



Positive Behaviour and Relationship Policy

Convention on the Rights of the Child



Our policy is rooted in the UNCRC, placing children’s rights at the centre of all decision-making, relationships, and behaviour approaches.

Article 3

- The best interests of the child must be a top priority in all things that affect children.

Article 6

- Every child has the right to life. Governments must do all they can to make sure that children survive and develop to their full potential.

Article 19

- Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 28

- Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school to the highest level possible. Discipline in schools should respect children’s rights and never use violence.

Article 36

- Governments must protect children from all other forms of bad treatment.

Rationale

In St Ignatius’ Primary School and Nursery Class, we work collaboratively with pupils, families, staff and partners to build an ethos of positive behaviour, secure relationships, and high expectations for all. These values reflect our school identity and Catholic ethos and contribute directly to the wellbeing and success of every child.

Vision Statement

“Learning together, celebrating each other’s achievements, and developing our respect and faith as a community who welcomes everyone.”

Values

Honesty Faith Inclusion Achievement Respect

Attachment and nurture informed practice is integral to our ethos and behaviour management. Relationships are central to learning, all behaviour is a form of communication and children thrive in predictable, caring

environments where adults model regulation and compassion . St Ignatius' PS and Nursery Class is a **Silver Award 'Attachment and Trauma Sensitive School'**. Our staff act as consistent, trusted adults who understand children's developmental needs, trauma impact, and emotional regulation. This training has supported the formation of our behaviour and relationship policy and practice. All staff act as secondary care givers and recognise that, '*all behaviour is communication*'.

St Ignatius' Primary School and Nursery Class has received a **Rights Respecting School Bronze Award**, having received UNICEF's Recognition of Commitment accreditation in 2021. We therefore adopt a restorative approach to behaviour management where the rights of the child are at the heart of this policy and central to the relationships we seek to foster.

Through detailed analysis of HWB data, SDQ information and knowing our families and their children, as a staff, we feel confident that our approaches to promoting positive behaviour and developing good relationships is child-centred, consistent, values driven, responsive to individual needs and reflects the strong catholic ethos within our school linked to the wider community and parish.

Behaviour management approaches are planned appropriately within the **GIRFEC Pathway for Planning and Support** and full use is made of external agencies in order to access resources at Universal, Additional and Intensive levels as appropriate to the needs of each child.

This policy is a whole-school, co-created document, designed with input from pupils, families, staff and partners.

Aims

Restorative Practice & Approaches

Our core values in school provide a framework for all pupils and staff to develop supportive relationships and to work together to promote an ethos of positive behaviour which allows all pupils to flourish and achieve their potential in St Ignatius' Primary School and Nursery Class.

Our whole school Vision and Values, including our Vision Statements created by our pupils, are reinforced through assemblies, within each class, school blog and within Teams home learning activities. In this way, our whole community work towards a common theme throughout the school year. Whole school rules are regularly discussed and promoted in a variety of ways during assemblies and within communications with our families.

Each August, every class co-creates a Class Charter, directly linked to the UNCRC. This sets out the behaviours, rights and responsibilities agreed by the children and adults in that classroom.

However, everyone makes mistakes and there will be times when our actions and behaviours can upset others. By using a restorative approach staff encourage children to think about how their actions have upset or harmed someone else and what they need to do to repair this and move forward positively. In order to restore the relationship both parties have to be willing, children need to take responsibility for their actions and want to repair things. Children are then supported by staff to talk about what has happened and why, how it has made them feel and agree how this can be solved. They will also agree the consequences should it happen again.

When required, NLC Peer Mediation framework is available for pupils to lead peer-peer interactions. The NLC Peer Mediation framework supplements adult-led restorative work, enabling trained pupils to support peer relationships with oversight from SMT.

It is important that all children know even when they make a mistake they are still loved and cared for. The emotional health and well-being of all our children is a core element of our school ethos and culture and we strive to ensure that we support children and families in all circumstances and to the best of our abilities.

Shared Understanding of Nurture-Based Practice

Whole staff CLPL and training is regularly updated through staff in-set and personal reading, supported by Dr Jenny Nock, CL&D and Psychological Services. New Staff receive induction materials to ensure consistency. St Ignatius' is a Nurture and Trauma Sensitive School Silver award winning school and as such our staff have a common and consistent understanding of implementing nurture-based approaches when supporting behaviour and relationships. New staff are provided with resources to develop their understanding of our shared expectations and core staff within the school, work collegiately to reinforce this.

This includes:

- All staff recognise that children's basic HWB needs must be met for emotional growth and to provide a foundation for children to achieve and attain in their learning.
- Children with a range of support needs may not behave as their chronological age and find relationships difficult to navigate without adult intervention - Pupils identified as - significant number of ACEs, ASN, LAAC, Child Protection, Priority Pupils and Neuro-Diverse
- All staff recognise that interacting positively and respectfully is a complex skill and needs to be explicitly taught in each year group.
- All children are vulnerable and do not hold any power.
- Children may experience fight/flight/freeze/flop when overwhelmed; adults must recognise and respond to this calmly.
- All staff need to consistently demonstrate that they care and can be trusted. All staff work hard to develop relationships with our pupils.
- Children are best supported through strong staff & parent connections. SMT and staff provide frequent opportunities for families to engage in supporting their children.
- All adult communication with children is key to developing strong relationships with a strong focus on 'Nurture Informed' practice framing all interactions. These interactions also provide valuable modelling behaviours for families who require support to develop structure within the home.
- All staff need to be well regulated as raised voices create fear and tension.
- Strategies and skills to manage behaviour take time and effort to learn – small successes need to be celebrated.
- Acknowledging and taking responsibility for actions can only be done when we are in calm state.
- Children may not be able to read social cues or deal with strong emotions without adult support.
- Specific planning, when required, will be formalised within GIRMFe planning targets and communicated with pupils and their families, evaluated and providing a forum for pupil and family feedback and cooperation.

Understanding the Behaviour – A checklist for professional reflection

Children are supported in their emotional and social development by a relevant curriculum and learning environment that is modified in response after professional reflection on observed behaviours.

- What are the precursors to any behaviours?
- Does the curriculum match the child's learning needs?
- Does the learning environment match the child's learning needs?
- Does the child have a particular vulnerability?
- What is the child's viewpoint?
- What is the family's viewpoint?
- Are all of the above tracked and monitored within planning procedures and highlighted during professional dialogue?
- Are appropriate interventions, support personnel and resources provided?

Suggested strategies to support positive behaviour and relationships:

These may be used at individual, group, class or whole-school level:

- School Rules/Vision and Values
- Class rules/charter (UNCRC-based)
- House Points: Whole school
- CfE Awards - Assembly
- Rights Respecting Schools Awards - Assembly
- HWB lessons – Knowing Me
- Circle Time
- Peer Mediation resources: Pupil led mediation supported by DHT

The Restorative Mediation Questions:

- What happened?
 - What were you thinking?
 - What were you feeling?
 - Who else has been affected?
 - What do you need, or what do you need to do to feel better and move on?
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- PlayBack Ice Resources
 - WITT
 - GIRFMe planning
 - My Star (Outcomes Stars) – DHT
 - Boxall Profile
 - SDQ
 - Home/School liaison
 - CL&D: Parent workshops, home liaison, Solihull training etc
 - The SPARK Counselling
 - Nurture and Trauma informed Schools Resources: Dr Jenny Nock
 - Solihull Resources: In school
 - Seasons for Growth
 - Forest Club - DHT
 - Music Therapy - DHT
 - ASNA support: Classroom/Playtimes
 - SMT support
 - Personal Targets
 - Personal Rewards
 - Sensory snacks and movement
 - Positivity, consistency and calmness
 - Visual timetables
 - Predictable routines
 - Calm, consistent adult presence

Priority Pupils: Tracking and Monitoring

Pupils defined as ‘**Priority Pupils**’ within St Ignatius’ PS and Nursery Class are further tracked within our Priority Pupil folder by SMT. This group of children are provided with extensive supports, resources and interventions across a number of areas at additional or intensive level, leading to individual GIRFMe planning where appropriate.

The following information/data is collated, evaluated and feedback is provided to Class Teachers, to families during reviews and to external agencies as required, to provide the ‘story’ of the child.

Information gathered may include:

- SDQ data
- Boxall Profile
- Teaching Talking Assessment
- What I Think Tool
- PlayBack Ice HWB Data
- My Star
- Literacy/Numeracy intervention and assessment data and next steps
- External Agency: reports, planning and next steps
- SMT summary reports detailing history, progress and next steps.

This ensures a complete understanding of each child's strengths, support needs and progress, enabling effective planning and partnership with families.

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