

Our Relationships

WE AIM TO

UNLOCK POTENTIAL

BUILD COMMUNITY

PROMOTE HIGHEST
QUALITY LEARNING

LEARNING
TOGETHER
ACHIEVING
TOGETHER

BY...



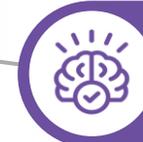
AIM HIGH

AMBITIOUS



RIGHT PLACE, TIME AND UNIFORM

RESPONSIBLE



RIGHT MINDSET

RESILIENT



CARE FOR OTHERS,
CARE FOR OUR ENVIRONMENT

COMPASSIONATE

Kinross High School

Our Responsibilities – and what they look like

Our responsibilities are underpinned by our Kinross High School values. These responsibilities are for our whole school community. We should aim to use our values and responsibilities when communicating with one another to ensure that they are at the heart of our practice and day-to-day life. We are all responsible for promoting and sustaining positive relationships.

These responsibilities are ours- “you cannot be what you cannot see”.



AIM HIGH

- Do your **best** and work hard to achieve your **targets**
- Be **involved** in your learning
- **Challenge yourself** to go the extra mile



RIGHT PLACE, TIME AND UNIFORM

- **Excellent attendance and timekeeping** in all classes
- Come **prepared**
- **Use all technology responsibly** adhering to staff instructions
- Follow our **uniform** dress code



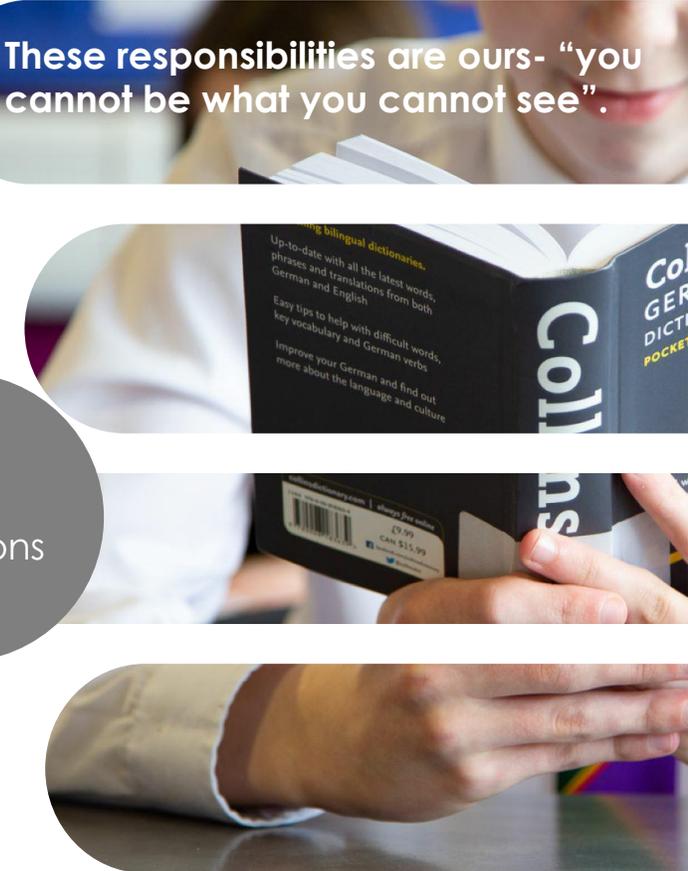
RIGHT MINDSET

- Be **positive**
- Try **new things**
- Aim to **bounce back** from setbacks



CARE FOR OTHERS, CARE FOR OUR ENVIRONMENT

- **Think about others** and **support them** to work to the best of their ability
- Use **positive and respectful language**
- Look after our **resources** and our **building**



Technology Charter

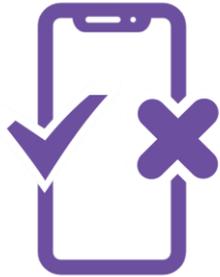
At KHS we will use our mobile phones and technology*...

- To **enhance** and **connect** our learning
- To help us stay **organised**
- For **research & reading**
- To develop **digital skills** & inspire **creativity**

*Technology includes any device e.g. laptop, desktop computer, ipad etc which is used by pupils to support their learning

We will use our technology...

- In the **right place**, at the **right time**
- For **good**, with **respect** & in **consideration** of others.



Our KHS Expectations

Mobile phones and technology...

- **must be on silent and kept in bags when in classrooms and corridors**
- should only be used in class when the **class teacher indicates this for the purpose of learning and teaching** (this can be shown using the mobile phone sign below)



- should **not be charged in classrooms without permission**
- that **belong to learners are their responsibility**
- should **not be used to listen to music in classrooms unless directed** as part of the learning environment or identified within a learner profile.

Corridors and Classrooms

Corridors (& Toilets)

Learners should:

- be welcomed and supported by staff in corridors and at classroom doors at transition points
- take the most direct route to their destination
- keep mobile phones in bags in corridors
- aim to use the toilet at social times and if accessing the toilet during a lesson, they should sign out and back in, with a pass and with minimal disruption to learning
- show respect and kindness to others in corridors and stairwells

Classroom Routines

Learners should:

- be aware of classroom routines and routines should be planned and consistent
- be dismissed on the bell and exit from the classroom should be orderly and managed by the member of staff



ACHIEVING TOGETHER

KHS MERITS

Positive feedback is at the heart of our relationships in Kinross High School. All members of our school community should have the opportunity to share and hear what is going well. Learners should hear about their progress, strengths and successes with staff highlighting the school values they see in practice. Merits are the way in which our praise and positive reinforcement can be recorded so day-to-day achievements can be shared with House Teams and Parents/Carers.

Our Merits

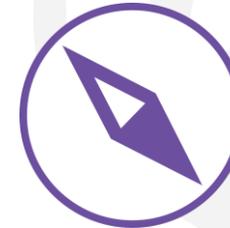
- Merits should be discussed and celebrated with learners e.g. verbally, using stickers, in written feedback
- Merits are recorded using SEEMIS
- Merits will be sent home twice a term (mid-way point and end of term). This communication aims to celebrate the day-to-day successes of our learners who are demonstrating our school values.



AMBITIOUS



RESPONSIBLE



RESILIENT



COMPASSIONATE

- You challenge yourself
- You show initiative
- You achieve your target(s)
- Your work is your personal best

- You are mature in your approach
- You co-operate with others
- You contribute well to group work
- You demonstrate responsibility in your work and in the classroom

- You keep going and keep trying
- You use feedback or setbacks to make progress
- You look for solutions to problems
- You show progress

- You are good at listening
- You support other people
- You express your ideas respectfully
- You show kindness in your actions

ACHIEVING TOGETHER

Achieving Together Award

- Each term learners will receive an award in order to be recognised for achieving a merit which represents each of our school values e.g. ambitious, responsible, resilient and compassionate (*will be reviewed following implementation*)
- These merits will be those which Teachers have awarded throughout the term
- Learners will receive this award from their House Team
- This award recognises those learners who are putting our values into action.

Head Teacher Award

- At the end of each school year, learners will achieve a Head Teacher's Award if they have received an Achievement Award in each term throughout the school year
- This award recognises our learners who have consistently shown our values throughout the school year.

Learning Together, Achieving Together



Learning Together, Achieving Together



CONSEQUENCES, SUPPORT & INTERVENTIONS

At Kinross High School consequences should be relevant to and appropriate for the learner, their behaviour and those impacted. The goal is to repair harm, restore relationships and build the tools needed to make better choices. The language of our responsibilities and values should be utilised to emphasise our Kinross High School expectations.

The 'Demerit' function on SEEMIS is used to record when Kinross High School pupils are not putting our shared values and responsibilities into practice. Importantly, demerits are not 'punishments' but a recording tool to allow us to build a picture of our learners, their progress and how we can best support them. From this data, we can identify patterns, trends or concerns and plan appropriate supports. Data should also be utilised when completing reports to ensure consistency.

When reviewing demerits, focus should be on the individual 'reason(s)' and 'intervention(s)' opposed to the number recorded. SEEMIS 'Click & Go' is the information system that is used to support the recording of information and this is reviewed regularly.

Reviewing our data

Who?	TSG TEACHERS	CLASS TEACHERS	PRINCIPAL TEACHERS (CURRICULUM)	HOUSE TEAMS	SLT
What?	Review merits and demerits as part of their pastoral role.	Review the data from their classes for the purpose of relationships, learning & teaching and progress.	Review all data generated from their Faculty e.g. merits, demerits and referrals.	Review data focusing on specific categories and interventions as appropriate.	Review whole-school data and specifically, on call data as a priority.
When?	TSG	As and when required	Monthly, as and when required	Fortnightly, termly and as and when required	Termly, as and when required

The use of data is very important, as is the important role which face-to-face communication has in our school community. At Kinross High School the aim of using restorative approaches and staged interventions will:

- **Promote positive relationships**
- **Allow for reflection and 'fresh starts'**
- **Help people to understand the impact of their behaviour on others**



CONSEQUENCES, SUPPORT & INTERVENTIONS

Class Teacher Interventions



Steps to promote positive relationships:

1. **Re-direction**- encouragement, a 'nudge' in the right direction, an act of kindness
2. **Reminder**- reinforce our responsibilities and expectations
3. **Caution**- a clear verbal caution, making the learner aware of their behaviour and the consequences
4. **Intervention**- a proportionate intervention or strategy to get learning back on track and maintain positive relationships.

Teacher (T) interventions:

- Review seating plan
- Goal-setting
- Timeout
- Payback

Staff can record the **reason** for their intervention(s) using the following categories:

- EFFORT
- BEHAVIOUR
- HOMEWORK
- PROGRESS
- ATTENDANCE

Reflect our reporting categories and themes

Interventions above marked 'T' should be recorded on SEEMIS after you have taken an action. Further examples and resources which can support these interventions can be found **in the [Teacher toolkit](#)** which exists to provide further strategies and solutions to foster and restore positive relationships. The **toolkit** is split into three sections: '**Things to THINK, SAY and DO**'.

Referral:

When your toolkit has been exhausted, you have an ongoing concern or need to record an incident, then completing a referral to **your PT** may be appropriate. This should provide support for the class teacher and Principal Teachers should follow-up with an appropriate response. Support on writing referrals can be found [here](#).

CONSEQUENCES, SUPPORT & INTERVENTIONS

Middle Leader Interventions

The role of our Middle Leaders is to promote positive relationships through supporting both staff and young people.

Middle Leader (ML):

- Hosting
- Payback
- Review & support
- Contact home
- On call

Interventions marked 'ML' above should be recorded on SEEMIS and are illustrated with examples and resources in the MLT toolkit, which exists to provide further strategies and solutions to foster and restore positive relationships within Faculties. These interventions can be new entries on SEEMIS, or added to existing entries following corridor conversations, observations, walkthroughs, referrals etc.

'On call' should be used by a Middle Leader (or other member of staff if PT is not available) when learning and teaching cannot continue, and other options and strategies have been actioned . On call protocol can be found [here](#).

Referral:

When your toolkit has been exhausted, you have an ongoing concern or need to record an incident then completing a referral may be appropriate. This would support Middle Leaders and their faculties to share concerns and actions/interventions which have been undertaken to date.

Principal Teachers (Curriculum) should direct referrals to the relevant Principal Teacher (Pupil Support)
Principal Teachers (Pupil Support) should direct referrals to the relevant Head of House

Support on writing referrals can be found [here](#).



CONSEQUENCES, SUPPORT & INTERVENTIONS

Senior Leader Interventions

The role of our Senior Leaders is to promote positive relationships throughout the school and to support both staff and young people. The interventions of our Senior Leaders are the ultimate interventions within the School.

Senior Leader (L)

- Review and support
- Hosting
- Payback
- Contact home
- Alternative to exclusion
- Exclusion

Interventions above marked 'SL' should be recorded on SEEMIS after you have taken an action. These interventions can be new entries on SEEMIS, or added to existing entries following corridor conversations, observations, walkthroughs, referrals etc.

Interventions involving exclusions are a last resort and will be considered when appropriate in line with the Perth and Kinross [Exclusion Policy](#).



Relationships Toolkit

Support and resources for staff to promote positive relationships within our school community.



Our Kinross High School Learning Standard starts with **positive relationships** and our **school values** are at the core of each step.

