



This is our beginning; we will live, we will learn, we will grow.

St Bernadette's Primary School

Building Positive Relationships Policy

In St Bernadette's we work in partnerships with pupils and parents/carers to create a positive ethos and environment for effective learning and teaching. Within Curriculum for Excellence **all** are expected to be proactive in promoting positive relationships and behaviour in the classroom, playground and wider community. Our aim is to ensure that all are:

Ready
Respected
Safe



Jar of Good Choices

Every class will have a jar of good choices. Tokens will be awarded to classes, groups and individuals that display positive behaviour and achievements, e.g.

- Walking in the corridors
- Good manners
- Special Achievements
- Positive attitudes



Classes will work together as one team to fill their jar with good choices. This is not competitive between classes. When the jar is full, the class will be rewarded with an instant activity of the teacher's choosing for approximately 5 to 15 minutes. Classes who have filled their jar with good choices will be celebrated at whole school assemblies.

Restorative Approach

Restorative Approaches are designed to help young people, staff and parents/carers achieve a safe and respectful environment. Through a restorative conversation harm caused is addressed and supports the young person by providing opportunity for them to accept responsibility and make amends. The intention is to bring about real and positive change in the behaviour of individuals. The Restorative Conversation allows those involved to discuss:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?



Staged intervention approach to promote positive behaviour

Across St. Bernadette’s Primary School we have visible consistencies that everyone commits to every day, to allow consequences to have a restorative, not punitive, ending.

	Steps	Actions
1	Reminder	A reminder of the simple school rules delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.
2	Caution	A clear verbal caution delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, ‘think carefully about your next step’.
3	Last Chance	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.
4	Reflection Time	Reflection time might be a short time in the quiet room or thinking spot. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves.
5	Repair	This might be a quick chat at break time or a more formal restorative meeting.

(adapted from Paul Dix, 2017)

Consequences for children who lose learning time due to behaviour

If a child needs to catch up time lost in learning due to inappropriate behaviour, a consequence will be to complete unfinished work that evening, countersigned by a parent/carer and returned first thing in the morning. Attached to the piece of work will be a short pre-written note with a space for a parental signature.

Parents/carers will be informed of the consequence through a message on Class Dojo. As the stages of intervention will have been followed, a restorative repair conversation will have taken place and the child will be able to explain to the parent/carer why the time lost in learning has occurred. This will allow parents/carers to reinforce the school aims of **Ready, Respected and Safe**.

Getting It Right For Every Child

