

St. Paul's Primary School



Positive Behaviour and Relationships Policy

(Reviewed session 2025-2026)

St. Paul's Primary

At St. Paul's PS, we celebrate our identity as a small Roman Catholic school in East Calder with an ethos underpinned by Christian values. This policy is also supported by the principles of Getting it Right for Every Child (GIRFEC) and reflects the importance of children's rights as set out in the United Nations Convention of the Rights of the Child (UNCRC). 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 rewarded. 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.

Our Positive Behaviour and Relationships Policy is updated using key underpinning policies and self-evaluation processes involving staff, children, parents and stakeholders across the school community.

In updating our own school approaches, we engage with the following policies and self-evaluation documents:

West Lothian Council: Promoting Positive Relationships in West Lothian Educational Establishments (2025)

[Education Support Services - Policies and Procedures - West Lothian Council](#)

Respect for All: The National Approach to Anti-Bullying for Scotland's children and Young People

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

HGIOS 4/ HIGIOEKC I: 3.1 Ensuing Wellbeing. Equality and Inclusion (Education Scotland 2015)

How Good is OUR School: Our Relationships (Education Scotland 2018)

Rights Respecting Schools

In line with the UNCRC (Appendix 1), the pupils of St. Paul's RRS consider 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.



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 and responsibilities both of children and adults 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. Each class charter should also display the whole school behaviour strategy:

Ready, Respectful, Safe

Class teachers link their Class Charter to the Whole School Charter.

Promoting a Nurturing Ethos

At St. Paul's we place our values 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.



*Self-Belief
Teamwork
Ambition
Respect
Success*



St. Paul's PS is developing 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. Paul'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. Paul's is allocated to be a member of a school house. Our school houses are organised by famous Scot's from history: Burns, Wallace, Baird, Bruce and is represented by a different colour. Our P7 pupils have the opportunity to lead their house in the role of House Captain or Vice Captain. Our pupils across the school can earn house points for examples of positive behaviour, which reflects our school values. All staff can award House points. We provide termly house challenges and meetings and rewards, promoting a collective responsibility for ensuring positive behavior and relationships across the school.

Our nursery uses a 'bucketfiller's approach to ensuring and recognizing positive behavior and kindness in our ELC. Any member of staff can award a child by adding a pom-pom to their bucket, providing a very visual incentive for our youngest pupils.

Our Whole School Positive Behaviour Strategy

At St. Paul's PS our positive behavior and relationships policy centres around the following 3 principles:

❖ *Ready (for Learning and Life)*

❖ *Respectful (of Self and Others)*

❖ *Safe (around people and in the school environment)*

We are continuing to develop themes around these 3 key features of our positive behaviour framework to embed a shared understanding and use of language across the school community.

Extreme Behaviour and Anti-Bullying Procedures

Extreme behaviour will not be tolerated at St. Paul'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. Paul'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. Paul'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

Respect For All

The review of the St. Paul'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. Paul'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/>

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 and 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. Paul's.

UN Convention on the Rights of the Child In Child Friendly Language



Article 1
Everyone under 18 has these rights.

Article 2
All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3
All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 4
The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

Article 5
Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

Article 6
You have the right to be alive.

Article 7
You have the right to a name, and this should be officially recognised by the government. You have the right to a nationality (to belong to a country).

Article 8
You have the right to an identity – an official record of who you are. No one should take this away from you.

Article 9
You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.

Article 10
If you live in a different country than your parents do, you have the right to be together in the same place.

Article 11
You have the right to be protected from kidnapping.

Article 12
You have the right to give your opinion, and for adults to listen and take it seriously.

Article 13
You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 14
You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

Article 15
You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 16
You have the right to privacy.

Article 17
You have the right to get information that is important to your well being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

Article 18
You have the right to be raised by your parent(s) if possible.

Article 19
You have the right to be protected from being hurt and mistreated, in body or mind.

Article 20
You have the right to special care and help if you cannot live with your parents.

Article 21
You have the right to care and protection if you are adopted or in foster care.

Article 22
You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

Article 23
You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Article 24
You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 25
If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.

Article 26
You have the right to help from the government if you are poor or in need.

Article 27
You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

Article 28
You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29
Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 30
You have the right to practice your own culture, language and religion – or any you choose. Minority and indigenous groups need special protection of this right.

Article 31
You have the right to play and rest.

Article 32
You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

Article 33
You have the right to protection from harmful drugs and from the drug trade.

Article 34
You have the right to be free from sexual abuse.

Article 35
No one is allowed to kidnap or sell you.

Article 36
You have the right to protection from any kind of exploitation (being taken advantage of).

Article 37
No one is allowed to punish you in a cruel and harmful way.

Article 38
You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.



A collaborative
Children's Week Project
of the
ACT Children's Week Committee



The Principles of Catholic Social Teaching

St. Paul'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.

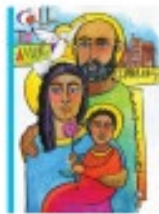
the seven themes of **CATHOLIC SOCIAL TEACHING** for children



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



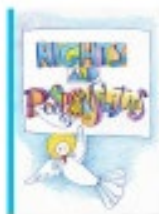
5 Work is important in God's plan for adults and their families, so jobs and pay should be fair.



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



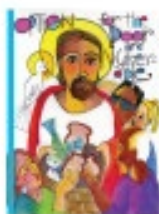
6 God made everyone, so we are all brothers and sisters in God's family wherever we live.



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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