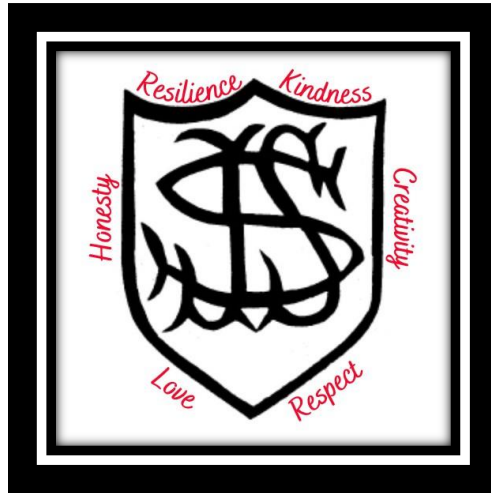


St. Joseph's Primary School Linlithgow



Positive Behaviour and Relationships Policy

St. Joseph's PS, Linlithgow

At St. Joseph's PS, we celebrate our identity as a small Roman Catholic school in Linlithgow with an ethos underpinned by Christian values (Appendix 1). This policy is also supported by the principles of GIRFEC (Getting it Right for Every Child –Practice Guidance 1 – Using the national Practise model, see web link below) and reflects the importance of children's rights as set out in the United Nations Convention of the Rights of the Child (UNCRC- Appendix 2).

<https://www.gov.scot/publications/getting-right-child-girfec-practice-guidance-1-using-national-practice-model/documents/>



We believe that encouraging positive behaviour and building successful relationships will help our pupils to take increasing responsibility for their actions as developing young people and will help prepare them to become successful contributors to our future society.

We promote mutual respect by valuing each other and respecting the voices, beliefs and opinions of others. We believe in equality and fairness for all members of our school community. Children are at the heart of our school. We aim to provide all pupils with an education of the highest quality where the knowledge and skills acquired in Literacy, Numeracy and Health & Wellbeing allow creative enquiry to further enhance learning.

The aim of this policy is to create a school ethos where positive behaviour is praised and encouraged. Where the promotion of mutual respect, dignity and kindness is embedded at all levels and that this approach underpins the restorative manner in which incidents are resolved.

Rights Respecting Schools

Saint Joseph's Primary School is a Rights Respecting School (Silver accreditation achieved in January 2022). In line with the UNCRC (Appendix 2) our pupils know that rights are universal, inherent, inalienable, unconditional and indivisible. The pupils of St. Joseph's RRS committee identified the following principles to be central to the development of our schools positive behaviour and relationships policy:

All children have rights.

Children have the right to learn in an environment free from disruption.

Everybody has the right to feel and be safe.

Everybody has the right to be respected and have their views listened to.



Fun 31 Time

The UNCRC Rights of the Child Article 31 states that every child has the right to relax and play. At St. Joseph's we recognise that pupils benefit from a set aside time each week to have the opportunity to play during break and lunchtime. We have also identified a 30 minute slot on a Friday where pupils can choose from a selection of activities that promote positive play experiences. During this time, teachers may also engage in reflective dialogue with groups of pupils to nurture positive peer relationships.

Class Charters

Class teachers negotiate Class Charters with their own class at the start of each session. The Charters link directly to the UNCRC and focus on the rights of children in the classroom. Each Charter forms the basis of a shared and understood set of expectations of behaviour for the class and helps to promote an effective learning and teaching environment. Class teachers link their Class Charter to our three main school rules of Ready, Respectful and Safe.



Promoting a Nurturing Ethos

At St. Joseph's we place our values and the wellbeing of our pupils at the centre of all that we do. Our school values underpin our school ethos. This helps us to create a safe and nurturing school community.

***Kindness Love Honesty Respect Creativity
Resilience***

St. Joseph's PS believes a whole school nurturing approach which supports the provision of an inclusive learning environment and further underpins our positive behaviour and relationships policy.

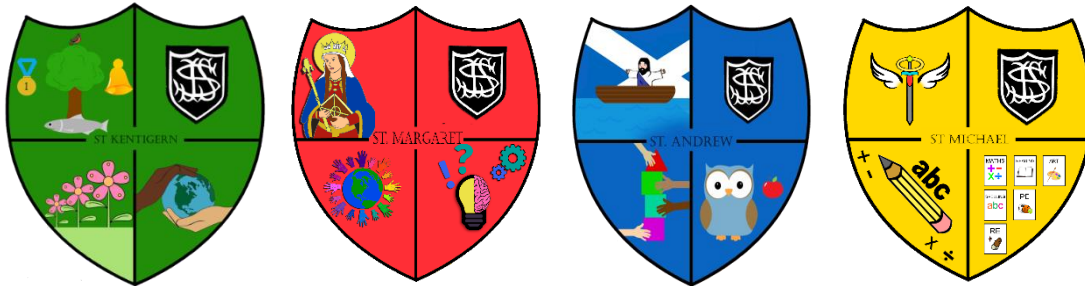
The 6 Nurture principles that we promote across the community of St. Joseph's are:

1. Children's learning is understood developmentally.
2. The classroom offers a safe base.
3. The importance of nurture for the development of wellbeing.
4. Language is a vital means of communication.
5. All behaviour is communication.
6. The importance of transition in children's lives.



School House System

Each pupil at St. Joseph's is allocated to be a member of a school house. Our school houses are organised by colour: **Green**, **Red**, **Blue** and **Yellow**. Each house is linked with a Scottish Saint: **St. Kentigern**, **St. Margaret Queen of Scotland**, **St. Andrew** and **St. Michael**. In school session 2017-2018 our pupils designed House Shields which display symbols related to school which are meaningful to the pupils of each house.



Each school house offers a pupil leadership opportunity in the form of a House Captain and Vice –Captain from Primary 7. They are responsible for promoting school values across the school and at whole school assemblies. Tokens are allocated by any adult in the school in recognition of a pupil seen to be demonstrating one of the school values. Each token represents 1 house point. The total for each house is announced and celebrated at our weekly whole school Assembly.

The house with the most points collected receives a special recognition or reward for winning the termly challenge. At the end of the year the winning house is rewarded with the House Cup which is displayed in school for the remainder of the following school year, decorated with ribbons the colour of the overall winning house. The accolade of receiving the House Cup provides our pupils with a sense of community spirit and an additional incentive to collectively ensure a high standard of good behaviour at St. Joseph's across the school year.


Ready, Respectful, Safe

We have high expectations of good behaviour at St. Joseph's which relies on a shared understanding of our three central rules:



These rules are easy to remember and are used to address aspects of pupil behaviour which is deemed inappropriate. They generate a consistent approach across the school through the language used and through a shared understanding of expectations. At St. Joseph's we believe that using restorative approaches in dealing with inappropriate behaviour is an effective way to ensure we foster mutual respect for all and that instances of unacceptable behaviour are dealt with in a timely and reflective manner.

There are times when pupils do not make good choices and their behaviour does not reflect expectations within these rules. It is important that pupils understand that when we make poor choices our behaviour can impact negatively on others. Time must be set aside for pupils to think and reflect on what they have done, take responsibility for their actions and look for positive ways to resolve any issues. The table below indicates the processes that are implemented at St. Joseph's PS to resolve incidents of poor behaviour.

	<p style="text-align: center;">Private Verbal Reminders: Explicit reminders of Ready, Respectful and Safe. Pupil is given 3 opportunities to change their behaviour.</p>
<p style="text-align: center;">Second Reminder: Speak to the student privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second scripted intervention – Do you remember yesterday/last week when you helped me tidy up/led the group/gave me that excellent homework? Do you remember mum's face when you gave her that note? <i>That</i> is the person I know, that is the person (child's name) I need to see today.</p>	
<p style="text-align: center;">Reflection time: Opportunity for time away from situation and reflection (Pupils have access to a negotiated 'Safe Space' either within own classroom or allocated school area. Pupils also respond to short spells of time in a different classroom or quiet area of the playground/school) Restorative discussion (with CT/PT/HT and others involved when appropriate)</p>	
<p style="text-align: center;">Phone call Home by Class Teacher/Principal Teacher/Head Teacher</p>	
<p style="text-align: center;">Referral to School Senior Management Team</p>	
<p style="text-align: center;">Arrangements based on Individual Circumstances</p>	
<p style="text-align: center;">Referral to Partner Agencies for guidance and support</p>	
<p style="text-align: center;">Referral to West Lothian Council Policy and Procedures</p>	

The escalation procedures indicated in the table are ordered in a way which demonstrates the level of intervention that may be required to resolve any issues. These interventions are used across the school by all staff and extend to the playground.

There are times when the interventions used are assessed on the nature of the issue meaning that certain interventions could be used together or more serious interventions used immediately, particularly when there has been physical harm.

Depending on the circumstances, we may decide to apply further or different kinds of interventions which may be more appropriate for individual children to respond to. There can be situations which present persistent challenging behaviour. We devise ways to tailor interventions which are appropriately matched to the needs of particular pupils.

Zones of Regulation

Our pupils learn how to manage their behaviour using 'The Zones of Regulation' (Kuypers, 2011) this approach develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. It provides our pupils with an easy way to think and talk about how we feel on the inside and to sort these feelings into four colored Zones, all of which are expected in life. Once they understand their feelings and zones, our pupils can learn to use tools/strategies to manage these different Zones and helps with their readiness to learn, meet goals or other tasks, managing big feelings, and healthy relationships with others. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them within our school community.



Positive Recognition Boards

In session 2018-2019 St. Joseph's PS introduced positive recognition boards in every classroom. Class teachers have the autonomy to design their board in their own chosen theme in collaboration with their pupils.

They are used to persistently and relentlessly develop positive 'Learning Attitudes' through catching pupils demonstrating the right kinds of behaviour towards their learning. Names go on the board to recognise learners demonstrating the desired learning attitude. In collaboration with the learners, class teachers will identify an aspect of pupil behaviour or learning that they wish to improve in their classroom. Both

the teacher and pupils can nominate others to be put on the board. Once nominated, the pupils name is not removed from the board whilst the current 'learning attitude' is being worked on. Boards can be refreshed as often as is appropriate for the age and stage of each class. The key to this approach is to generate peer responsibility in getting all the names in the class on the board. Once this happens – the achievement should be celebrated.



Extreme Behaviour and Anti-Bullying Procedures

Our pupil and parent definition of bullying is ongoing behaviour which happens repeatedly over a period of time, targeting individuals, and unseen by adults. This bullying can be verbal/physical, mental/emotional or online behaviour which has a negative impact on another person.

Extreme behaviour will not be tolerated at St. Joseph's PS and in very exceptional circumstances a child may be excluded from school. A parental meeting is required when this happens, to guarantee that an improvement will be made in their child's behaviour.

St. Joseph's PS promotes a culture where bullying behaviour is not acceptable. Our school community is committed to establishing a caring, learning environment where all members are valued and everyone has a responsibility to promote respect, openness, honesty and understanding. The inclusive ethos and culture of positive behaviour that we aim to achieve at St. Joseph's is consistent with the desired outcomes of local authority guidance. Specific

individual consequences for extreme and bullying behaviour may be implemented in accordance with the 'Promoting Positive Relationships in West Lothian Educational Establishments' Policy. Please access the link below to access this policy:

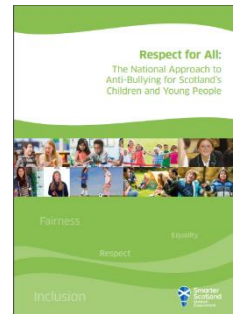
<https://www.westlothian.gov.uk/media/2141/Exclusion->

[Policy/pdf/Promoting_Positive_Relationships_in_West_Lothian_Educational_Establishments.pdf](https://www.westlothian.gov.uk/media/2141/Exclusion-Policy/pdf/Promoting_Positive_Relationships_in_West_Lothian_Educational_Establishments.pdf)



Respect For All

The review of the St. Joseph's positive relationships and behaviour policy was also shaped by the Scottish Governments latest guidance on Anti-Bullying. The 'Respect for All: National Approach to Anti-Bullying' policy recognises the impact that bullying can have on pupil wellbeing and highlights that in order for young people to thrive and achieve their full potential they need to learn in environments which are safe, nurturing, respectful and free from fear, abuse and discrimination. St. Joseph's seeks to mirror that Scottish Governments view that this can be achieved through embedding positive relationships and behaviour approaches in our school. You can find out more about this Scottish Government policy at the link below:



<https://www.gov.scot/publications/respect-national-approach-anti-bullying-scotlands-children-young-people/>

You can find out more about Scotland's National Anti-Bullying Service by clicking on the following link

<https://respectme.org.uk/>

Parent Partnerships

Parents will be encouraged to work in partnership with the school to ensure that this policy is effective. Parents should encourage their children to be respectful towards the values and opinions of others. It is expected that both parents and pupils show respect towards everyone within the school community. They should support the school in the implementation of this policy in recognition that positive behaviour and relationships underpin the effectiveness of the learning and the quality of pupil experiences at St. Josephs.



The Principles of Catholic Social Teaching

St. Joseph's PS promotes Gospel Values as part of the Catholic Ethos being developed across the school community. Each classroom has a sacred space where the Holy Bible and other religious artifacts and prayers are displayed. The poster below is also displayed in all classrooms to help our pupils understanding of the principles integral to Catholic Social Teaching which underpin our values.

the seven themes of
**CATHOLIC SOCIAL
TEACHING** for children



1 God made each person, so every life is important and should be protected.



5 Work is important in God's plan for adults and their families, so jobs and pay should be fair.



2 God made us to be part of communities, families and countries, so all people can share and help each other.



6 God made everyone, so we are all brothers and sisters in God's family wherever we live.



3 God wants us to help make sure everyone is safe and healthy and can have a good life.



7 The world was made by God, so we take care of all creation.



4 God wants us to help people who are poor, who don't have enough food, a safe place to live, or a community.



These themes are based on United States Conference of Catholic Bishops, [Sharing Catholic Social Teaching: Challenges and Directions](#).
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Photos courtesy of Brother Hickey McGrath, OSFC

Know your rights



All children have rights and also the right to know their rights. Which do you know? On this poster you will find all the rights that apply to you and all other children in the world. These rights are stated in the United Nations Convention on the Rights of the Child. It states what every child should have or be able to do.

1 DEFINITION OF A CHILD	2 NO DISCRIMINATION	3 BEST INTERESTS OF THE CHILD	4 MAKING RIGHTS REAL	5 FAMILY GUIDANCE AS CHILDREN DEVELOP	6 LIFE, SURVIVAL AND DEVELOPMENT	7 NAME AND NATIONALITY	8 IDENTITY
9 KEEPING FAMILIES TOGETHER	10 CONTACT WITH PARENTS ACROSS COUNTRIES	11 PROTECTION FROM KIDNAPPING	12 RESPECT FOR CHILDREN'S VIEWS	13 SHARING THOUGHTS FREELY	14 FREEDOM OF THOUGHT AND RELIGION	15 SETTING UP OR JOINING GROUPS	16 PROTECTION OF PRIVACY
17 ACCESS TO INFORMATION	18 RESPONSIBILITY OF PARENTS	19 PROTECTION FROM VIOLENCE	20 CHILDREN WITHOUT FAMILIES	21 CHILDREN WHO ARE ADOPTED	22 REFUGEE CHILDREN	23 CHILDREN WITH DISABILITIES	24 HEALTH, WATER, FOOD, ENVIRONMENT
25 REVIEW OF A CHILD'S PLACEMENT	26 SOCIAL AND ECONOMIC HELP	27 FOOD, CLOTHING, A SAFE HOME	28 ACCESS TO EDUCATION	29 AIMS OF EDUCATION	30 MINORITY CULTURE, LANGUAGE AND RELIGION	31 REST, PLAY, CULTURE, ARTS	32 PROTECTION FROM HARMFUL WORK
33 PROTECTION FROM HARMFUL DRUGS	34 PROTECTION FROM SEXUAL ABUSE	35 PREVENTION OF SALE AND TRAFFICKING	36 PROTECTION FROM EXPLOITATION	37 CHILDREN IN DETENTION	38 PROTECTION IN WAR	39 RECOVERY AND REINTEGRATION	40 CHILDREN WHO BREAK THE LAW
41 BEST LAW FOR CHILDREN APPLIES	42 EVERYONE MUST KNOW CHILDREN'S RIGHTS	43-54 HOW THE CONVENTION WORKS	<h2>CONVENTION ON THE RIGHTS OF THE CHILD</h2>				



Do you want to know more about children's rights?
bit.ly/childrightsconvention