



**Craigmount**  
High School  
aim high • adapt • succeed

# Positive Relationships & Class Charts

*"The ethos and culture of our school reflects a commitment to children's rights and positive relationships" (HGIOS 4, 2016)*

 awareness  drive  aspiration  purpose  trust



# Aims

- ✓ To share our approaches to, and advice about, the Positive Relationships and the use of Class Charts at Craigmount.
- ✓ To share its impact on our school community.



## Rules & Expectations

### READY

Work to your full effort and potential.  
Be on time for learning.  
Be prepared with equipment ready  
at the start of the lesson.  
Phones should be out of sight.

### RESPECTFUL

Show respect for yourselves, other people  
and property.  
Speak in a calm, respectful manner at all times.  
Respect and support the differences of others.

### SAFE

Follow all instructions.  
Sensible movement within  
and between classes.  
Report any unsafe behaviour or situations.

## Positive Recognition

### Awareness

This recognises commitment to  
social justice and equalities.

### Drive

This recognises effort and ownership  
of learning.

### Aspiration

This recognises achievement in learning.

### Purpose

This recognises wider contributions  
and achievements across the school  
and local community.

### Trust

This recognises actions of respect  
and kindness.



## Stepped Actions

### Step 1 Reminder

Gentle reminder  
of expectations.  
• Ready  
• Respectful  
• Safe

### Step 2 Caution

Verbal warning  
about the rules.

### Step 3 Last Chance Conversation

Out of class  
conversation.

Logged on  
Class Charts.

### Step 4 Action

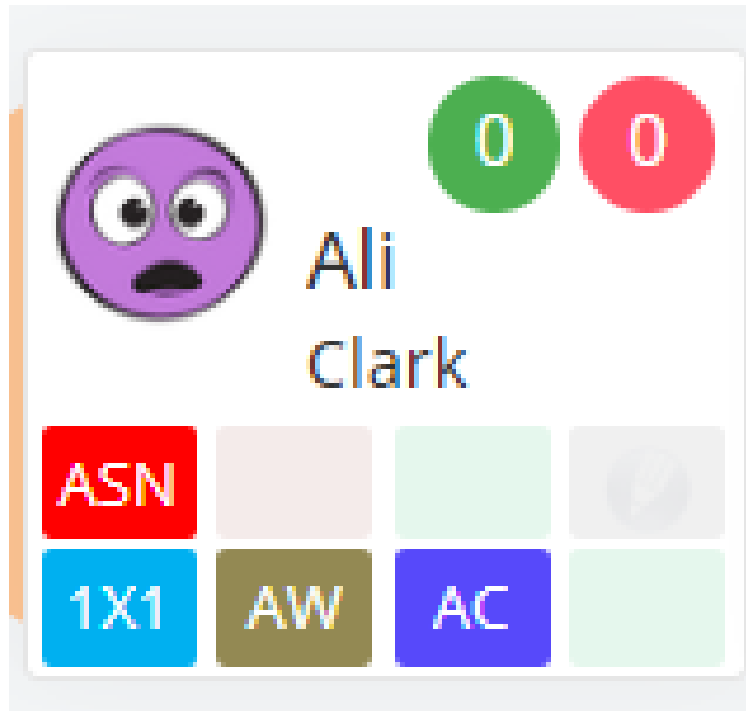
Consequence such  
as time out, hosting  
etc.

Referred on  
Class Charts.

### Step 5 Outcome

Resolution such as  
restorative meeting,  
parental contact,  
monitoring card.

# How do we use the system?- Pupil Information



Scott Pye

1  
-4

Positive Negative

SEN Safeguarding Notes

POST NOTE

Mrs A Clark 3/5/2023 13:11

Scott is taking part in our Tree of Knowledge- Mind the Gap Intervention

☒ Private ☒ Share with parents ☒ Share with pupil ☒ Sticky Intervention

Mrs A Clark 3/5/2023 13:11

Scott is allergic to Garlic Bread

☒ Private ☒ Share with parents ☒ Share with pupil ☒ Sticky Medical

# How do we use the system? Referrals

## S1 Tutor Groups- Since August

01/08/2023 - 28/09/2023

Name ↓	Positive
1A1	998
1B1	816
1C1	908
1C2	1171
1P1	999
1P2	1032

# How can you access Class Charts?



- Each parent can access a unique access code for their pupil.
- Instructions for how to access will be sent to parents/ carers and accessed on school website
- Parents can have multiple pupils on the same app.
- Parents can use separate logins too.

-1

**Ali Clark**  
**Unsafe Behaviour** awarded by Mrs A Clark.  
Ali was spoken with by the Year Head after having thrown food across the Concourse during lunchtime.  
14:37

-1

**Ali Clark**  
**Inappropriate Use of Technology** awarded by Mrs A Clark.  
14:37

+1

**Ali Clark**  
**Displaying Confidence** awarded by Mrs A Clark.  
Ali spoke at our school assembly today to read a poem by Wilfred Owen as part of our school Remembrance Day events.  
14:35

# What has been its impact?

Most of our parents  
(81%) have accessed  
their child's Class  
Charts account.

17, 908 Positives a  
term

