

St Joseph's RCPS

Positive Relationships,

Positive Behaviour



Positive Relationships, Equality, Inclusion and Anti-Bullying Policy

2021-22

Review Date	Revisions Made	Actions
September 2024		
January 2026	New definition	New definition of bullying, link to new Fife Council Anti-bullying policy (2026), values updated

Policy Statement

St Joseph's is a Roman Catholic faith school; therefore, all practice is based on the teachings of Jesus Christ and the values of the Catholic Church.

This policy was created by staff, pupils and parents. It underpins our school vision and values, whilst promoting inclusion for all through the principles of Getting it Right for Every Child, and by counteracting bullying on every front.

Throughout this policy the following expectations at St Joseph's are outlined as:

- Equality and Inclusion
- Positive Relationships
- Resilience
- Self-Regulation
- De-escalation
- Restorative Approaches
- Anti-Bullying Policy and Practice.

Equality and Inclusion for All

Within St Joseph's RCPS we aim to protect, nurture, respect and include the needs of every child, through the principles of GIRFEC, and the Wellbeing Indicators, to ensure children are:

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Respected
- Responsible
- Included

Each child will be treated equally and equitably in order to provide the best possible ethos and learning environment for them to develop and achieve success. Under the Equalities Act 2010, in order to eliminate discrimination, advance equality of opportunity and foster good relations, St Joseph's has the duty to protect in law each child's:

1. Age
2. Sex
3. Race
4. Marriage and Civil Partnerships
5. Pregnancy and Maternity
6. Gender Reassignment
7. Disability
8. Sexual Orientation
9. Religion or Belief

This means that St Joseph's upholds:

Catholic schools are inclusive communities which welcome, value, and support all young people. They promote respect for the dignity and worth of each individual person, as we believe that each of us is made in God's image and likeness. This tenet underpins our approach to promoting respectful, positive relationships and countering bullying and discrimination of any form. We should expect teachers to challenge behaviour, language or attitudes which demean or damage the dignity of any person by criticising their ethnic or social background, creed, disability, gender, appearance or sexual orientation.

What does Equality/ Inclusion look like in St Joseph's?

- St Joseph's strives to be a Rights Respecting School, and all children are treated equally and fairly in accordance with the UN Charter for the Rights of the Child¹
- All staff are respectful, supportive and open to the nine protected characteristics of each, and every, child
- Children are aware that they can be open and honest about their own thoughts, beliefs and preferences, while also respecting those of others
- Staff actively strive to ensure that no child is treated unequally or discriminated against by any member of the school community, especially in relation to the nine protected characteristics
- Staff will support parents to nurture their child's physical, emotional and spiritual growth, and inform them of any resources used to teach about these areas of development
- Staff will plan for and implement lessons which differentiate learning in terms of each child's social, emotional and academic needs.
- There is open, shared communication between all stakeholders within the school community.

Positive Relationships

At St Joseph's, we firmly believe that positive relationships are essential in all aspects of society. Effective learning and teaching depends on a foundation of positive relationships between learners and staff and between young people themselves.

What does this look like at St Joseph's?

- Staff take time to get to know the children well
- All pupils have a key person that they trust to speak to when needed
- Pupils are praised for our school values **Faith, Friendship and Ambition**.
- Staff model positive relationships
- Mutual respect between all staff and pupils
- Accepting and celebrating differences
- Consistent and nurturing responses towards meeting all children's needs
- Regular opportunities for positive relationships with parents
- Pupils are encouraged and supported to have positive relationships with each other

Resilience

As a school we encourage all our young people to reflect on their choices. Staff will model and teach positive and effective coping strategies so that children have a toolkit to support them in any challenging or new situations.

What does this look like at St Joseph's?

Children are encouraged to:

- take risks

¹ The Charter can be viewed at https://downloads.unicef.org.uk/wp-content/uploads/2019/10/UNCRC_summary-1_1.pdf?_ga=2.226710104.431360749.1585659174-285810119.1525983424

- have a growth mind-set and learn from mistakes
- have self-belief that they can achieve
- take and reflect on praise and criticism
- recognise stress and having strategies to cope
- persevere in times of challenge

Self-regulation

Staff will model and teach self-regulation and emotional literacy. Pupils who are experiencing stress or anxiety resulting in a lack of self-regulation will be supported to develop coping strategies.

What does this look like at St Joseph's?

Children are supported to self-regulate when faced with a challenge through the use of:

- the five point scale,
- symbolised fix it folders
- emotional prompts
- restorative scripts used with adults and peers
- nurture areas within classrooms and the school
- supported sessions with supportive adults
- social stories

De-escalation

Staff take time to get to know pupils and will try to defuse situations before they escalate, using strategies suitable for the child.

What does this look like at St Joseph's?

- Triggers are identified
- Early intervention strategies are used to support pupils and prevent or limit escalation
- An action plan is created to support pupils in managing their responses
- Situations that occur are reviewed when the pupil is able to do so
- Links are made with the 5-Point Scale

Children are provided with:

- access to a calm area within the class or outside for a period of time
- support to talk through situations that occur using a restorative approach, within a safe environment.
- access to a wide variety of calming and sensory resources
- visual prompts and strategies available within all areas
- time for reflection and to create a way forward.

Restorative Approaches

Staff within St Joseph's use:



Can you tell me how I can help?
If the child is too upset, you can state "the facts":
e.g. It looks like you both want a turn at the same time.....



If child is not sure, ask: "It looks like you feel... Is that right?"



If child is not sure, offer "It looks like your friend is hurt." Model empathy by attending to the one who is hurt.



How can we help?
What needs to happen next?

Nurture

Please see Nurture overview attached

Rights of the learner

I have the right to...	I should ...
Learn	<ul style="list-style-type: none"> Focus on my own work and not disrupt the learning of others
Achieve	<ul style="list-style-type: none"> Aim high and never give up
An opinion	<ul style="list-style-type: none"> Be respectful when voicing my opinion and listen to the opinions of others
Be respected	<ul style="list-style-type: none"> Treat others the way I want to be treated and ensure that everyone feels valued and included
Be treated fairly	<ul style="list-style-type: none"> Treat others with respect and fairness

Expectations of our school community

Nurturing Relationships	
Relationships	Purposeful, respectful relationships are modelled and developed.

Staff Approach	A consistent staff approach promoting positive behaviour, using positive and restorative language.
Curriculum	Social and emotional aspects of the curriculum are visible and differentiation takes account of needs.
School Organisation	Vision and values are evident in school organisation and robust systems, policies and procedures are in place.
Partnership Working	Other agencies and professionals are engaged in partnership working. Parents are engaged in the life of the school.
Physical Environment	A safe and secure physical environment provides a variety of sensory experiences and quiet spaces in classrooms.
Parents' Approach	To model and promote positive behaviour and relationships when communicating with others.

Positive School Ethos

Our school community has agreed our vision and values. We aspire to achieving potential through Learning, Positive Relationships and Wellbeing. Children are encouraged to make good choices in class, school and the playground. Our restorative approach centres round a positive school ethos where pupils are encouraged and supported to be ready to learn, safe at school and show respect to others.

Strategies to promote a positive school ethos include:

- house system
- positive rewards
- St Joseph's Values Awards
- good news phone calls
- good news postcards
- star writers
- success celebrated at assembly
- class reward systems
- meta skills awards
- celebrating achievement using school website/Seesaw/Showbie
- independent learning
- school newsletter
- wider achievement board
- class welcomes
- extra-curricular and sports opportunities

What does the behaviour look like?

How can we support?

5	<ul style="list-style-type: none"> *Extreme distress to a situation *Physical assault *Bullying *Racism *Loss of control 	5	<ul style="list-style-type: none"> *Parents requested to help support pupil and take part in formal restorative conversation where plan of support for pupil would be created. *Key staff member support or HT/PT school counsellor intervention *Multi-agency meetings including school counsellor *Follow formal Fife Council protocols *Follow Proactive Management Plan
4	<ul style="list-style-type: none"> *Swearing/verbal abuse of another *Hurt others physically *Vandalism 	4	<ul style="list-style-type: none"> *HT/PT/school counsellor involvement *Discussion with parents/carers and meeting arranged if persistent. *Support to de-escalate away from others.
3	<ul style="list-style-type: none"> *Repeatedly disrupting others *Inappropriate discussions and language *Poor choices *Upsetting others *Lack of respect for people or property *Refusal to accept prior guidance *Leaving classroom/playground without permission 	3	<ul style="list-style-type: none"> *Individual working space *Encourage use of nurture area *Opportunity to reflect on behaviour during break or lunch *Catch up on missed work, either in school or at home *Do something nice for those who have been upset *Inform parents/carers if persistent
2	<ul style="list-style-type: none"> *Low level disruption *Boisterous behaviour (playground) *Distracted *Not on task *Using avoidance tactics *Unsettled 	2	<ul style="list-style-type: none"> *Preventative actions / de-escalation *Calming time within class or nurture area *Distraction and humour where appropriate *Restorative discussion to support child *Highlight positive choices *Support to reflect and discuss how to make it better *Catch them being good and remind about school values
1	<ul style="list-style-type: none"> *Happy *On task *Calm *safe 	1	<ul style="list-style-type: none"> Encourage and praise linked to school values.

At each level, refer to the 5 point scale and support child to move back down scale.

Anti-Bullying

“Bullying is both behaviour and impact; the impact is on a person’s capacity to feel in control of themselves. This is what we term as their sense of ‘agency’. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online.”

Respectme, 2015

Closely linked with the Fife Council and the Children’s Services Directorate’s own anti-bullying policy, St Joseph’s RCPS is completely opposed to bullying of any form, and all stakeholders have a duty to identify, report and act upon any instances which may occur. The Nationally agreed definition of bullying is as follows:

“Bullying is face to face and/or online behaviour which impacts on a person’s sense of physical and emotional safety, their capacity to feel in control of their life and their ability to respond effectively to the situation they are in.

The behaviour does not need to be repeated, or intended to cause harm, for it to have an impact. Bullying Behaviour can be physical, emotional or verbal and can cause people to feel hurt, threatened, frightened and left out.”

[Respect for All: The National Approach to Anti-bullying for Scotland’s and young People](#)

At St Joseph's we may encounter bullying behaviours that involve:

- Name calling, teasing or making fun of someone
- Any form of physical violence
- Having belongings taken, vandalised or damaged
- Being ignored, left out, or isolated
- Having rumours spread about someone, in person or online
- Being humiliated in front of others
- Receiving abusive messages by phone, text or online
- Being targeted because of someone's personal characteristics

What does anti-bullying look like at St Joseph's?

- Staff and pupils are aware of the distinction between conflict resolution and bullying
- Staff are trained on anti-bullying policy and have a duty to report any incidences formally, using Fife Council guidance and protocol.
- Staff will communicate with all stakeholders involved, including parents and victims of bullying
- Pupils feel listened to and respected when reporting issues related to bullying; they know their concerns will be taken seriously
- Pupils understand that bullying is unacceptable and that there are strict consequences for any bullying behaviour

A culture that encourages respect, values opinions, celebrates difference and promotes positive relationships will make it difficult for bullying behaviour to flourish or be tolerated.

Respectme, 2015