

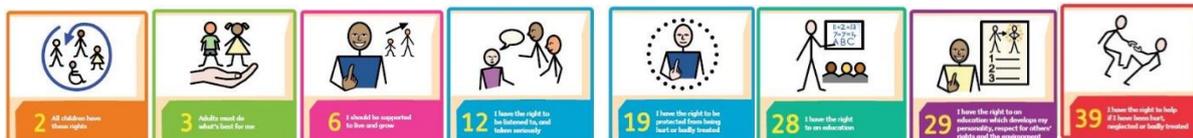


# Policy: Promoting Positive Relationships

Adapted in November 2025 from the PROMOTING POSITIVE RELATIONSHIPS IN WEST LoTHIAN EDUCATIONAL ESTABLISHMENTS 2025



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HGIOS: 2.4, 2.5, 2.7, 3.1, 3.2, 3.3

## 1. Our Rational

In West Lothian, the majority of children and young people flourish within our schools through our implementation of the GIRFEC framework, the creative delivery of the Curriculum for Excellence, and our approach to building positive relationships.

The children of St. Joseph's Primary School are encouraged to live and work as a Christian community in accordance with our school aims and Catholic values. We aim in our living and working to create a nurturing and inclusive environment for all.

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.

The quality of relationships throughout the school is of utmost importance to:

- Enable teachers to teach and pupils to learn
- Raise self-esteem and promote pupil confidence
- Provide a harmonious atmosphere and co-operation between pupils and adults
- Making school a safe and nurturing place to be
- Encourage self-discipline and responsibility towards people and property
- Develop an inclusive school with an understanding of, and a respect for different races, religions and cultures

### Rights Respecting Schools

St. Joseph's Primary School is a Rights Respecting School (Gold accreditation received in June 2024). 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.



## 2. Our Vision, Values & Aims

At St. Joseph's Primary School, our unique and shared vision and values underpin everything we do. At the heart of our vision are our Gospel Values and strong Catholic ethos which supports our pupils to Learn for Life and grow Together in Faith. Our school values of Kindness, Honesty, Respect, Love, Resilience and Creativity are reflected in the relationships we have, are demonstrated in our interactions with others, and influence the way we consider and behave towards each other. We work together with our children, families, Parish and community to nurture and inspire all in their journey of Faith. We passionately strive to create a welcoming community where every child is valued, supported and challenged to become a successful lifelong learner.



***Adults in a learning community play an important role in modelling positive and respectful relationships for all learners based upon our school vision, values and aims.***

### Our School Rules

Our vision, values and aims are supported by three expectations;

- **Be Ready**
- **Be Respectful**
- **Be Safe**

These are easy to remember statements that ensure an inclusive, nurturing and safe environment for both children and adults.

### 3. Our Aims & Objectives

*“Health and wellbeing across learning is a responsibility for all. Children and young people should feel happy, safe, respected and included in the learning environment and all staff should be proactive in promoting positive behaviour in the classroom and the wider learning community.”*

Building Curriculum for Excellence through Positive Relationships and Behaviour (2010)

In line with West Lothian policy, our aim is that good relationships are developed within a positive ethos and a climate of mutual respect and trust based on shared values across our learning community. Inclusion, engagement and involvement are the key principles underpinning our work in ensuring this.

- mutual respect between children, young people and adults using trauma informed approaches
- high expectations for pupils’ learning and achievement
- inclusion, engagement and involvement of all learners
- trust and tolerance between young people and between young people and adults
- all children and young people are valued irrespective of their needs, behaviour or background
- ensure every child / young person has the same opportunity to succeed

### Celebrating Positive Behaviours

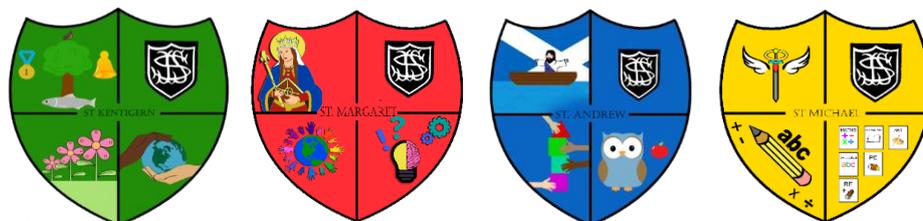
At St. Joseph’s Primary School, we have a wide variety of opportunities for pupils to share their ongoing success and achievements.

In line with West Lothian Council policy, our whole school strategies include:

- Restorative and solution focused approaches
- Rights Respecting Schools permeating throughout
- Anti-bullying policies and procedures embedded

Other examples of celebrations of success and achievements include:

- Our house points system
- Pupil/Class of the week
- Cake and Curriculum with SLT
- St. Joseph’s Stars for wider achievements
- Celebration assemblies
- Leadership opportunities at all levels
- Golden tickets
- Above & Beyond emails/phone calls home



## 6. Restore and Repair

At St. Joseph's Primary School, all staff adopt a restorative approach when dealing with incidents/disputes. National guidance outlines this:

<https://education.gov.scot/resources/promoting-positive-relationships-and-behaviour-in-educational-settings/>.

The term “**Restorative Approach**” is used in education to mean:

- Developing school ethos, policies and procedures that reduce the possibilities of **conflict and harm**.
- Restoring good relationships when there has been **conflict or harm**

Restorative question structure:

- What happened?
- What were you thinking/how did you feel at the time?
- What are you thinking/how are you feeling now?
- Who was involved/who suffered?
- What do you need to make you feel better?
- What do we need to do to put things right?

What skills are involved:

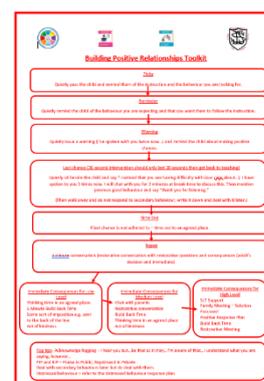
- Remaining impartial and non-judgemental
- Respecting the perspectives of all involved
- Actively and empathetically listening
- Developing a rapport with all involved
- Empowering participants to come up with solutions rather than suggesting or imposing ideas
- Creative questioning
- Warmth
- Compassion
- Patience



Corrective Actions:

All classes have a United Nations Charter Right on the Child (UNCRC) class charter which is linked to our vision, values, aims and expectations. This, along with our Health and Wellbeing curriculum, helps support our children to remember the expectations in our school and identify ways to remain in the ‘Green Zone’. The UNCRC articles are fundamental to all learning and teaching within the school and underpin everything we do.

- Children are confident when using the ‘Zones of Regulation’ and can engage with this when they are dysregulated and displaying unacceptable behaviour.
- If pupils continue to display unacceptable behaviour, their teacher will do a ‘fly-by’ where they will be reminded of the instruction and expectations.
- A second reminder will be given if the unacceptable behaviour continues.
- Continuing behaviours will result in a warning and the child will be reminded of making positive choices.
- Children will then receive a ‘last chance’ conversation with the teacher and a later conversation will be arranged.



- If the last chance is not adhered to, the child will receive a time out to an agreed place.
- A restorative conversation will take place between the adult and child.
- After behaviour is corrected, everyone involved moves on to a fresh start, thus allowing all children to review, reflect and achieve success again.

Consistent disruptive behaviours or a significant one off behaviours:

- Pupils moving to an agreed place (SLT's room) for fifteen minutes to complete work/have time-out.
- A phone-call home will then follow events to inform parents and carers of ongoing issues.
- Individual behaviour supports and strategies will then be put in place to encourage the child to integrate positively into the classroom.
- Senior Leadership Team will monitor progress and support discussions with pupils, parents, carers and will liaise with staff.

In incidents beyond those mentioned, West Lothian Council's policy on Exclusion from School will be accessed and procedures will be followed.

### **Equality and Diversity**

St Joseph's School recognises its duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the nine characteristics protected in law:

1. Age
2. Sex
3. Race
4. Marriage and Civil Partnerships
5. Pregnancy and Maternity
6. Gender reassignment
7. Disability
8. Sexual Orientation
9. Religion or belief.

### **Curriculum Offer**

All teaching and learning within a Catholic school is rooted in the teaching of the Church. As part of our work to promote equality, we aim to ensure that within our educational provision children are offered opportunities to develop their understanding of faith in practice and to:

- understand and celebrate diversity in all its forms
- learn about equality and inclusion in a variety of curriculum areas (e.g. Science, RE, Art and English)
- develop an understanding of global citizenship
- develop an understanding of their rights, the rights of others, and their responsibilities to each other
- develop an understanding and appreciation of other religious beliefs and cultures
- recognise and challenge prejudice and discriminatory attitudes and behaviour
- develop emotionally and intellectually with the personal qualities and attributes required to make a successful life in a diverse society

We are committed to providing staff with opportunities for continuous professional development to enable them to effectively implement the principles of the UNCRC and Equalities in their practice.

## Anti-Bullying

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.

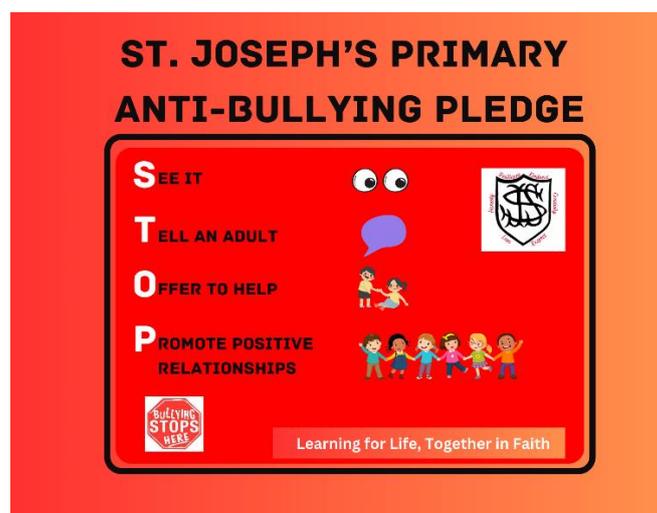
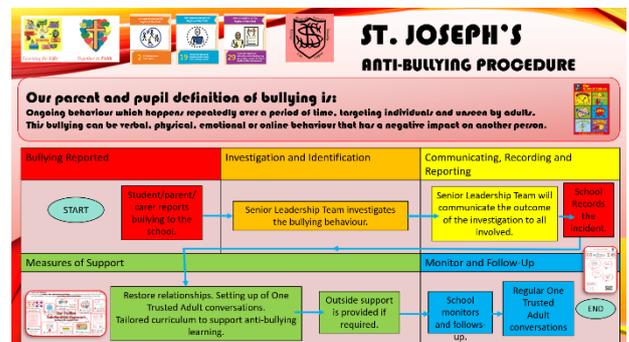
St. Joseph's PS promotes a culture where bullying behaviour is not acceptable. Our school community is committed to establishing a caring, learning environment where all members are valued and everyone has a responsibility to promote respect, openness, honesty and understanding. The inclusive ethos and 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' Policy.

In consultations with our children, staff, families and community, St. Joseph's Primary School have reviewed and refreshed our anti-bullying process and procedure.

Our definition of bullying is both behaviour and impact. It is unwanted and intentional verbal, social or/and physical behaviours that cause others to feel hurt, threatened, frightened or left-out. It can happen face-to-face or online.

Our school procedure is set out in the diagram.

Our children also created a child-friendly version so that all children are clear on what they should do if they experience or witness bullying behaviours.



The **Health and Wellbeing** of our pupils is the responsibility of everyone in our school community. Children have the right to feel **happy, safe, respected and included** in our learning environment. All of our staff have the responsibility to be proactive in **promoting positive relationships** in our learning community.

**1. Our Vision, Values & Aims**

**2. Children's Rights**

**3. Wellbeing Programmes**

**4. Inclusion, Equality & Equity**

**5. Our School Rules**

# Our Positive Relationships Policy

Learning for life, together in faith

**10. Positive Relationships & Positive Learning Environment**

**9. Restorative Practice Conversations (Damian P7)**

**8. Good Communication (Serena P4a)**

**7. Anti-Bullying Procedure**

**6. One Trusted Adult**

Updated November 2025