

Campbeltown Grammar School Positive Relationships Policy

This policy supports a consistent nurturing approach to promoting positive relationships by:

- Providing a clear understanding of expectations and related actions
- Use of positive reinforcement
- Use of de-escalation strategies
- Use of assertive discipline
- A focus on restorative practice



Committed to success

Aim High

Expectations of all

Ready

to learn

Respectful

of all

Safe

in all we do

Celebrating Success

To promote the following of our expectations of all young people can obtain merits. Merits can be earned by:

- Citizenship
- Effort
- Achievement
- Over and above expectations

CGS Merits

Gained a merit today for:

- ☐ Citizenship
- ☐ Effort
- ☐ Achievement
- ☐ Over and above expectations

Signed: _____

Date: _____

Merit stickers can also be earned by demonstrating our school values. These are issued to young people via their homework diary.



Rewards

Every month the **top 2 pupils** from **each junior phase class** and **top 6 pupils** from **senior phase** will get a turn to **skip the lunch queue for a week**.

As a school we are looking at further ways to celebrate success .

★ **Top 2 Merit Reward Queue Skip Card**

On presentation of this card, please allow the pupil named below to skip to the front of the LUNCH queue.

Name: _____

Dates valid: _____

To support positive relationships within the classroom staff apply the following staged approach:

	Stage	Action
1.	Expectation	Warning and refer to the poster highlighting which expectation is not being met
2.	Reminder	Warning—may move seat
3.	Reset	Second warning to reflect on behaviour—may issue restorative exercise/refer to FH
4.	Restore	Following any intervention the classroom teacher should engage the young person in a restorative conversation to restore relationship

Important Points

- If no improvement in behaviour phone Faculty Head (teacher should not leave the class).
- FH should either remove pupil to work in their own room/another room.
- Teachers should not send pupils to FH unaccompanied.
- If a pupil is removed from the class, the class teacher must complete a referral on Seemis.
- **Referrals are used as an internal communication device and are regularly checked at year team meetings by the Head of Year and Principal Teachers of Guidance.**

Behaviour	Low-level	Persistent/escalated	Serious breach of schools expectations
Intervention	Staged approach as above	Referral sent to Faculty Head for Action or Information	Referral sent to Year Head/PT Guidance Communication with home
Optional tools	Reflective conversation	Reflective conversation Restorative Activity GIR Slip	Restorative Activity GIR Slip
Possible consequences	<ul style="list-style-type: none"> • Reflective conversation and restorative activity sent home • Move Seat • Restorative meeting at break or lunch 	<ul style="list-style-type: none"> • Restorative conversation and restorative activity sent home • Communication home • Temporary removal from class • GIR Slip sent home 	<ul style="list-style-type: none"> • Restorative conversation and restorative activity sent home • GIR Slip sent home • Interval/Lunchtime reflective conversation • Parental Meeting • Child's Plan Meeting • Reduction in time in class • Temporary removal from class • Formal Exclusion