



Positive Relationships Policy

Rationale

At St. Patrick's RC Primary School, we strive to encourage children to do the best they can in all areas of the curriculum. We want all children to take pride in themselves and be the best version of themselves they can be. Our relationships policy is not primarily concerned with rule enforcement, but is a tool used to promote positive relationships with peers and adults with the common purpose of helping everyone learn in a nurturing, empathetic and respectful environment. Consistency and clear, calm adult behaviour underpins this.

Aims

Our aims are to raise expectations of all and to instil in all children a sense of pride in their behaviour. We strive to provide meaningful and positive relationships that they can mirror.

Objectives

The main principles of our positive behaviour policy are to:

- Ensure a consistent approach across the school.
- Set high but achievable standards.
- To ensure our school has a positive ethos and atmosphere for all.

How we achieve this

Our School Values are: *Ready, Respect, Safe & Love*

The starting point for learning is a positive ethos and climate of respect and trust based upon shared values across the school community, including parents, whether for young people in school or those not in school.

Curriculum for Excellence: Building the Curriculum 3 (2008)

Effective learning and teaching depend on a foundation of positive behaviour and good working relationships between learners and staff, and between young people themselves. Positive behaviour is dependent, in turn, on effective teaching and an appropriate curriculum. Discipline, in terms of the maintenance of good order to create optimum conditions for learning and teaching, is not a separate matter; it is integral to the operation of the whole school and to effective teaching. Effective schools depend on good discipline. The ethos and management of each school provide the key foundation for an effective approach to behaviour management and good order.

Fife Council: Strategy for Relationships and Behaviour (2013)



Positive Relationships Policy

St. Patrick's Policy Statement

St. Patrick's Primary School is committed to providing a safe, supportive, secure and nurturing environment for all people in its establishment which promotes inclusion and achievement. Every child has the right to work and learn in an atmosphere that is free from victimisation. Staff will always focus on the positive behaviour shown by all children, and will highlight, and therefore encourage, appropriate behaviour ahead of any inappropriate actions from a minority. We recognise that all behaviour is a form of communication and that inappropriate and distressed behaviour is a sign that there may be deeper issues that need to be addressed. Because of this, we endeavour to provide a supportive, inclusive environment for all children.

Nurture

Staff at St. Patrick's Primary School recognise that some children struggle to cope with the fast-paced life of today's society, can be overwhelmed with demands and this can have a negative impact on behaviour or the child's mental wellbeing. St. Patrick's Primary School promotes nurturing approaches to ensure that children are given time and opportunity to promote wellbeing and mental health.

Some approaches might include:

- Use of Kitbag
- Do-Be Mindful mindfulness techniques
- Emotionworks
- Health & Wellbeing Groups
- Keeping Your Cool in School

Relationships

We firmly believe that strong, trusting relationships are central to positive behaviour. This includes relationships between both adults and children and amongst peer groups. There are several approaches that we take at school to foster these relationships.

Some approaches may include:

- Buddies
- Junior Leaders
- Lego Therapy
- Health & Wellbeing Groups
- Emotionworks Fix it Folders & Emotion Workers



Positive Relationships Policy

The Role of Staff

Staff have a responsibility to model high standards of behaviour when interacting with children and each other.

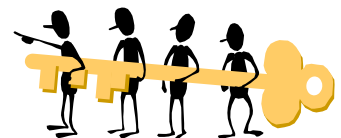
Staff will:

- Create a positive climate with realistic expectations
- Emphasise the importance of being valued as an individual
- Promote, through example, honesty and courtesy
- Provide a caring and effective learning environment
- Encourage relationships based on respect and understanding the needs of others
- Ensure fair treatment for all
- Provide guidance on improving standards of academic and behavioural performance
- Respond positively to efforts made by children when they are genuinely trying to change their behaviour
- Start each day with a clean slate
- Teach routines that will develop into good future habits
- Uphold Rights Respecting Charters

Each class has an agreed charter linked to the UN Convention on the Rights of the Child (UNCRC, 1989). The class charters lay down the expectations for pupils' behaviour in terms of both their rights and responsibilities, that are also valued by the class teacher. These are linked closely to our school values, supported by the Gospel values, the Wellbeing indicators and are guided by the Getting It Right for Every Child (GIRFEC) principles.

Incentives

Our house points system is called “**The Key to Our Success**” and house points are awarded in the form of coloured keys which represent one point.



Each child belongs to one of five houses:

Clune

Dunmore

Harelaw

Harran

Navitie

House points can be awarded by any member of staff in school and can be awarded for:

- Displaying exceptional positive behaviour.
- Displaying great kindness and caring relationships.
- Certificates.
- Trying to achieve/ working hard, going above and beyond expectations.
- Showing determination and resilience.

House points are counted by House Captains each Friday. At the end of each week, the house that has been awarded the most points will be rewarded with 5 minutes of extra playtime on a Friday.



Positive Relationships Policy

Meta-skills and Certificates

During assembly we award certificates to two children in each class which are related to the meta-skills characters. Every child in our school has the right to play and they are developing skills through their experiences. Meta-skills help children to learn and prepare them for the future by supporting them to manage, connect and innovate.



Self-management

Focussing Fergus
Integrity Imani
Adapting Aleksander
Initiative Ivy

Social Intelligence

Communicating Cate
Feeling Felix
Collaborating Cora
Leading Li

Innovation

Curiosity Carlos
Sense-making Samira
Creativity Cassidy
Critical thinking Chris

We also award Headteacher and Principal Teacher Awards to children who have been displaying our school values or who have been spotted going above and beyond.

St. Patrick's Headteacher Award	
	You have been given this award for ...
	Headteacher

St. Patrick's Principal Teacher Award	
	You have been given this award for ...
	Principal Teacher



Positive Relationships Policy

Class teachers are also encouraged to celebrate and encourage positive behaviour within their own classrooms. Systems or approaches they choose are very much dependent on the mix of children in the class, however this should be displayed and be a positive incentive for the children on a daily basis.

Some examples may be:

- Pupil of the Week
- Table Points
- Secret Student
- Class 123
- Stickers
- Postcards
- Certificates

'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above, then there is no limit to their excellent behaviour.'

Paul Dix (2017)

Restorative Practices

This approach aims to improve behaviour and relationships in schools by moving away from a blame and retribution model of dealing with unacceptable behaviour towards one which is based on social responsibility and self-awareness. Our approach to dealing with conflict in school is based upon these '4 R's'...

- Respect
- Reflect
- Repair
- Reconnect

We use a restorative approach at St. Patrick's. This means we try to repair relationships, to fix them so people get on together.

How does it work?

There is a meeting between the people involved in the fall-out, and an adult to mediate, which is a bit like being a referee. Everyone gets a turn to tell their story and say how they were feeling at the time. Everyone gets a chance to say how their actions have affected the others.

So, the person who did something wrong gets away with it then?

The children make suggestions about how to fix things and come to an agreement. They usually all go away happy and without resentment. The relationship has been repaired and apologies made.



Positive Relationships Policy

When does it happen?

Sometimes in the playground. Sometimes when coming in from a breaktime, or for a more serious incident, children might be taken out of lessons.

Some examples of open questions that can be used to help resolve the situation:

- What happened?
- What were you thinking at the time?
- What/ How were you feeling at the time?
- Who has been affected by this?
- What do you think needs to happen to make this right?
- What do **we** think can happen/ change, so this doesn't happen again?

Some examples of scripts that can be used:

- I understand... (that you are angry/upset)
- I will know you are ready when ... (I see your table is tidy, I see your listening eyes)
- I know you can be respectful when... (you use an inside voice, you say kind words to others, you help clean up the mess)
- I know you are safe when ... (you keep your hands, feet and objects to yourself)
- Thank you for... (making a good choice, showing me safe walking)

When the Adults Change, Everything Changes – Paul Dix

“When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or ‘behaviour systems’ that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.”

Paul Dix, Pivotal Education

At St. Patrick's Primary School, we strive to meet the needs of our children within our community. The whole staff think about their own behaviour and how this impacts on the behaviour of the children. Many of our approaches in promoting positive behaviour and relationships are taken from the work of Paul Dix “When the Adults Change Everything Changes”. Dix's theories and strategies are endorsed by Fife Council. Some of the strategies and approaches we are beginning to adopt include:

- Recognition Boards
- Using Microscripts (examples above)
- Moving away from **too many** rewards systems



Positive Relationships Policy

As Paul Dix advocates that three is the magic number, we as a staff have three consistent adult behaviours across all school staff:

Meeting and Greeting in the Morning

- Speak to each child in the morning – just needs to be a 'hello, how are you' keep it simple.

'Smart Walking'

- All staff to promote 'smart walking' in the corridor.

Definition: Standing up straight, lips closed, super spacing and go where you're going!

Clear corridors

- Aim/expectation: To work on hanging coats and looking after own property and have tidier cloakrooms/corridors.

Definition: Coats and bags on pegs, extras tucked in.

What to Do for Certain Circumstances/Behaviours?

Tiered sanctions allow the teachers and support staff to remind children of positive expectations and the opportunity for the children to take responsibility for the choices they make and move forward. For many children the first step (a verbal warning) is enough to encourage children to do this. However, at times this will need to be followed by other steps in the Paul Dix principles:

1st Warning (Verbal Reminder)

A reminder of the school values (ready, respect, safe and love) in a private manner if possible. Repeat reminders and make slight adjustments if needed, try to keep things at this stage.

I saw/heard you choose to ...

This is a verbal warning

You now have the choice to make intelligent choices

Think carefully about your next steps

Thank you for listening



Positive Relationships Policy

2nd Warning (Up to 2-minute discussion with teacher after lesson)

This is a final conversation offered to the student to engage and offer a positive choice. Refer to previous good behaviour.

I gave you a reminder about sitting nicely not long ago, I know you are able to sit nicely.

I saw/heard you choose to ...

Think carefully about your next choice, you are in charge of your behaviour and can make intelligent choices

Thank you for listening

If you feel you need a visual, you could have a small written/ picture warning (recorded on small whiteboard/ little note **not** main teaching whiteboard to shame in front of whole class). For this step you can ask the child to wait for two minutes after class. The time is owned by this point, it is not part of some future negotiation on behaviour. This would be when to use the script ideas from above.

Next Step (Reflection Time / Quiet Place/Reflection Table)

The child has time to reflect on their behaviour in a quiet and safe place to make the necessary changes before continuing. This could be outside the room, a thinking spot, calm corner or any other area that is set up in the room. The Reflection Table could also be used in main corridor depending if it is quiet.

Repair

This should be a quick chat to clarify the actions taken. Either positive praise for calming down and collecting their thoughts to resolve the situation or in a more extreme case explaining that HT, PT or parents will need to be informed/called if the situation has not been resolved by this point.

HT/ PT Request

For low level behaviours in the classroom the first verbal warning should be enough, possibly with a gentle reminder. However, if the situation escalates and the first three steps don't work then possibly removal or words from management team. HT/ PT may be involved quicker if it is a situation where a child has intentionally hurt someone else verbally or physically.

Parent/Carer Contact

For some incidents parents may need to be phoned to make them aware of their child's actions. To inform parents the situation has been dealt with and to discuss that it is unacceptable in our school.



Positive Relationships Policy

Timeline

Incidents should be dealt with promptly and the child should not be punished for something on Friday than happened on the Monday. As part of our policy is starting fresh every day. Every child has the right to play and should not be kept in at break or lunch times. If time is due back, it can be done during class time. For instance, instead of getting to choose a specific learning activity when finished a task, reflection time, apology letter/ picture etc.

Bullying

We adhere to the Fife Council Directorate Anti-Bullying Policy which is available in full on request.

Fife Council Education and Children's Services Directorate, through all staff who work within it, is unequivocally opposed to bullying.

The Nationally agreed definition of bullying is as follows:

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)

[source – Respect Me, Scotland's Anti-Bullying Service](#)

We believe that it is important to make a distinction between conflict and bullying, as describing all relationship difficulties as bullying is likely to devalue the term and obscure the genuine risks associated with children being bullied. Our approach to anti-bullying is set within our wider relationships & behaviour strategy and trauma-informed approach. It recognises that bullying behaviour can only be fully understood within the social context within which it occurs.

Central to the development of positive relationships and behaviour are the principles of raising children's awareness and understanding, supporting the development of essential skills and knowledge, and enabling children to make the right choices in all aspects of their social behaviour.



Positive Relationships Policy

Furthermore, we are committed to working in partnership with parents, identifying shared responsibilities in preventing bullying, ensuring the welfare of children who have been bullied, and supporting and challenging those who have bullied. Schools should consult widely with children, young people, parents, the community and partners when developing their anti-bullying policy.

We aim to ensure that children do not bully others because they understand the harm it causes and choose not to cause such harm. It follows, therefore, that where children do not make this choice, we need to engage with them educationally, supportively and restoratively, rather than punitively. Such an approach may, understandably, be challenged by those who believe that children who bully should experience only negative consequences due to their behaviour. Our firm belief is that such an approach is ultimately counterproductive and, therefore, all staff, children and parents play an active role in developing and maintaining a school's anti-bullying policy based on this principle; involvement and ownership contribute significantly to effectiveness.

The approach of staff when addressing instances of bullying should always take account of the child or young person's context and past experiences, additional support needs and the behaviours exhibited by those experiencing bullying or those displaying bullying behaviour.

Families have a crucial role in supporting children and young people, and increasingly in managing the bullying behaviour associated with social media used out with school, as well as supporting schools around mobile phone use within school.

Children's rights

It is every child's right not to be bullied. Children's rights are unique in that many of them, although designed for the safety and protection of children, have to be provided for by adults and the government.

Although children and young people are covered under the Human Rights Act 1998, their rights are more clearly specified under the UN Convention on the Rights of the Child (UNCRC).

Although neither specifically mentions bullying, bullying behaviour does breach a number of the articles in both. Alongside this, both outline the responsibilities of adults to protect and safeguard children and young people from bullying behaviour.

Prejudice based bullying

"Prejudice-based bullying is when bullying behaviour is motivated by prejudice based on an individual's actual or perceived identity; it can be based on characteristics unique to a child or young person's identity or circumstance." (source: [Scottish Government -Respect for All](#))

In order to respond effectively to incidents as they arise, we must also address the root cause of prejudice.



Positive Relationships Policy

The Equality Act redresses/protects against prejudice by making it unlawful to discriminate against people with the following “protected characteristics”:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Marriage and civil partnership
- Race
- Sex
- Religion or belief
- Sexual orientation

Whilst material deprivation, and in line with Fairer Scotland Duty (2021), is not a protected characteristic at time of writing, we need to mitigate against the stigmatising effect of living in chronic or acute material poverty and/or deprivation.

Respect Me

Respect Me is Scotland's Anti-bullying Charity.

Respect Me defines bullying as:

both behaviour and impact; what someone does and the impact it has on the other person's capacity to feel in control of themselves. We call this 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 and it can happen face to face and online. Difference should be celebrated and not discriminated against.

As well as promoting approaches to address bullying behaviour Respect Me offers training for establishments and parents/carers.

[respectme Online Learning Modules](https://www.respectme.org.uk/online-learning-modules)[respectme](https://www.respectme.org.uk/)

Respect Me also provides excellent resources for their annual Anti-Bullying Week (usually mid-November), with each new campaign being co-designed by children and young people. Getting your school community involved in Anti-Bullying Week can provide a useful focus to refresh policy, raise awareness and support the whole school community to demonstrate a commitment to respectful and inclusive relationship based on Children's Rights.