



# St Charles Primary



## Positive Relationship Policy

At St Charles Primary we are committed to provide an environment where every member of our school community feels valued and respected and that everyone is treated with kindness, fairness and understanding. We are a caring and nurturing school and we try to live our shared faith in the Catholic religion in everything we do.



**Our vision is for St. Charles to be a family of love, kindness and respect.**

Inspired by love and the values of the Gospel, we empower everyone in the St. Charles family to reach their full potential.

In partnership with parents, parishes and our community we aim to:

**Keep the child at the heart of all we do.**

**Be Ready-** Create a loving, safe and inclusive environment.

**Be Respectful-** Through kindness to ourselves and others we recognise the dignity and uniqueness of every person.

**Be Responsible-** Develop resilience, independence and the skills and knowledge needed for learning and life in the 21<sup>st</sup> century

## **Our Aims of this policy**

- To set clear expectations to promote equality, fairness and to ensure all members of our community are shown respect in order to promote positive relationships.
- To create an environment that sets high expectations for behaviour and learning and promotes ownership and responsibility of an individual's actions.
- To build a community that values kindness, tolerance and understanding of one another and celebrates uniqueness.
- To ensure that excellent behaviour is the minimum expectation for us all.

## **Our Rationale**

This policy reflects the rights of all children to be educated and to feel safe and free of discrimination as set out by the UNCRC. We are an Attachment Informed, Trauma Sensitive and Nurturing school. We endeavour to create a place which enables our children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of our school and wider community.

The school recognises and promotes good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to encourage and recognise good behaviour and to promote positive relationships.

The school expects every member of the school community to behave in a considerate and respectful way towards others. We treat all children fairly and apply this relationship policy in a consistent way. Behaviour management is the responsibility of all the staff, pupils, parents and carers of St Charles Primary.

## Consistency of Approach

“Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals they respect adults and accept their authority.” Paul Dix

In implementing this behaviour policy St Charles Primary acknowledges the need for consistency.

- Consistent language and consistent response: simple and clear expectations reflected in all conversations about behaviour.
- Consistent positive reinforcement: routine procedures for reinforcing, encouraging and celebrating.
  - Consistent consequences: defined, agreed and applied at the classroom level and playground as well as established structures for more serious behaviours.
- Consistent expectations referencing our aim to promote appropriate behaviour.
- Consistent respect from and to the adults.

In session 2023-2024 our children, staff and parents collaborated to create a new vision, values and aims, supported by a code of conduct. Our code of conduct or ‘School Rules’ were written by the pupils, for pupils. We have retained the language agreed upon by the children to make these accessible to all.

The three core ‘asks’ of everyone in St. Charles is:

Be Ready

Be Respectful

Be Responsible.

Additional details are available in Appendix 1. The posters outline the suggested requirements of each ask.

### **In the Classroom**

At the beginning of each term staff will remind children of the school rules

- Be ready • Be respectful • Be responsible

Each class will work together to create their own class charter based on the school rules which will be agreed upon by all members and displayed within the class.

Each class will display our Code of Conduct Posters as visual reminders for pupils.

Each class will have a recognition board on display and there will be a value identified at assembly or by the class teacher each week that children will work towards being recognised for during that week.

Each class will have their own system to support positive behaviour which may include group/class/personal points, stickers, rewards, incentives to promote positive behaviour within the classroom.

There must be high expectations set by the class teacher in regard to behaviour to ensure that all children are safe and achieving their potential. The class teacher should be a role model for the children and treat each child fairly and ensure the classroom charter is applied consistently. The teachers will treat children with respect and understanding and expect the same in return.

### **Class Behaviour System**

Behaviour charts should not be displayed on walls (No name and shame approach-praise in public, criticise in private)

Teachers have responsibility for behaviour management within the classroom.

Playground- Support Staff, in partnership with SLT are responsible for promoting positive behaviour in the playground. Playground

incidents can also be reported by support staff to class teachers after breaks for further investigations/ to support resolution. Support staff should try to resolve any conflict/ misbehaviour they are made aware of in the playground in the first instance.

### **Communal Areas- Expectations**

- Children must **walk** at all times in the corridors and stairwells.
- Classes should be in single file.
- Children should walk on the left hand side of the corridors and stairwells.
- Class teachers should accompany classes at all times to exit doors, ICT suite, Gym hall and Dinner hall.
- Children should be encouraged to move through the corridors **quietly** and respectfully of others.

In the interest of consistency, the following approach has been agreed upon collegiately by staff and in consultation with our Pupil Council and School Captains.

### **Managing Behaviours**

#### **Low Level Disruptive Behaviours**

Low level behaviour such as talking in class, being disruptive, not completing tasks, ignoring an instruction etc

- In the first instance the adult will remind the child of the school rule that is not being followed and ask them to make a better choice.
- Teacher will speak to child reminding them again of the rule and setting out their expectation and subsequent consequence.
- After 2 warnings, if the unwanted behaviour persists the class teacher will implement a class based consequence such as a seat move or loss of points/ privilege.
- In the event of persistent low level misbehaviour the teacher might refer the child to attend 'Reflection Time'. This takes place at the next natural break time and is led by a member of SLT.
- During 'reflection time' the pupil will discuss the incident for which they have been referred, consider the

consequences and also consider what better choice could be made next time.

### **Consequences of behaviour can include:**

Low level- Discussion with class teacher. Loss of class privilege. Issue of a 'Think Sheet'.

Repeated low level – Reflection Time. Phone call home to parent (teacher discretion)

Reflection Time Sheet will be issued by SMT to be sent home and returned signed in the event of repeated low level behaviour. If a pattern of repeated Reflection Time referrals is noted SLT will contact parent to discuss ( 3 reflections within a term).

### **Distressed or more serious behaviours**

Some behaviours will carry a more serious or immediate consequence. Such behaviour may include repeated failure to comply/disrespect of adults, name calling, swearing, threatening or violent conduct.

SLT will have a restorative conversation with the pupil and will investigate circumstances around the incident. Each incident will be considered individually taking into account the information available.

SLT will endeavour to support the child to realise the impact and consequence of their behaviour on others (in line with our Respect Me policy) and support conflict resolution procedures.

Consequences for incidents may include:

Removal from class/ playground

Restorative conversations

Loss of privileges

Reflection Time

Contact with parent

Pastoral support

Increased supervision or revised procedures

Formal exclusion

Referral to other agencies

### **Consistency of Language**

At St Charles we believe that pupils should be accountable for their actions. Staff will always treat pupils respectfully and will use common language to discuss behaviour. Language used should be in line with our attachment informed and nurturing principles.

### **St Charles Primary School Script**

1. I notice you are ...
2. Has something happened to make you feel...?
3. You have chosen to .....which goes against the school rule.....  
(Share consequence with child if appropriate)
4. Do you remember when (something positive)? I would love to see more of that.
5. What would you do differently next time?

At times it may be necessary for restorative meetings to take place between pupils or pupils and staff. During these meetings the following questions will be used

#### **Restorative Questions**

Tell me what has happened.

Can you tell me what were you thinking?

How do you think others felt about this?

How do you think this affected others?

How can you make the right choice next time?

What would you do differently next time?

**In St Charles we are proud of our values.. love, kindness, respect**

Thank you for listening to me.

## Promoting Positive Behaviour

We operate a House system at St Charles. All staff and children will be organised into 4 Houses:

- St Andrew
- St Margaret
- St Columba
- St Mungo

Each House will have a P7 Captain. This will be voted on each year.

House Points will be awarded for

- Exemplary Behaviour
- Good Manners
- Kindness
- Positive attitude
- Playground behaviour
- Personal Achievement Certificates
- Class Work

Each term the winning House will receive a treat for everyone.

E.g.- Sports Afternoon, Movie and Popcorn etc.

## Other means of recognising positive behaviour in our school

- Class point system
- Stickers and certificates
- Good work wall display
- Certificate or praise at assembly
- HT Golden Tickets/ Certificates
- Letter of commendation to parents



# Be Ready



**Wear school uniform**

**Be prepared to start your work**



**Show good sitting**

**Look, Listen and Learn**

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# Be Respectful



**Always show good manners**

**Be respectful of all faiths**



**Only use kind words**

**Be patient**

**Always do as you are asked**

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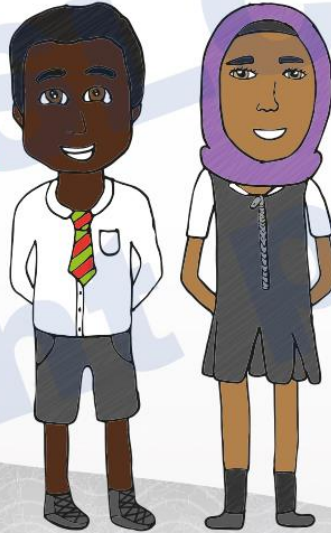
# Be Responsible



**Be honest**

**Ask for help  
when you need it**

**Make good  
choices**



**Look after  
school property**

**Move around  
the school safely**

**Apologise when  
you should**

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