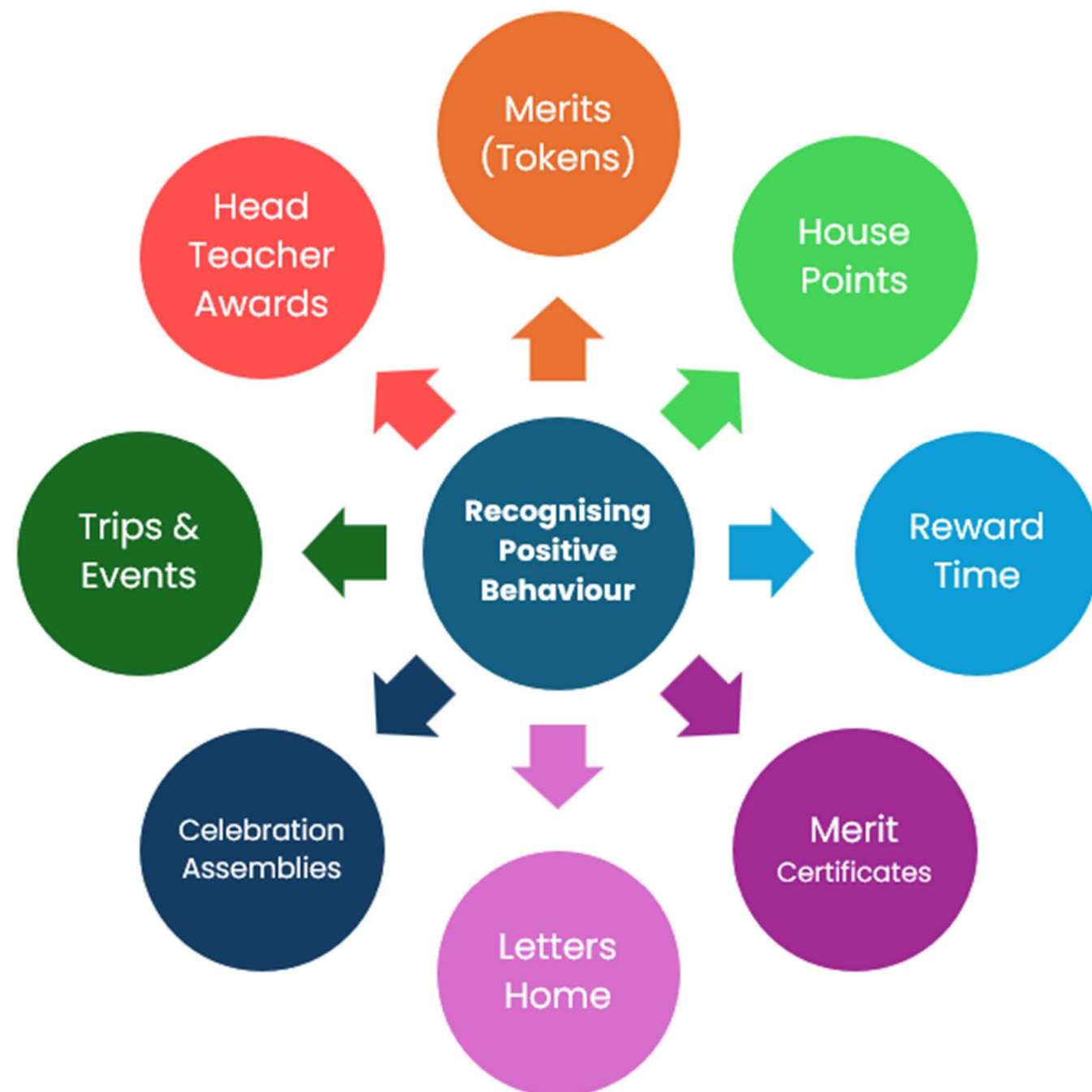


# UPHOLDING RIGHTS & CELEBRATING RESPECT:

## OUR APPROACH TO RECOGNISING POSITIVE RELATIONSHIPS

- Our approach is based on the UN Convention on the Rights of the Child.
- We commit to treating every young person fairly, with dignity and respect.
- We celebrate achievement, recognise success, value diversity, and support one another through challenges, ensuring every pupil feels heard.
- We are proud that most of our pupils consistently demonstrate behaviour that reflects our school values.
- We expect pupils to hold high expectations for themselves and their peers, fostering a positive environment where everyone can thrive.

### Recognising Positive Behaviour



### Consequences

At Ullapool High School, consequences are in place when behaviour does not meet our expectations. We believe it's important to listen to pupils' explanations and give them a chance to reflect and improve. A warning will always be provided before further steps are taken.

| Warning (with an opportunity to explain) |                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Stage 1                                  | <b>Low-level disruption</b> (e.g. interrupting teacher, shouting across the room, using mobile phone, not following instructions, misuse of equipment). <ul style="list-style-type: none"> <li>• Further warning</li> <li>• Move seat for the period</li> <li>• Phone confiscated until the end of the period</li> <li>• Kept behind at break or lunch for 5 mins for a conversation</li> </ul>    |
| Stage 2                                  | <b>Continued low-level disruption, or something more serious.</b> <ul style="list-style-type: none"> <li>• Consequences listed in stage 1</li> <li>• Relocate to another teacher or class for the period</li> <li>• Referral to Principal Teacher (Subject) or Principal Teacher (Guidance)</li> </ul>                                                                                             |
| Stage 3                                  | <b>Serious disruption</b> (e.g. breaking or damaging equipment, continued refusal to follow instructions). <ul style="list-style-type: none"> <li>• Consequences listed in stage 1 and 2</li> <li>• Phone call home</li> <li>• Parent meeting</li> <li>• Removal of privilege (e.g. taking part in a visit or trip).</li> </ul>                                                                    |
| Stage 4                                  | <b>Continued serious disruption or incident needing immediate attention</b> (e.g. dangerous, threatening or abusive behaviour). <ul style="list-style-type: none"> <li>• Timeout to Depute Head Teacher or Head Teacher (along with a 20-minute lunchtime restorative activity)</li> <li>• Consequences listed in stage 1, 2 and 3</li> <li>• Head Teacher has the authority to exclude</li> </ul> |

Any pupil who has 3 or more stage 1 incidents in a single week will have their parent/carers notified by the school. Regular incidents will result in parent/carers being invited to a meeting with Guidance and/or DHT/HT.