

Saint Peter's Primary School



Promoting Positive Behaviour Policy

Introduction

"Curriculum for Excellence cannot be delivered without good relationships and positive behaviour. The starting point for learning is a positive ethos and climate of mutual respect and trust based upon shared values across whole school communities where everyone can learn and work in a peaceful and safe environment".

(Scottish Government, 2010:2)

At Saint Peter's Primary School, we always strive to promote positive relationships and behaviour across the school and Early Learning and Childcare Centre. This is highlighted in and promoted through our School Values. Respectful standards of behaviour are necessary for a safe and pleasant learning environment for our children to get the best from their education (*UNCRC Article 29*). We, therefore, expect our children to strive for the standards of behaviour that are necessary to promote this environment. In encouraging our children to show respect for themselves, for others and for property, we are promoting positive relationships and positive behaviour.

Our School Values



Our School Values

 Respect

 Responsibility

 Honesty

 Kindness

 Fairness

Our school's values, as chosen by the children, are respect, kindness, honesty, fairness, and responsibility. Two Star pupils are chosen each week from all classes. Children are encouraged to vote for someone who has demonstrated the use of at least one of the values (*UNCRC Article 12*). We celebrate wider achievements by encouraging pupils to bring in medals, photographs, certificates to display on the screen during assembly for 'Magical Moments'.

In St Peter's we strive to provide a secure, happy, caring school in which each child is nurtured and enabled to achieve his/her full potential through effective learning and teaching experiences of the highest quality (*UNCRC Article 28*). We rely on our parents and carers to support us in this endeavour so please encourage your child to respect our values and adhere to our rules. Strong partnership working between home and school is essential to allow our children to continue to learn in the positive environment that St Peter's enjoys. This policy exists to provide a framework for supporting the aims of Saint Peter's Primary School and ensuring the happiness and learning of every individual in our community. It will do this through helping children develop into caring individuals who respect and value the feelings, opinions, beliefs, and differences of others.

Restorative Approaches to Promoting Positive Behaviour

Our school uses 'restorative approaches' to handle any issues of conflict where children are encouraged to take responsibility for their actions and support one another in moving forward with respect. We aim to seek solutions to any conflicts which may arise. For effective teaching and learning to take place, we believe that good relationships need to be at the heart of everything that happens at Saint Peter's Primary School. We have introduced a consistent approach across the school to support our children in making better choices using the 'Non Violence Resistance (NVR) guidelines. We aim to encourage them to think before they act and have agreed some strategies to employ as a first step to improving our standards across the school. We use a restorative prompt card to have a conversation with the child about the behaviours that they were displaying. It may be more appropriate to have this conversation once the rest of the class have been dismissed. Each member of staff has been given a copy of this prompt card. A consultation with pupils, parents and staff took place in December 2025 in the form of online and paper questionnaires.

NVR Reminders

Strike while the iron is cold.
 Speak to child when they are calm / a reminder.

Rule of One
 Adults keeping regulated. 

Auto-pilot statements
 Offer a safe way out. 

Humour / Distraction

Relational Gestures
 Keeping child in mind. 

Basket Behaviours
 Structure to help determine which behaviour to focus. 

Announcement
 Expression of presence.

Classroom Contract – daily reminders to class at the beginning of each school day		
1	All children encouraged to follow class charter and enjoy individual 'Class Dojo' rewards because of positive behaviour and completed class work.	'Class Dojo' points rewarded
2	Star Pupil certificate rewarded weekly to selected pupils who have consistently displayed school values and worked hard to achieve learning goals.	Two children selected each week for 'Star Awards'
3	Children sharing wider achievements both in and out of school, e.g. dancing awards, medals, trophies, learning to tie laces, learning to swim, etc.	Celebration with photograph and description of achievement sent to teacher via Class Dojo and displayed as a 'Magical Moment' during assembly.
4	<p>-Ignoring teacher, not following instructions, or saying, "No." Demanding to be given things as and when they want them and asking in an inappropriate manner.</p> <p>-Interrupting the flow of learning by shouting inappropriate comments across the room to other members of the class or the teacher/adult working in the room.</p> <p>-Speaking inappropriately to adults in the school with disrespect, pulling faces, etc.</p> <p>-No impact from verbal reminder</p> <p>-No impact from visual reminder</p> <p>-No impact from reflection time and contact with parent/carer</p>	<p><u>Private</u> verbal reminder given by adult (all teachers use a similar script)</p> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin-right: 20px;">  <p>Swearing, Throwing Objects, Disrespecting School Property, Hitting/Lashing Out At Others.</p> </div> <div> <p>-<u>Private</u> visual signal provided to child by adult, e.g. using a visual aid on lanyard or a <u>private</u> card only seen by teacher and child.</p> </div> </div> <p>-Reflection time required (during break time/lunch time) and message sent to parent/carer via 'Class Dojo'. Contact member of Senior Leadership Team on school radio or call phone the school office on 0300 300 0188.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Restorative Conversation Prompts</p> <p>Ask the child the following questions.</p> <ol style="list-style-type: none"> 1. What happened? 2. What were you thinking about at the time? 3. What have you thought about since it happened? 4. Whom do you think has been affected by your actions? In what way? 5. What do you think needs to happen to make it better? What can you do?  </div> <p>Meeting with parent/carer and child arranged to discuss reasons for continued behaviour and agree a support plan moving forward.</p>
5	<p>Children speaking to each other disrespectfully and saying very unkind things to and about each other. Children excluding others.</p> <p>-No impact from the strategies employed, i.e. behaviour continues.</p> <p>-Bullying monitoring form indicates behaviour is continuing.</p>	<p>All the above will be put in place. Support staff to intervene and encourage positive playground activities with identified children.</p> <p>-restorative conversations (card displayed above) to take place led by class teacher and/or member of senior leadership team.</p> <p>-bullying monitoring form will be initiated with any incidents recorded and actions required. Parents/carers kept informed at every step. Reasons explored for continuing behaviour.</p> <p>-Support plan required with possible referral to support services such as Inclusion Support, HomeLink, Exchange</p>

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	-Regular daily check-ins by class teacher and senior leadership team to take place until situation is resolved.	Counselling. Bullying incident form will be completed using Renfrewshire Council's Seemis recording programme. -Parents/carers and/or child to be provided with weekly check-in for at least one month to ensure situation is resolved.
6	-Children swearing, throwing objects in the class or disrespecting school property. -Hitting or lashing out at other children or adults in the school	-Child will be removed from classroom environment to reflect upon their behaviour with key member of support staff and/or member of senior leadership team. (Contact member of Senior Leadership Team on school radio or call phone the school office on 0300 300 0188.) Child will spend time completing class work out with the class. Immediate contact with parents/carers.
7	Leaving the classroom without permission	-Immediate contact with parents/carers. Staff to ensure that there is someone always following at a safe distance to ensure child can be seen (communication using school radio). Once child is calm, conversation to take place with member of senior leadership team to determine why child left class. Decision to be taken as to consequence of this depending on reason for the action of the child. Discussion to take place with parents/carers regarding support plan moving forward.
8	Leaving the school without permission	Immediate contact with parents/carers. Staff to ensure that there is someone always following at a safe distance to ensure child can be seen (communication using school radio/mobile phone). Police to be called if child cannot be seen and contact cannot be made with parent/carer. Once child is calm, conversation to take place with member of senior leadership team, parents, and class teacher and/or member of support staff (where possible and appropriate) to determine why child left school. Decision to be taken as to consequence of this depending on reason for the action of the child. Discussion to take place with parents/carers regarding support plan moving forward.

There may be risk assessments in place where there is repeated behaviour by children and if this is the requirement, all parents/carers will be involved in the development of this. It is always hoped that a risk assessment of this nature is a short-term measure which is discontinued when the identified behaviour improves. Staff in the school will be talking regularly to our children about the steps outlined above and we would appreciate parents/carers doing the same at home.

Renfrewshire Language Policy

In Saint Peter's, we endeavour to improve our use of language and adopt simplified, nurturing language for all children and young people. We must ensure that we move away from overly professionalised words and phrases to adopt person-centred language, which challenges existing stigma. Staff are encouraged to consider the impact of the language we use when engaging with all children, young people and their families and modify this language where possible. The Renfrewshire Language Policy is attached to the end of this document.

Policy Review and Development

This policy will be reviewed every 3 years as a minimum in line with national guidance. It is next due for review in 2028. A consultation with pupils, parents and staff took place in December 2025 in the form of an online questionnaire.

Appendix 1

Renfrewshire Language Policy



The Promise makes clear recommendations about the power of language in perpetuating the stigma around Care Experience. The Renfrewshire Language Policy aims to create a set of guidelines for how we speak about and describe Care Experience and Care Experienced young people. Through extensive consultation with young people, staff and reference to the TACT Alternative Language Dictionary, we have proposed new and updated terminology that should be adopted where possible.

The table below outlines some commonly used terms that have been deemed negative and stigmatising by children, young people and adults who have lived experience of care. We understand that this language will continue to evolve, and there will be amendments to this list in future.

<u>Word</u>	<u>Possible Alternative</u>	<u>Guidance</u>
Abscond	Run away Go missing Missing from home	It is important to note the facts in this situation, as many young people may not be “running away” from something but rather “running to” something which can be driven by their current circumstances.
Advocate	Advocate is acceptable	There must be a clear definition for the young person of an advocacy worker versus an advocate and their role. This should be explained in an age-appropriate way.
Asylum seeker	Unaccompanied Asylum-Seeking Children	This term is currently in use across Renfrewshire
Birth/ Biological Parents	Parents, Family, Mum, Dad Tummy mummy Child or young person's preference	This should be decided by the preference of the child or young person. If appropriate, the views of foster/ adoptive parents should also be considered around the use of these terms. Note the information below this table for minute takers.
Care Leaver	Care Experienced	In recent years, there has been a shift towards Care Experienced in Scotland, recognising the lifelong impact of care. It is important to note the difference between being Looked After and Care Experience regarding entitlement to statutory support.
Challenging behaviour	Distressed behaviour	This phrase emphasises that all behaviour is communication. Staff should be encouraged to use the facts of a situation in case recording to avoid misinterpretation.
Children's Unit Unit	Children's House	

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Difficult to place	Can't find an appropriate/ suitable home Important to find the best home possible	It is important to consider the language we use when communicating this challenge to a child or young person. Staff should be encouraged to use the facts of a situation when recording this, e.g., "Crossreach were unable to offer an appropriate curriculum or support."
Drop out	Early school leaver	This term is already commonly used across Renfrewshire
Foster carers	Family, foster family, my family, foster dad, foster mum, their name	Child/ young person's preference See note below for minute takers
Full potential	Aspirational Ambitious Able to flourish To ensure I have access to good opportunities Able to flourish	We must ensure that we are aspirational for our Care Experienced young people
In care	Another home Away from home Living with a different family in a different home My home	This should be decided by the preference of the child or young person. It is important that a Care Experience child or young person decides when their care setting feels like home to them. Ensuring the facts are used and being mindful of the audience of the information.
Isolation Time Out	Reflection time	It is important that children and young people are supported to reflect. Reflection time does not have to be done in isolation, with children and young people being supported to work through their feelings.
LAC Review	Child's Plan Meeting Looked After Review	The word review implies looking backwards to the past rather than looking to plan for the future more positively.
LAC visit	Home Visit	Home visit is commonly used across Renfrewshire
LAC/ LAAC	Care Experienced Or Looked After Child/ Looked After and Accommodated Child	LAC as an acronym should never be used (including in emails between professionals). It should always be used in full as "Looked After Child" or "Looked After and Accommodated Child". This should never be used when engaging directly with children and families, where Care Experienced is the preferred terminology. It is important that children and young people understand why the professionals who are involved in their lives are using terms such as "looked after". These terms should be explained to them in an age-appropriate way.
Leaving care	Moving on	
Lived Experience	Living Experience	This term reflects the lifelong nature and impact of Care Experience

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Moving placements	Moving to a new house	Ensuring the facts are used and being mindful of the audience of the information
Permanence	Forever home Forever family Happy and settled	
Placement	Home House House/Home/ Preference for children and young people	This should be decided by the preference of the child or young person. It is important that a Care Experience child or young person decides when their care setting feels like home to them
Respite	Short break Stay over	The term "short break" is commonly used across Renfrewshire
Restrained	Safehold	
Siblings	Brothers and Sisters	This is already being adopted across Renfrewshire as outlined in the Brothers and Sisters policy.
Social Worker	Young person's preference must be used, e.g., the name of their Social Worker	This should be decided by the preference of the child or young person.
Therapy	Talking through sessions Help to work things out Counselling	It is important to understand the stigma attached to attending therapy for many young people while acknowledging that counselling can occur in many settings. It is also important to acknowledge that for many young people, a therapeutic relationship can occur outside of therapy, e.g., between a young person and a teacher
Transition	Preparing for change Moving on	

Child or Young Person's Preferences

For certain words and phrases, such as how they refer to individuals, we should allow children and young people to choose how they would like to describe each person. It must be ensured that the child or young person is not pressured to adopt a term they are uncomfortable with.

"Children and young people will be supported to ensure professionals use the terms, names and words that the child or young person prefers when describing issues that relate to their lives and experiences" (The Promise, Plan 21-24, p19). This requires minute takers to accurately record these preferences within the formal minutes to ensure consistency for the child or young person and accuracy of records. This information should be included on the attendee list at the beginning of the minutes, with participants actively encouraged to use this language.