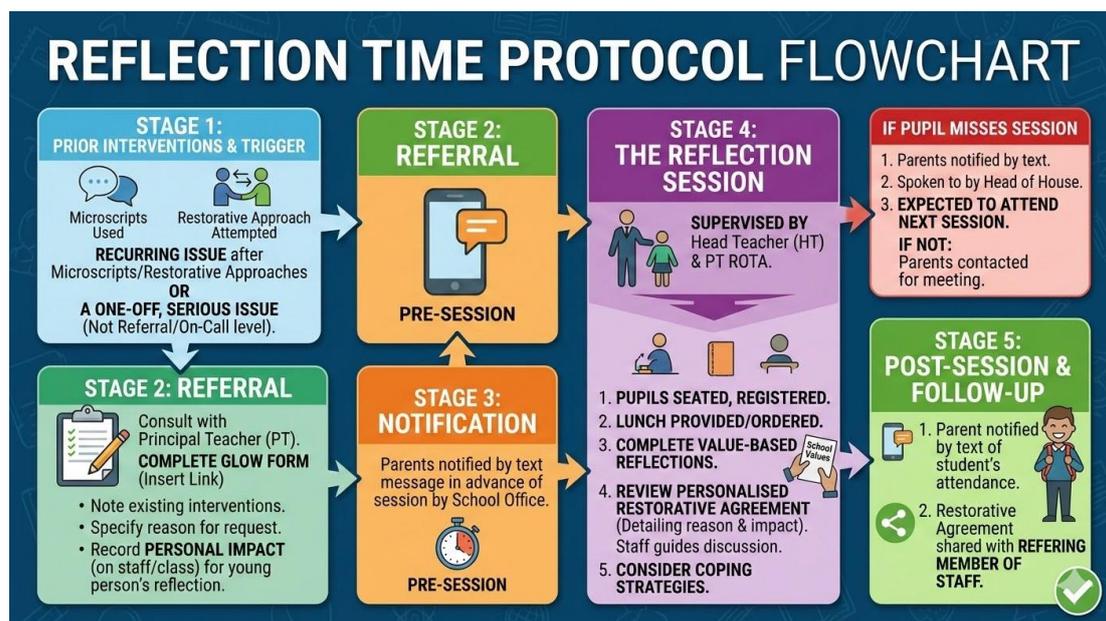
Parents will be notified by text via the school office in advance of the reflection time, and again to confirm that their child has attended the session. Lunch will be provided early by our canteen (or packed lunch) to ensure pupils are nourished for the afternoon classes.

Reflection Time will be supervised by the Head Teacher with volunteer Principal Teachers on a rota basis.

Pupils will be seated, registered and given a choice of reflections on the school values (see attached). They will commence these immediately. Thereafter, a personalised restorative agreement will be shared with the young person which details the reason for the reflection time and the impact on others. The supervising staff will go through these with the young person. The young person will consider strategies to help them to cope in similar situations moving forward. This will go back to the office after reflection time and will be shared with the referring member of staff.

If a pupil misses reflection time, parents will be notified by text and they will be spoken to by their Head of House. Pupils will be expected to attend the next session. If this does not occur, parents will be contacted to arrange a meeting to discuss the situation.

Infographic:



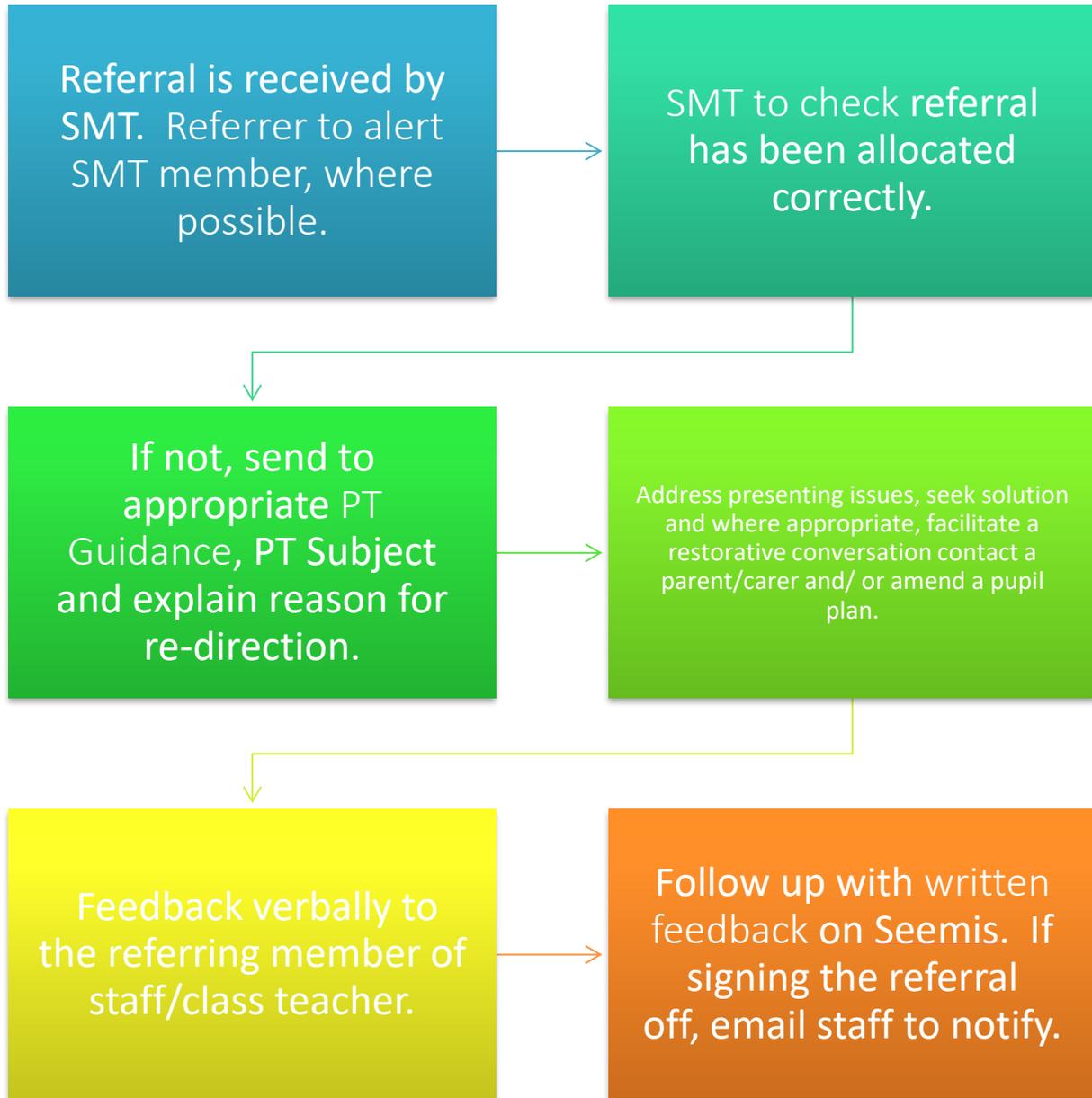
BE FAIR
BE COMPASSIONATE

BE RESPECTFUL
BE AMBITIOUS

BE SUPPORTIVE
HAVE FUN

Appendix 5: KHS Referral Protocol

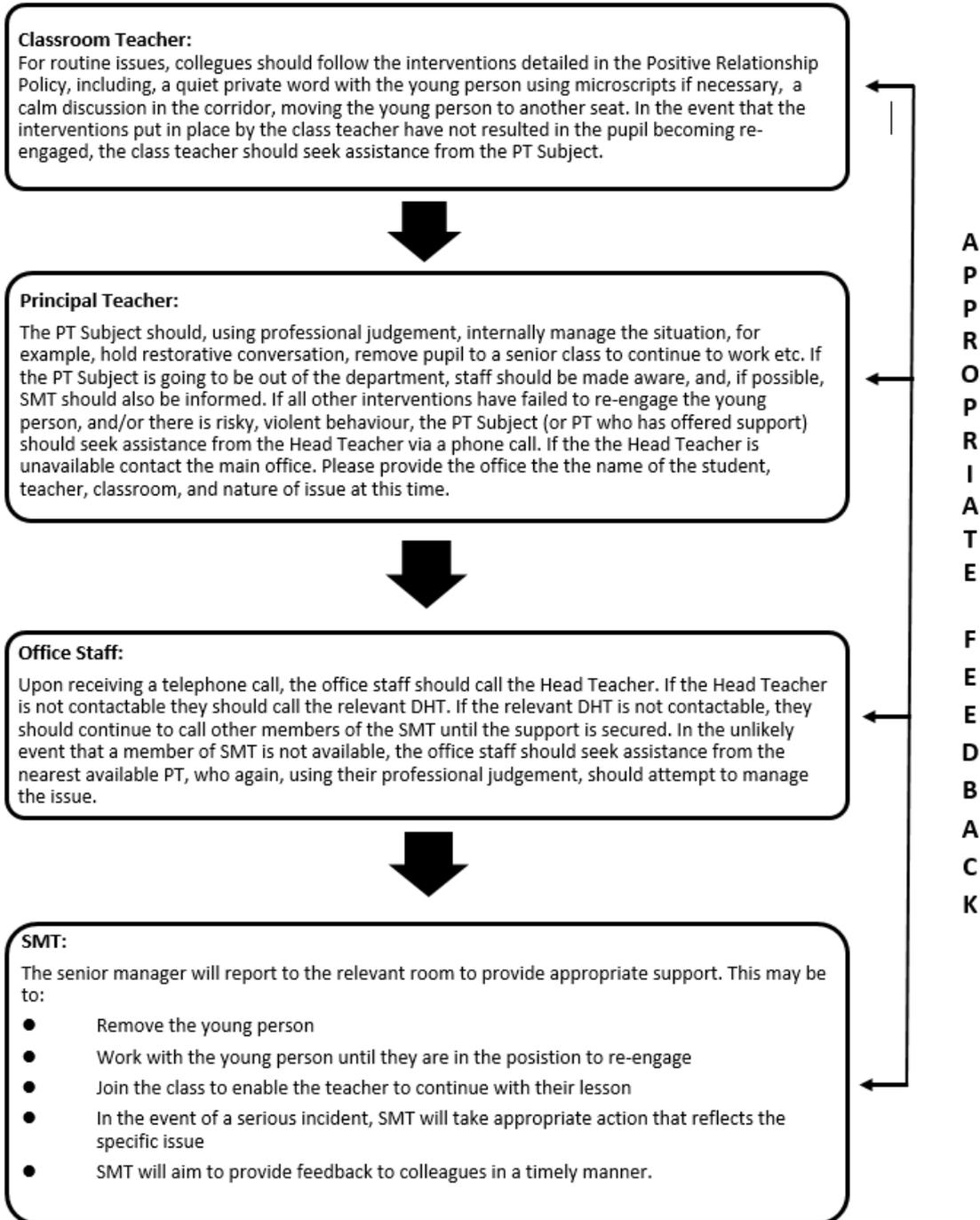
A referral is a means of exchanging information about a young person to highlight welfare concerns or concerns with presentation/conduct to an appropriate colleague, in order that interventions may support the young person to thrive.



Appendix 6: On call protocol

KHS On-Call Protocol

On-call is a method of providing colleagues with support and intervention in an emergency.



Principal Teachers who require the immediate support of a Depute Head Teacher or the Head Teacher should telephone the school office and request emergency assistance. Every effort will be made to provide expedient support.

Appendix 7: Positive Recognition Strategies**Kirkintilloch High School – Positive Recognition Strategies**

The following strategies can be used by staff to positively acknowledge first attention to best conduct:

- Regular verbal praise.
- Names on the board.
- Values Merits – add on Seemis. Parents will then be texted to inform them by the office.
- Values stickers.
- Wristbands.
- Praise postcards.
- Pupil of the Week/Month. Run departmentally/by class teacher.
- Hot Chocolate Fridays. Please use the link here to nominate – pupils will be called down once weekly to congratulate their achievement and given a takeaway hot chocolate and sweet treat! This is for above and beyond recognition.

<https://forms.office.com/e/ghnwUy25y1>

- Celebrate achievement on school website – please remember to check permissions.
- Rewards trips and Activities to acknowledge pupils reflecting our school values.
- Head of House/Head Teacher Star Badges. Awarded by SMT for outstanding conduct or achievement.

Appendix 8: Mobile Device Protocol: KHS

Rationale

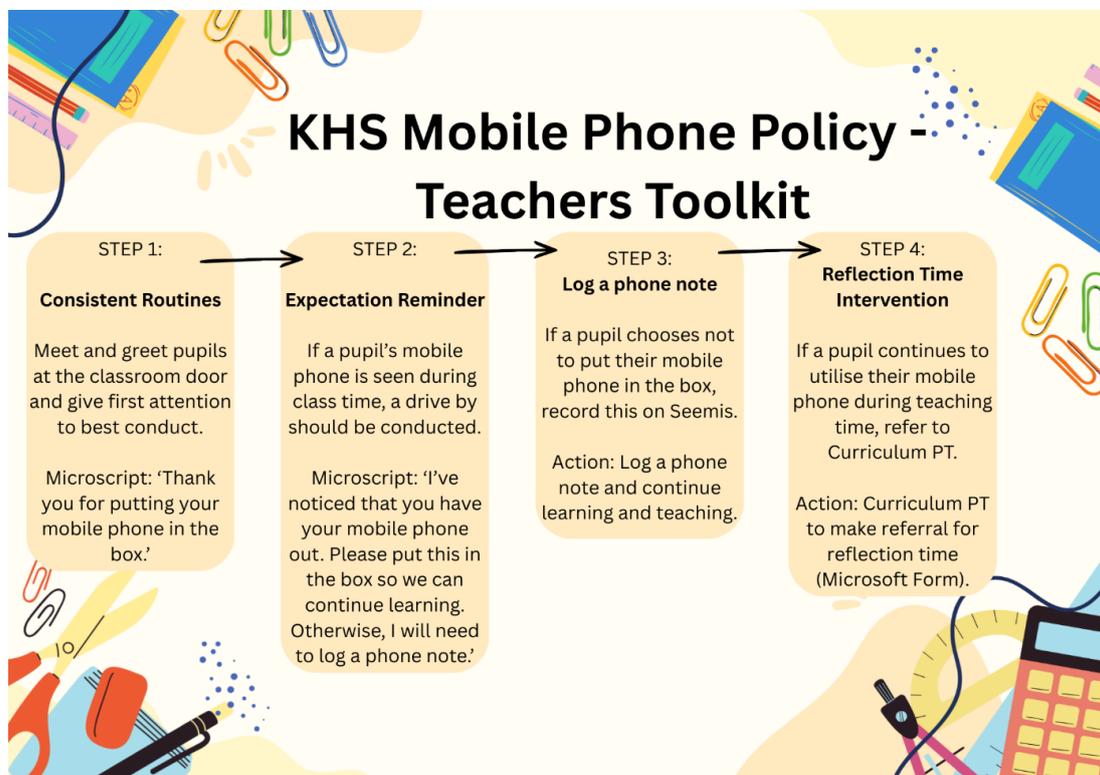
Reflecting the EDC Mobile Device Policy, we have created a protocol for use in Kirkintilloch High School. To maximize Learning & Teaching (L&T) time and reduce staff workload, KHS operates a "**Door-to-Door**" phone collection policy. This is not a punitive measure but a collective commitment to a focused, distraction-free environment. Staff should use positive, "Phone Hotel" terminology to avoid a "confiscation" atmosphere.

The "Phone Hotel" Procedure

To ensure consistency and support teaching staff to be at the door (in line with PRP expectations), the following transition routine will be used:

- **Entry - The "Check-In":** As pupils enter the room, they will place their silent device into the "Phone Hotel" (foam-inserted box) which the teacher will hold at the door as pupils enter. Pupils may alternatively ensure it is placed deep inside their bag to remain there for the full lesson. This is a neutral, non-confrontational part of the entry routine.
- **The "Check-Out":** To protect the **plenary** and learning time, pupils will collect their devices only as they physically exit the room at the final bell.
- **Exemptions:** Any pupils with medical or learning-based exemptions will be flagged via **SOS/SEEMiS**. Exempt pupils may keep their devices in their bag, or as agreed and communicated by the team around the child.

Process for Staff (See Infographic Below)



EDC Expectations (Direct SMT Referral)

The following actions are considered serious breaches of the PRP and must be reported to SMT immediately:

1. **Unauthorized Recording:** Photographing or filming staff, pupils, or premises.
2. **Audio Recording:** Recording lessons or private conversations.
3. **Social Media:** Sharing school-related content without explicit approval.
4. **Cyberbullying:** Using a device to harass or demean any member of the school community.
5. **Inappropriate Content:** Accessing or sharing violent or adult-natured material.

Implementation & Monitoring

- **Consistency of approach:** This policy applies to BGE and Senior Phase. SMT and the working group will lead assemblies to launch the policy, ensuring it isn't seen as a "top-down" teacher-only rule. Parents will be notified of the new procedures.
- **Standing Item:** "Phone Policy Success/Challenges" will remain a standing item on Departmental Meeting (DM) agendas.

Appendix 1: Infographic for Pupils

Welcome to the Phone Hotel!

Check-In!







Safe & Sound 

Your device is relaxing while you learn!





Focus & Fun

Enjoy class with zero distractions.



Check-Out!

Collect your device as you leave!

The Big 5: Always NO!

 **Recording**

 Social Media Un-permitted Sharing

 **Audio**

 **Bullying**

 **18+** Adult or Inappropriate-Content



Let's learn and connect! Thanks
Dream Big, Work Hard and Show Kindness

Appendix 9: Updates to Policy – Additional Supports for Staff

In response to continuous feedback from staff, we revisit this policy regularly and action positive updates. The Positive Relationship Review Team continue to meet and have implemented the following:

SMT Support via Informal Drop-ins

SMT regularly tour the school and drop in to classes to support staff and young people on an informal basis.

Corridor Supervision Rota.

Our Principal Teacher of Attendance for Achievement, Guidance Staff and SMT check stairwells and corridors daily for pupils out of class and take steps to reengage pupils and work with parents. In addition, we now have a rota of volunteer staff who support corridor monitoring and work with our EBCA pupils.

Behavioural Tips – booklet for staff.

The PRP Team have collated weekly reflections from CPI Weekly Behavioural Tips and shared with staff as a booklet. Updates shared regularly.

SMT Lunchtime Commitment. SMT have changed their approach to lunchtime supervision and now supervise all entrances and stairwells for the full lunch hour. This has reduced the number of young people using corridors and supported effective supervision.

Toilet/Out of Class Policy

If a pupil asks to visit the toilet or be out of class, the teacher gives them a lanyard to indicate permission and a record kept on Seemis for monitoring purposes. Lanyards go back to the teacher when the pupil returns to class.

PRP Assemblies

SMT are leading these regularly and share the presentation with all staff afterwards.

Positive Reward Updates to Staff/Consistency Reminder. M Daniel will issue a reminder to staff of all of the positive rewards that are available to pupils and a general update on consistency with classroom expectations such as uniform/chewing/phones. The PRP Team is reviewing this presently.

On-calls and Referrals. On calls now come directly to the head teacher. If the HT is not available, Principal Teachers should call the school office for assistance. Staff should follow the Referral Protocol which will be updated following a full review of the Referral System in January 2026.

Appendix 10: EDC/National Guidance that links directly to our Positive Relationship Policy

We uphold and adhere to the following East Dunbartonshire Council and National Policies and Procedures, which support and are supported by our Positive Relationship Policy:

- Promoting Positive Relationships, Behaviour and Learning in Education
EDC Relationships, Behaviour and Learning Strategic Framework
- EDC Education Procedure Manual 3/34 ANTI-BULLYING POLICY AND GUIDANCE
- EDC Education Procedure Manual 3/42
MOBILE DEVICE POLICY for Teachers and Employees on Scottish Negotiating Committee for Teachers (SNCT) Conditions of Service
- EDC Education Procedure Manual 2/21 Management of Incidents of Violence against Employees in Educational Establishments
- EDC Education Procedure Manual 3/06 Attendance at School
- Relationships and behaviour in schools: national action plan 2024 to 2027
Scottish Government
- Supporting Transgender Pupils In Schools
Guidance for education authorities and schools – revised Scottish Government

Appendix 11: Developmental Trauma Graphic

WITHIN OUR...

KIRKY HIGH SCHOOL FAMILY

WE UNDERSTAND DEVELOPMENTAL TRAUMA

WE NAME THE NEED (BEHIND THE BEHAVIOUR)

WE STAY CURIOUS, NOT FURIOUS

WE DO: **VISIBLE** RESTORATIVE CLEAN
 CONSISTENCY CONVERSATIONS SLATE

CONNECTION BEFORE CORRECTION

WE PROMOTE : • NURTURE • WELLBEING • RESPECT

ALL BEHAVIOUR IS COMMUNICATION

Work Hard, Dream Big, Show Kindness



WE SEE YOU. WE HEAR YOU, WE ARE WITH YOU

BE FAIR
BE COMPASSIONATE

BE RESPECTFUL
BE AMBITIOUS

BE SUPPORTIVE
HAVE FUN



This policy has been created in consultation with all of Kirkintilloch High School's stakeholders. Our stakeholders are our pupils, parents, staff, external agents such as our Educational Psychology colleagues.

This policy will be reviewed on an annual basis and will be updated as and when required.