



## St Patrick's PS Better Relationships Policy 2025

*This Policy has been developed within the context of current Scottish Government legislation, policy and guidelines and it reflects West Dunbartonshire Council's PP10.6 "Promoting Positive Relationships and Reducing Bullying Behaviour in Educational Establishments".*

### WDC Aims:

To create safe places where children and young people can learn in an environment where they will be treated with respect and behave in a responsible way. No one should experience any kind of discrimination or bullying behaviour. Learning environments include Early Learning and Childcare Centres, schools, outdoor centres, libraries and museums. West Dunbartonshire Council promotes a Rights Based Learning approach. This approach promotes children's rights from the UN Convention on the Rights of the Child, and also encourages adults and children to model rights based behaviour and language in all their relationships.

### Our Policy Vision:

St Patrick's PS is committed to creating an environment where positive behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the gospel values of honesty, respect and kindness and as a **Rights Respecting School**, we understand that human rights are inherent, unconditional, and apply equally to everyone.

### Policy Aims:

- Provide a safe, comfortable and caring environment where optimum learning takes place
- Highlight and promote positive behaviour by providing appropriate recognition
- Provide clear guidance for children, staff and parents regarding expected levels of behaviour
- Promote a consistent and calm approach; ensuring that conversations focus solely on the behaviour and are not personal to the child
- Ensure all adults take responsibility for managing behaviour and follow-up incidents
- Ensure consistent language and strategies are used to promote positive behaviour
- Use restorative conversations to encourage all children to accept responsibility for their own behaviour. **We aim to use restorative conversations as our main method for resolving conflicts, always respecting the unconditional and universal rights of everyone involved.**
- Support pupils in understanding and managing their emotions in a positive way

### Role of all staff:

- All staff take responsibility for creating a learning environment that combines high expectations with a stimulating and enjoyable educational experience
- Deliberately and persistently catch children doing the right thing and Praise them in Public (PIP)
- Know pupils well and develop positive professional relationships with all children and families
- Relentlessly work to build mutual respect
- Demonstrate unconditional care and compassion
- Understand and uphold the Rights of the Child
- Utilise the CIRCLE framework for inclusive practice to support all children
- Utilise the Solihull Approach to increase the emotional wellbeing of children

### Role of Class Teacher:

- Take time to welcome children at the start of the day
- Identify and support those children who require support to meet expectations
- Consistently redirect children by referring to 'Be Honest, Be Respectful and Be Kind'
- Make regular use of positive praise, phone calls/texts/notes home and certificates/stickers

### Role of Senior Leadership Team:

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Ensure staff training needs are identified and facilitate appropriate CLPL opportunities
- Support teachers in managing children with more complex or challenging behaviour
- Liaise with external partners to help support staff and pupils

### Role of Parents

St Patrick's Primary will strive to work in partnership with parents/carers, ensuring that pupils receive consistent and appropriate support with challenging behaviour.

We ask that parents:

- Support their child in following the school rules and the school's expectations of positive behaviour
- Ensure that their child fully understands the school rules and the consequences of not following them
- Inform the class teacher of any changes in circumstances which may affect their child's behaviour
- Discuss any concerns with the class teacher promptly.

### Role of Pupils

- Follow school values, show self-discipline and respect, both in school and in the wider community
- Take responsibility to develop a positive mindset within the school
- Be active in preventing bullying throughout the year with activities that raise awareness
- Report incidents that cause them worry or fear to duty holders and anyone you trust
- Reflect on their behavior using a restorative approach, respecting the rights of all children and discuss plans for improvement.

### Our School Values: BE HONEST BE RESPECTFUL BE KIND

These have been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

We have chosen three rules through which our values can be promoted in all aspects of school life. The 3 B's are displayed in all classrooms and around the school. They can be applied to a variety of situations and are taught and modelled explicitly. We have made them simple to recall, so that they can be referred to more frequently and consistently by all adults and children.

We operate a positive behaviour system of praise and reward to encourage children to behave well in school and the wider community.

<b>Our Values</b>	<b>Visible Consistencies</b>	<b>Over and Above Recognition</b>
1. Be Honest 2. Be Respectful 3. Be Kind	1. Daily meet and greet 2. Persistently catching children doing the right thing (Recognition Boards) 3. Praising in public (PIP), Reminding in Private (RIP) 4. Consistent language	1. Recognition boards/Proud Cloud 2. Certificates 3. Stickers 4. Phone call/text home 5. Verbal praise 6. Notes home 7. School House Points System 8. Class Rewards 9. Show work to other adults 10. Well done book/ SLT award 11. Recommendation to SLT

Behaviour Pathway - Gentle approach, use child's name, child level, eye contact, deliver message. Take emotion out of response.	
1. REMINDER	<p>A reminder of the 3 simple values delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary. Take initiative to keep things at this stage.</p> <p>E.g. I noticed you chose to ..... (noticed behaviour)  This is a REMINDER that we need to be (Honest, Respectful, Kind)  You now have the chance to make a better choice.  Thank you.</p>
2. WARNING	<p>A clear verbal warning delivered privately wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step'.</p> <p>E.g. I noticed you <b>chose</b> to ..... (noticed behaviour)  This is the <i>second (possibly third)</i> time I have spoken to you/had to remind you. If you continue to.... you will have to..... <i>work at another table/work in another space/ go to the quiet area/have some time out (removed lose a point)</i></p>
3. LAST CHANCE/FINAL WARNING	<p>Speak to the pupil 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:</p> <p>Example - 'I have noticed you are <i>having trouble getting started/struggling to...</i>  You are breaking our rule about...  You have chosen to <i>move to another space/catch up with your work at lunchtime/have some time out...</i>  Do you remember last week when <i>you got that positive note home/ completed all your work/wrote that fantastic story?</i> That is who I need to see today...</p> <p>Stay behind for two minutes after the lesson. Thanks for listening.  (Walk away, give child 'take up' time)</p>
4. REFLECTION, REPAIR & RESTORE	<p>Depending on the severity of the incident, it may be an informal two minute conversation after a lesson or at a convenient time for you or a more formal REFLECTION TIME where the incident/behaviour is recorded. In this instance, adults notes names/incident on class record sheet and pupil/s take this to the office. Pass to SLT.  SLT may contact parent/carer at this time via text message or phone call.</p> <p>Example:  Adult chooses an appropriate time to ask restorative/reflective questions:</p> <ul style="list-style-type: none"> <li>● What happened? (Neutral, dispassionate language.)</li> <li>● What were you feeling at the time?</li> <li>● What have you felt since?</li> <li>● How did this make people feel?</li> <li>● Who has been affected? What should we do to put things right? How can we do things differently?</li> </ul>

5. HOME COMMUNICATION	Parents/carers invited to discuss high incidence or patterns of unacceptable behaviour with class teacher/SLT and contribute to behaviour plan.
6. FORMAL PROCEDURES (WDC Policy)	<ul style="list-style-type: none"> <li>• The school will record all incidents of serious behaviour and bullying, parents and WDC will be informed of serious incidents of misbehaviour and bullying.</li> <li>• Excluded from school following WDC guidelines.</li> </ul>

Exclusions will occur following extreme incidents in accordance with WDC policy. A fixed-term exclusion will be enforced under these conditions:

- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour

If these conditions are not met, other options may include a planned intervention with a member of the SLT.

It is imperative that we explain what is happening and why to parents and arrange meetings to discuss.

#### **Pupils with Additional Support Needs:**

We understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as a last resort and by trained staff only in accordance with WDC policy and the child's individual plan.

#### **Out of School Behaviour**

The school is committed to ensuring our pupils act as positive ambassadors for us.

We expect:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- The same behaviour from pupils off-site as we would on the school premises.

#### **Monitoring**

SLT will monitor the effectiveness of this policy throughout the school year in collaboration with all staff. Class teachers keep a record of minor behaviours and monitor this to ensure appropriate support and inform parents.

All behaviour incident records are kept in the red folder (located in the school office) so that appropriate support can be offered to pupils and keep parents informed.

#### **Review**

Our behaviour policy will be formally reviewed periodically to ensure that it reflects current guidance from West Dunbartonshire Council and the Scottish Government.