



# ***St Columba's High School Promoting Positive Relationships***



August 2025

## Rationale

At St Columba's High School we recognise that positive relationships are fundamental to effective learning, wellbeing and achievement. Our approach to behaviour is rooted in our school values of Faith, Ambition, Inclusion and Perseverance, which guide how we learn together, treat one another and contribute to our community.

We are committed to creating a school environment where all young people feel safe, respected, valued and included. Through strong relationships and high expectations, we support learners to develop the skills, attitudes and resilience needed to succeed in school and beyond.

This policy reflects the principles of Getting It Right for Every Child (GIRFEC) and HGIOS 4, recognising that positive relationships, inclusion and wellbeing underpin high quality learning and improved attainment.

The following legislative and policy aspects underpin the policy:

- UNCRC (Incorporation) (Scotland) Act 2024
- Health and Safety at Work etc. Act 1974
- Education (Additional Support for Learning) (Scotland) Act 2004 amended 2009
- Education (Scotland) Act 1980
- Standards in Scotland's Schools etc. Act 2000
- Equality Act 2010
- Additional Support for Learning Statutory Guidance (2017).
- The Standards in Scotland Schools Act (2000).
- The Children and Young People Scotland Act (2014).
- Included, Engaged and Involved (Part 1, 2 & 3) (2007, 2017 & 2024).
- Better Behaviour Better Learning Better Relationships (2017).
- Behaviour in Scotland's Schools Report (2023).
- Respect for All (2024).
- Inverclyde GIRFEC Pathways (2015).
- General Teaching Council for Scotland Professional Standards (2021).

The Inverclyde Council Policy Document can be accessed here:

<https://www.inverclyde.gov.uk/assets/attach/19884/2025-Promoting-Positive-Relationships-Policy.pdf>

Through this policy we strive to support the achievement of the core outcomes associated with 'GIRFEC.' All aspects of this work will lead to our learners being:

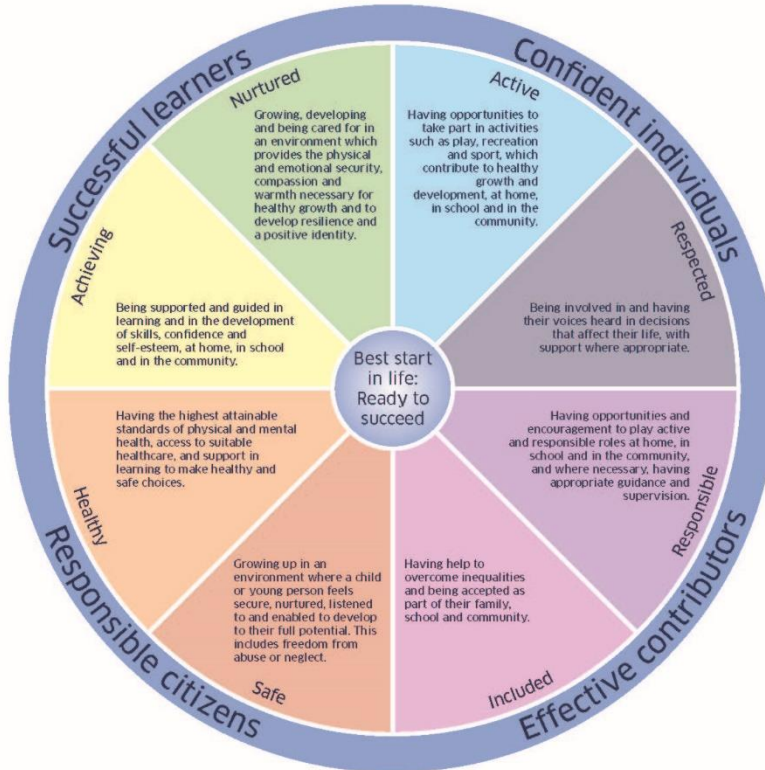


Figure 1: GIRFEC Wellbeing Wheel

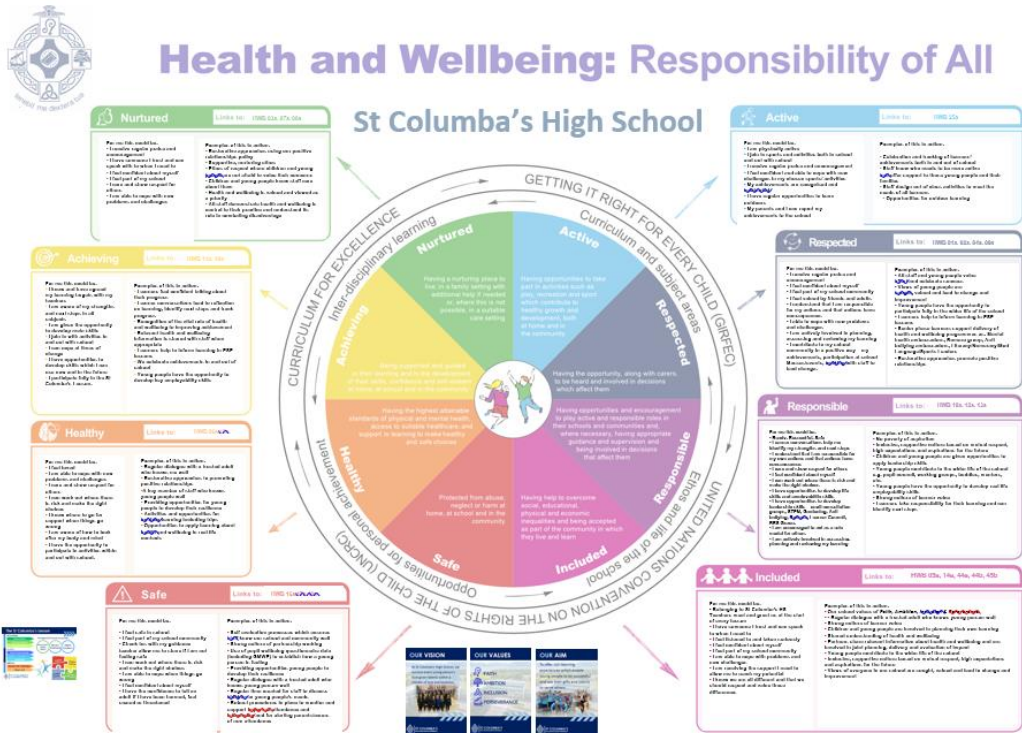


Figure 2: Health & Wellbeing at St Columba's High School

### ***Aims***

Our approach to positive relationships and behaviour aims to:

- Promote a positive, respectful and inclusive learning environment
- Ensure all young people feel safe, supported and valued
- Develop learners' social, emotional and relationship skills
- Maintain high expectations of behaviour and engagement
- Support learners to take responsibility for their actions
- Promote restorative approaches which repair relationships
- Ensure behaviour support is equitable and responsive to individual needs
- Use early intervention and support to remove barriers to learning
- Ensure that positive relationships support raising attainment and achievement

### ***Our School Values***

Our values shape expectations for all members of our community.

**Faith** – We show care, compassion and respect for others. We recognise the dignity of every individual and seek to build a supportive community where everyone belongs.

**Ambition** – We strive to achieve our best in learning, behaviour and relationships. We support one another to succeed and celebrate effort and achievement.

**Inclusion** – We value diversity and ensure everyone is welcomed, respected and supported. All learners have the right to participate fully in school life.

**Perseverance** – We encourage resilience, determination and responsibility. We support young people to learn from mistakes and continue to grow.



### ***Expectations for Positive Behaviour***

At St Columba's High School we promote behaviour which reflects our values.

All members of our community are expected to:

- Treat others with respect, kindness and fairness
- Contribute to a safe and positive learning environment
- Demonstrate responsibility for their learning and actions
- Show consideration for the needs and wellbeing of others
- Follow agreed school routines and expectations

### ***Preventative Approaches***

Our approach focuses on prevention, relationships and support.

We promote positive behaviour through:

- High quality learning and teaching which engages and motivates learners
- Clear routines and expectations across the school
- Positive recognition and celebration of achievement
- Strong relationships between staff and learners
- A curriculum which supports health and wellbeing
- Opportunities for learners to develop social and emotional skills
- Early identification of barriers to learning

### ***Relational and Restorative Approaches***

Our school uses relational and restorative approaches to support behaviour and relationships.

This means:

- Understanding behaviour within the context of relationships and wellbeing
- Listening to the perspectives of those involved
- Supporting learners to reflect on the impact of their actions
- Repairing harm and restoring relationships where possible
- Helping young people develop the skills to resolve conflict positively

St Columba's High School adopts a nurturing, restorative and trauma informed approaches to promoting positive relationships in our establishments. Staff are trained in: *attachment theory, nurture approaches, restorative approaches, solution oriented methods and Trauma Informed Practice.*

The adoption of our Rights Respecting School Level 2 practices also supports the principles of restorative approaches.

#### Key principles of nurturing approaches

- Any understanding of nurture must be based on the 6 principles originally identified by Marjorie Boxall.
- Nurture can involve a targeted or universal approach or both. The former involves the use of a nurture class the latter looks at upscaling the 6 nurture principles across a whole establishment. Frameworks of self-evaluation based around HGIOS 4 are used to support these programmes.
- Nurture approaches are evidence based and operate across the school
- Attachment Theory can help us understand our most vulnerable pupils.
- Through nurturing approaches learners can grow and develop their resilience and emotional ability to form relationships and deal with difficult situations.

#### **Key principles of Restorative Approaches**

- Being responsible for one's own actions and their impact on others
- Respecting other people, their views, and feelings
- Empathising with the feelings of others

- Being fair
- Everyone in establishment being actively involved in decisions about their own lives
- Returning issues of conflict to the participants
- Willingness to create opportunities for reflective change in pupils and staff

### **Why Use Restorative Approaches?**

Pupils seek fairness from adults who are dealing with behavioural issues. Whether they are a perpetrator or a victim, their focus is not on winning or losing, but on trusting in a fair process. Restorative approaches help teachers ensure that pupils, staff, and parents can be part of a fair process, while helping all involved to understand the impact of their behaviour on others.

### **Restorative approaches can:**

- Manage the varied expectations of behaviour standards which exist among all establishment staff
- Help develop a Whole establishment positive ethos
- Encourage members of the establishment community to effectively resolve and learn from conflict in a way which maintains relationships or terminates them in a positive way
- Support any necessary sanctions by processes of learning and reconciliation

### **How Can Restorative Approaches Be Used?**

Restorative Approaches can be used at different levels at school:

- As **preventative** – to promote positive relationships within the Whole Establishment Community
- As **responsive** – and repairing when difficulties arise
- As part of support and intervention for more long-term and persistent difficulties

The approach involves including an individual in finding a solution to the problem. Instead of asking '**Who's to blame and how are we going to punish them?**' focus is put on reasons, causes, responsibilities and feelings. Those involved are asked questions such as '**who has been affected and how?**' and '**How can we put it right and learn from this experience?**'

*(Extracted from Education Scotland website, 2019)*

Managers should be mindful that Restorative Approaches may require time to be implemented successfully and should plan appropriately with staff members in light of this situation.

## **Authority Screening Group**

The Authority Screening Group (ASG) plays a key roll in monitoring relationships and behaviour in education contexts. Part the work of the group is to ensure that a holistic picture of need and support can be provided to education establishments at both an individual pupil and/or establishment level. It has a representative from Health and safety to support this process. More information about the group and a copy of the Critical Incident Reporting Form that it uses can be found in Appendix 5 of the Inverclyde Policy.

## **Exclusions**

St Columba's High School follows legislative guidance and national best practice in relation to the exclusion process. More information about exclusions and expectations around the exclusions of Care Experienced children and young people can be found in Appendix 6 of the Inverclyde Policy.

## **Bullying Behaviour**

Bullying behaviour is not tolerated at St Columba's High School.

We respond to bullying by:

- Supporting those affected
- Addressing the behaviour
- Promoting understanding and respect
- Working with young people to repair relationships where possible

Our Anti-Bullying Policy can be accessed on:

[https://blogs.glowscotland.org.uk/in/public/schwebsite/uploads/sites/5757/2021/11/09221746/Education-anti-bullying-policy\\_Nov21-Nov24.pdf](https://blogs.glowscotland.org.uk/in/public/schwebsite/uploads/sites/5757/2021/11/09221746/Education-anti-bullying-policy_Nov21-Nov24.pdf)

In May 2025 Inverclyde Council refreshed its Anti-Bullying policy in alignment with national guidance in the shape of Respect for All (Scottish Government, 2024). The policy emphasises the salience of relationships in the amelioration of bullying behaviour. Inverclyde Council has also adopted the national definition of bullying behaviour cited in the above document:

*“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.”*

### ***Partnership with Parents and Carers***

Positive relationships between school and home are essential.

We work in partnership with parents and carers to:

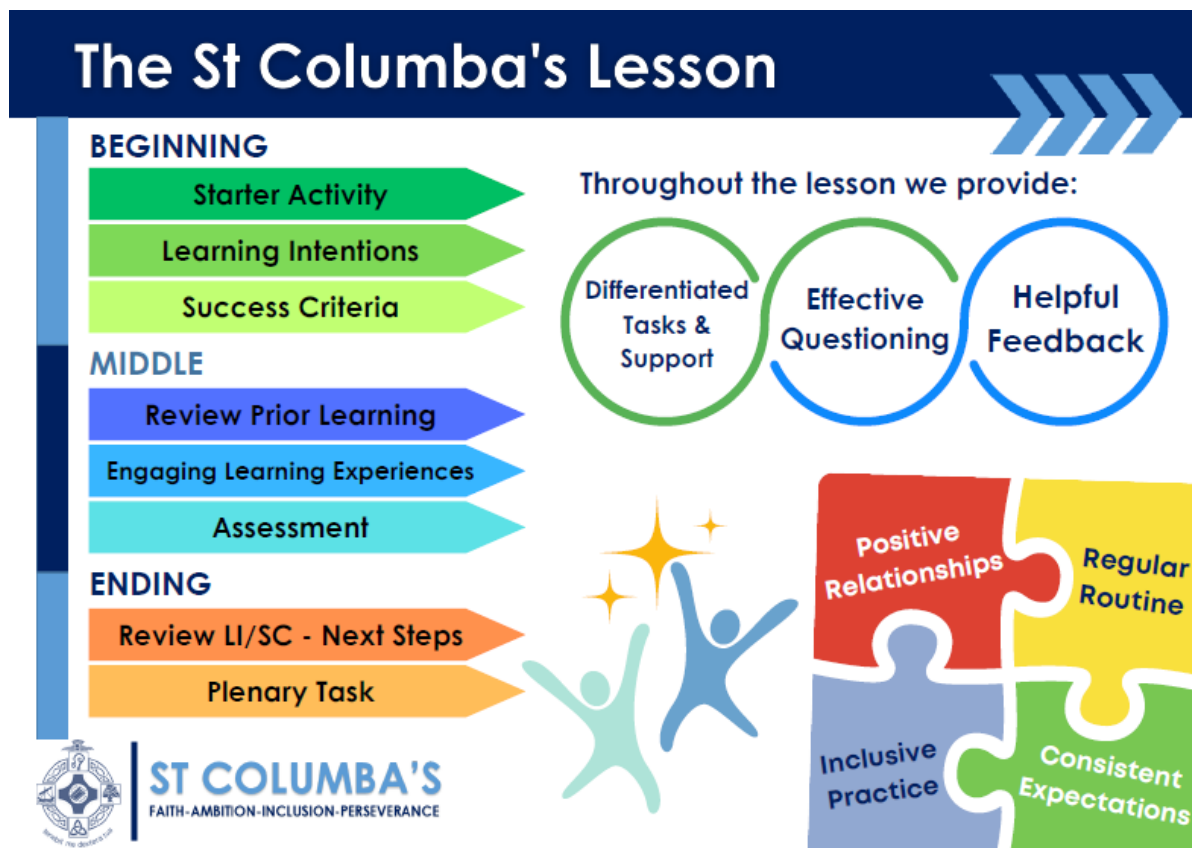
- Promote positive behaviour and engagement
- Share concerns early
- Develop supportive strategies for young people
- Celebrate achievements and successes

### ***Monitoring and Review***

The implementation of this policy is monitored through:

- Wellbeing and behaviour data
- Learner and staff feedback
- Evaluation of interventions and support
- Self-evaluation in line with HGIOS 4

This ensures our approach continues to support positive relationships, wellbeing and improved outcomes for all learners.





## Reflection Sheet

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

I was not: Ready  Respectful  Safe

(Tick ✓ all that apply)

What happened? \_\_\_\_\_

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What were you thinking at the time? \_\_\_\_\_

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Who has been affected? \_\_\_\_\_

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What could you do to put things right? \_\_\_\_\_

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How could you do things differently in the future? \_\_\_\_\_

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Signed: \_\_\_\_\_



## Reflective Exercise

Department:	
Pupil Name:	
Reg Class:	
Reason for reflective exercise:	



I was not:			
Being respectful	Being safe	Listening	Following instructions
Being cooperative	Being responsible	other _____	
And (Describe what happened)			
Who was affected by this and how?			
I should have (what should you have done differently?)			
If I had done this (what would have been different?)			
So from now on I			

# Target Card



<b>Pupil Name:</b>	<b>Class:</b>
<b>Depute Head Teacher:</b>	<b>PT Guidance:</b>

Targets:

- To take advantage of the support offered to progress learning and attainment
- To allow others to learn in a group or class setting
- To demonstrate mutual respect with staff and pupils

Please ask your teacher to circle assessment of your progress with targets each period and sign below

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	Ex / VG / SAT / UNSAT	Ex / VG / SAT / UNSAT	Ex / VG / SAT / UNSAT	Ex / VG / SAT / UNSAT	Ex / VG / SAT / UNSAT
Period 2	Ex / VG / SAT / UNSAT	Ex / VG / SAT / UNSAT	Ex / VG / SAT / UNSAT	Ex / VG / SAT / UNSAT	Ex / VG / SAT / UNSAT
Period 3	Ex / VG / SAT / UNSAT	Ex / VG / SAT / UNSAT	Ex / VG / SAT / UNSAT	Ex / VG / SAT / UNSAT	Ex / VG / SAT / UNSAT
Period 4	Ex / VG / SAT / UNSAT	Ex / VG / SAT / UNSAT	Ex / VG / SAT / UNSAT	Ex / VG / SAT / UNSAT	Ex / VG / SAT / UNSAT
Period 5	Ex / VG / SAT / UNSAT	Ex / VG / SAT / UNSAT	Ex / VG / SAT / UNSAT	Ex / VG / SAT / UNSAT	Ex / VG / SAT / UNSAT
Period 6	Ex / VG / SAT / UNSAT	Ex / VG / SAT / UNSAT	Ex / VG / SAT / UNSAT	Ex / VG / SAT / UNSAT	Ex / VG / SAT / UNSAT
Period 7	Ex / VG / SAT / UNSAT	Ex / VG / SAT / UNSAT			
Depute Head Teacher comment & signature					
Parent/Carer signature					



WE EXPECT EVERY YOUNG PERSON TO BE

READY

RESPECTFUL

SAFE

IN ST. COLUMBA'S HIGH SCHOOL



# THE STAGES

**A REMINDER OF EXPECTATIONS**

**1**

**2**

**MOVED TO ANOTHER SEAT OR GIVEN AN ALTERNATIVE INDIVIDUAL ACTIVITY**

**REFERRAL TO PRINCIPAL TEACHER**

**3**

**4**

**REFERRAL TO SENIOR LEADERSHIP TEAM**

Faith ~ Ambition ~ Inclusion ~ Perseverance

## Positive Relationships ~ Classroom Support Plan

UNCRC Article 3 (Best interests of the child)

UNCRC Article 28 (Right to Education)

- Class Teacher STAGES 1,2**
- Reminds the young person of the expectations (Ready, Respectful, Safe) - this should be delivered privately, wherever possible.
  - Makes the young person aware of their behaviour and clearly outlines the consequences (Stages: 1. Warning, 2. Change of seat/alternative activity, 3. Referral to PT, 4. Referral to SLT).
  - Reminds the young person of previous good conduct to prove they can make good choices.
  - Gives the young person a chance to reflect away from others and offers them a chance re-engage.



**Principal Teacher STAGE 3**

If the young person does not re-engage and the behaviour continues then a referral to the Principal Teacher/Faculty Head should be made verbally and recorded in Seemis. A restorative conversation should be arranged with the teacher.  
Class teacher → PT/FH → Class teacher

**Depute Head Teacher STAGE 4**

If the young person receives a number of referrals to PT/FH or has refused to co-operate with the PT/FH and the strategies implemented then a referral to the appropriate DHT should be made verbally & recorded in Seemis.

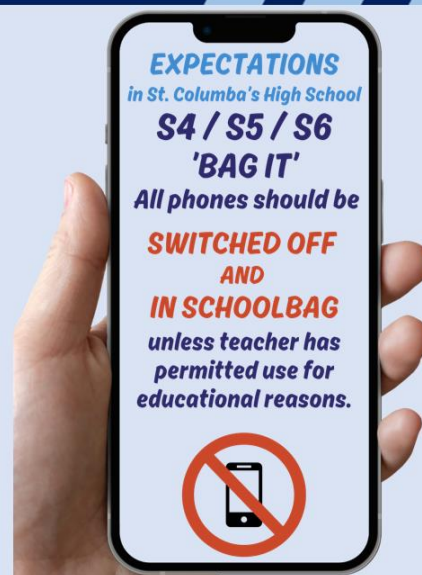
S1- IMcL S2 - IMcL S3- SMcF S4/5- CMcG S6 - MG  
PT/FH → DHT → PT/FH → Class teacher

**Guidance Teacher**

All wellbeing/pastoral concerns should be referred in Seemis to the appropriate PT Pastoral Care.

S1- A. Quinn S2- L. Mitchell S3 - C. Bonnar  
S4- J. Stevenson S5/S6- A. Friel  
Class teacher → PT Guidance → Class teacher

## Mobile Phone Expectations



**If pupil asks to use phone**

Please remind them of the expectations and advise them to go to the office at interval or lunch, where they will be permitted to use a phone.



**Exception**

The only exception is for any pupil with Type I Diabetes who requires a phone to monitor blood glucose levels.



**Non-compliance**

Should any young person refuse to follow instructions regarding phone use, please contact SLT. The phone will be placed in a locked pouch for the day and parent contacted.



**Default position**

All phones should be 'off and away during the day'. They should not be seen or heard at any time in the school day.



**Important**

Pupils should not be asked to use a phone for any reason during the school day. This includes: classes; corridors; interval; and lunchtimes.



**If pupil has a phone out...**

please say, 'Your phone should be off and away during the day. Please switch it off and put it in your bag.'



**Default position**

All phones should be 'off and away' during class.



**'Bag it'**

All phones should be placed in school bags before entering a class.



**Important**

Phones should not be visible in class. They should not be on pupil desk, lap or pocket.



**Permitted phone use**

Should you need pupils to use phones for educational purposes in a lesson, please be vigilant of use by circulating the class.



**Exception**

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**Non-compliance**

Should any young person refuse to follow instructions regarding phone use, please contact SLT. The phone will be placed in a locked pouch for the day and parent contacted.



DHT / Pastoral Support			Faith	Ambition	Inclusion	Perseverance
Year Group	Guidance Teacher	Year Head				
S1	K. McKay	Mrs McGeehan				
S2	R. Begley	Mr Bonnar				
S3	Mr Stevenson	Mr McLean				
S4	Mrs Quinn	Mrs McGeehan				
S5	Mrs Mitchell	Mr McLean				
S6	6C – J. Stevenson 6O – A. Quinn 6L – L. Mitchell 6M – K. McKay 6B – R. Begley	Mr Bonnar				

**All wellbeing/pastoral concerns should be referred in SEEMiS to the young person's Guidance teacher.**

