

# St Peter's RC Primary School

## Policy for Promoting Positive Behaviour

August 2017



*This policy is based on consultation with all members of staff, our Pupil Council and our Parent Council. It will be reviewed annually.*

The mission of the Catholic school is to develop as a community of faith and learning, providing the highest quality of education, and offering formation through the promotion of Gospel values, through celebration and worship, and through service to the common good.



**Article 12** You have the right to an opinion and for it to be listened to and taken seriously.

**Article 15** You have the right to be with friends and join or set up clubs— unless this breaks the rights of others.

**Article 19** You have the right to be protected from being hurt or badly treated.

**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 31** You have the right to play and relax by doing things like sport, music and drama.

**Article 37** You have the right not to be punished in a cruel or harmful way.

### Rationale

This policy sets shared expectations about positive behaviour in our school with an understanding that pupils, staff and parents all have their part to play. We are committed to developing and implementing robust and effective approaches to promote positive relationships and behaviour.

The key drivers supporting the development and promotion of positive relationships in our school are

- *The Charter for Catholic Schools in Scotland*
- *The United Nations Convention on the Rights of the Child (UNCRC)*
- *Curriculum for Excellence Health and Wellbeing experiences and outcomes*
- *Getting it Right for Every Child (GIRFEC)*

Developing good relationships and positive behaviour in the classroom, playground and wider community is essential for creating the right environment for effective learning and teaching. Where children and young people feel included, respected, safe and secure and when their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves. This applies equally to all staff in the learning community.

Within Curriculum for Excellence, all staff are expected to be proactive in promoting positive relationships and behaviour in the classroom, playground and the wider school community. There are specific experiences and outcomes in Health and Wellbeing which are the responsibility of all practitioners, who have a role in:

- establishing open, positive, supporting relationships across the community, where children and young people will feel that they're listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives;
- promoting a climate in which children and young people feel safe and secure;
- modelling behaviour which promotes health and wellbeing and encouraging it in others;
- using learning and teaching methodologies which promote effective learning;
- being sensitive and responsive to the wellbeing of each child and young person.

All staff share a responsibility for identifying the care and wellbeing needs of children and young people, and the GIRFEC approach provides a structured framework to help staff work together to assess these needs. Children's wellbeing is at the heart of GIRFEC. This means focusing on the wellbeing of every child to ensure they are safe, healthy, achieving, nurtured, active, respected, responsible and included (the SHANARRI indicators).

## **Aims**

*In St Peter's School, we aim to:*

- Create a secure environment in which everything we attempt mirrors the Gospel values of trust, respect, tolerance, honesty, generosity and forgiveness.
- Maintain an effective code of discipline with dignity.
- Promote justice and peace, respect for all life and concern for the environment.

This policy is designed to promote a consistent approach to maintaining good behaviour.

We are committed to a whole school approach to positive behaviour management within a framework of agreed rights, responsibility, rules and routines. This helps us to create a friendly, encouraging, secure, supportive, orderly and positive environment in which children can learn and develop.

The guiding principles are

- We respect everyone's right to learn.
- We take responsibility for our own behaviour.
- We apply standards and follow rules consistently.
- We strive to establish an appropriate ethos, acknowledging it depends upon trusting relationships.
- We value the process of co-operative teamwork involving all pupils, staff, parents, carers and members of the wider community who support us.

## **Responsibilities**

All staff are expected to be proactive in promoting positive relationships and behaviour in the classroom, playground and the wider school community. Together we are responsible for creating a happy, safe and caring environment by

- motivating children through praise and the celebration of success.
- treating all members of the school community with respect and fairness.
- encouraging pupils to develop a sense of self-discipline and an acceptance of responsibility for their own actions.
- encouraging pupils to develop positive caring attitudes towards one another and the environment.
- listening with care to one another's views and valuing them.

- acknowledging that each and every person in our school has a personal part to play and each person's talents will be valued and enjoyed.
- developing and increasing awareness of how their actions may impact upon the safety of themselves and others.
- working closely with parents, other members of staff and outside agencies.
- fulfilling our responsibilities (as pupil, parent or member of staff) with regard to
  - Punctuality
  - Coming to school prepared
  - Completing tasks to the best of our ability
  - Taking responsibility for our buildings and equipment
  - Co-operation with other school members
  - Being actively engaged in opportunities for learning
  - Behaving in a calm and orderly way around the school
  - Being aware of how noise levels affect others' concentration
- a curricular focus on social and emotional wellbeing
- using nurturing and solution-oriented approaches to support pupils and work through issues.

All pupils are encouraged to bring concerns and suggestions about positive behaviour to the attention of their class reps and prefects who will, in turn, bring them to meetings of the Pupil Council and/ or Prefects' meetings.

All staff are encouraged to bring concerns and suggestions about positive behaviour to the headteacher at any time. It is also a standing item on the agenda of staff meetings.

All parents are encouraged to bring concerns and suggestions about positive behaviour to the headteacher at any time.

## **Rules**

### **School Code of Conduct**

Our Pupil Council arranged for children and teachers to work out school rules and codes of behaviour. They agreed that all learners want a calm and happy atmosphere in all areas of the school and playground. They shared ideas and then agreed on these GOLDEN RULES which are displayed throughout the building:

1. We treat everyone with respect at all times.
2. We follow instructions.
3. We are helpful and honest.
4. We keep our school tidy.
5. We are responsible for our own behaviour.
6. We are kind to each other.
7. We show consideration for others when we move around the school.

Our older pupils are expected to set examples of appropriate behaviour.

Mutual respect between all pupils and staff is integral to our school ethos.

## **Class Rules**

In the establishment phase of the school year, each class teacher works with the pupils to clarify rules and routines. Classroom rules are agreed and classroom behaviour plans are drawn up. All the rules in the classroom behaviour plans are there to protect the rights to learn, to feel safe, to respect and to fair treatment.

The rules are as positive as possible with an emphasis on personal responsibility, thoughtfulness and co-operation. Class Rules are displayed in the classroom and sent home for pupils to discuss with their parents.

## **Class Charters**

We help children to learn about the rights of all children under the United Nations Convention on the Rights of the Child. With their teacher, the children in each class draw up a charter about how they will protect their rights. The charter is displayed on the classroom wall and shared with parents and the wider community via the school website.

## **Encouragement**

We use a variety of strategies that recognise effort and encourage children to follow the class and school rules. Among those used in St Peter's RC Primary School are:

- Golden Time
- House Points
- Table points
- Public praise in front of peers
- Reward stickers and certificates for a variety of achievements
- Awards presented in assemblies by prefects, class teachers and the headteacher
- 'Well Done' leaves for the Achievement Tree

In line with Government advice on healthy eating, we do not offer food rewards in school.

We try hard to be a 'no shouting' school and staff model this through self-control and respect for everyone learning and working in our school. Voices should be raised only to gain attention initially or to prevent someone being hurt.

## **Consequences**

When rules are broken, the emphasis is on responsibility for one's behaviour. Our whole school policy is to help our children to see a consequence as an opportunity to learn something constructive about their behaviour. We seek to make the consequences fair and related to our classroom *rights, rules* and *responsibilities*. We believe it is crucial for children to see the links between behaviour, choice and outcome. We seek at all times to preserve relationships and maintain mutual respect and dignity.

Class teachers deal with minor breaches of discipline in a caring, supportive and fair manner. Each case is treated individually. Children are made aware that they are responsible for their own actions and that, if rules are broken, there are consequences. Normal consequences include:

- a verbal reprimand and reminder of expected behaviour, delivered sensitively to the pupils involved
- moving seats
- 'time out' in a specific place in the classroom
- loss of Golden Time,
- sending unfinished work home
- letters of apology

- writing reports about incidents and their behaviour
- loss of privileges
- referral to the headteacher or depute headteacher

Children make mistakes and need to learn from them. Class teachers keep a record of behaviour and note the consequences that have been enforced. Standard letters are sent home to inform parents when consequences are applied. If two letters are sent home within a month but there is no improvement in behaviour, we would move to the next stage where parents are asked to come into school to meet the headteacher.

If necessary, there is then a formal staged procedure as outlined in Appendix 3. Parents are contacted to discuss measures that will be taken, dependent on the age of the child and the type of misbehaviour.

### **Parental support**

The school works in close partnership with parents to encourage children to develop confidence and self-control and to work and play harmoniously with others. Parental co-operation helps us to maintain the high standard of behaviour we expect.

Parents contribute to the success of our policy by

- discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement
- attending Parents' Evenings, parents' functions and by developing informal contacts with school
- recognising that learning and teaching cannot take place without sound discipline
- trusting staff to deal with behaviour problems patiently and positively.

### **Playground Behaviour**

Children spend up to 20% of their school day in the playground and conflicts can arise over space, friendships and property. Our Pupil Council, house captains and prefects work with the Pupil Support Assistants and the headteacher and depute headteacher to develop basic safety rules about the use and collection of toys, areas for ball games and monitors' duties. Rules and routines are discussed with pupils during class Circle Times and assemblies. Prefects and captains meet the headteacher each week to highlight positive behaviour and point out problems.

Pupil Support Assistants supervise the children and enforce the safety rules. They reward positive behaviour with house points, stickers and certificates. If school rules or playground safety rules are broken, there is a staged procedure:

1. Verbal reminder about the rule and expected behaviour.
2. Pupil may be directed to a 'time out' area to cool down and think about their behaviour. The length of the 'time out' is 1 minute for P1 increasing to 7 minutes for P7.
3. The pupil's name is recorded in the blue notebook so that the incident can be followed up by the headteacher.
4. In the event of physical violence, racial abuse or swearing, the incident is referred immediately to the headteacher or depute headteacher.

Our captains, prefects and playground staff are proactive in noticing children who seem upset or lonely at playtime. All children are expected to contribute to happy playtimes by asking their captains and prefects for help to sort out small difficulties. Basic peer mediation resolves many low-level disputes.

Everyone in the playground has a responsibility to take care of others and must seek help from Pupil Support Assistants if they notice that someone has been hurt or if they are concerned about anyone's behaviour.

## **Anti-Bullying**

We have an Anti-Bullying Policy which helps everyone to know what bullying is and how to take immediate action to stop it. Parents who have any concerns about their child being bullied should not hesitate to contact the headteacher.

- If a child has a grievance or concern, it should be reported to a member of staff who will deal with the matter.
- Physical violence is not acceptable and neither is retaliation.
- There is zero tolerance of racial abuse or discrimination.
- Rudeness to others and bad language are not tolerated.

## **Behaviour on School Transport**

All behaviour on school transport, whether being conveyed to or from St Peter's RC Primary School on a daily basis or taking part in an excursion, is subject to those behaviour expectations held in school.

The safety of all children is the prime consideration. Expected behaviours are that:

- All children will board the bus, minibus or taxi in an orderly manner, from the pavement.
- The bus driver will open and close all doors, ensuring each child is securely seated.
- Seat belts must be worn at all times.
- Children must sit and remain in the seats allocated to them.
- There is no eating or drinking while travelling on school transport. On longer trips, class teachers give instructions about what the children may eat or drink.
- Noise should be kept to a minimum and the driver will not be distracted at any time.
- All children are expected to respect the driver, other adults and fellow pupils.
- All children are expected to respect their own and other people's property, including the vehicle and any equipment belonging to the operator.
- All children will wait until the bus stops before undoing their seat belts and attempting to leave the vehicle.

If these rules are broken, the same consequences apply as when class or school rules are broken.

## **Major breaches of discipline**

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and disruptive behaviour in class. This type of behaviour is rare and it is immediately referred to the headteacher who will deal with it severely and contact parents.

In the event of a child endangering their own or others' health and safety, a member of staff, accompanied by a second member of staff, may need to restrain the pupil. If a child violently attacks another child or adult and does not respond to requests to calm down, physical restraint is necessary. Incidents are recorded and the headteacher will work with the member of staff and parents to devise an action plan to meet that child's needs. This involves using the expertise of all staff and other agencies such as social services, educational psychologist and/or mental health professionals.

## **Appendix 1: Support within school to promote positive behaviour**

1. Behaviour is a standing item on the agenda of every staff meeting and this gives an opportunity to support (and gain support from) colleagues and share strategies. Advice and support can be sought from the headteacher and depute headteacher as and when required; training from external partners can be signposted.
2. All children follow a **programme of planned personal and social development** that provides a range of learning opportunities. This is closely linked to our mission as a community of faith and learning and to our health-promoting activities. Within our curriculum, we deliver learning activities in Health and Wellbeing to build and maintain children's confidence, resilience, self-awareness and self-worth.
3. We have a **Behaviour Support Teacher** who works in school for 1.5 days each week. He collaborates with all members of staff to identify and support pupils who find it difficult to behave appropriately in learning, play and social situations. Support is provided for whole classes, groups and individuals. Parents are consulted when children are receiving regular individual behaviour support.
4. Pupils are also involved in **regular circle time sessions**, which develop self-esteem, mutual respect and positive relationships. Circle Time involves all participants sitting in a circle and taking equal responsibility for the solving of problems and the issues that they have highlighted themselves.

### Circle Time Sessions:

- highlight areas of concern relating to relationships and behaviour within the school.
- encourage everyone to share their views and ideas
- promote a more caring and supportive environment enabling all members of the school community to feel secure and respected.
- encourage the personal development of all participants.
- discuss the Golden Rules

The process of sharing, discussing and negotiation is as important as the outcome.

5. As part of their discussion about expectations, routines and rules, class teachers agree an **appropriate reward scheme within the classroom**. Details of this are shared with the headteacher and then displayed in class and sent home to parents.

### **6. House Points System**      *See House Points Policy*

Each pupil is allocated to one of 4 Houses – **St Machar (Yellow), Kings (Green), St Andrews (Blue) or Elphinstone (Red)**. Pupils can earn points for their house for any kind of positive behaviour. All members of staff can reward pupils with a house point whenever they observe positive efforts and actions. House Captains are elected by pupils to lead by example and inspire other children in their house to do their best. At the end of each playtime, PSAs give House Points to pupils who have earned them.

When a child is awarded a House Point, they receive a coloured token to put in the appropriate container in the reception area. On a Friday, the weekly points are collected and collated by the House Captains, with the total points then transferred onto a House Points graph situated in the hall. Each term, the pupils in the house with the most points are rewarded with a treat. Annually, the house with the most points is awarded the ANNE LYDEN HOUSE TROPHY, inscribed with their name and the date. Additional house points are awarded on Sports Day and the ALEX KENNEDY trophy is given to the best 'sporting' house for that year.

## 7. Golden Time

Golden Time is seen as a reward for all children who uphold the **classroom and school Golden Rules**. This is a regular slot of free time during which pupils can choose a 'special' educational activity. It takes place in most classes on Friday afternoons but shorter slots of Golden Time may be allocated every day. Arrangements for each class are discussed with the headteacher and parents are then informed.

Golden Time has several benefits:

- It upholds the Golden Rules and acts as an incentive for children to keep them.
- It provides a safe framework as it demonstrates to children that there are immediate consequences for unacceptable behaviour.
- It gives children the power of negotiation through the provision of 'earning back' contracts.
- It ensures that children who are normally 'good' are continually acknowledged and rewarded.

Loss of Golden Time is used as an effective sanction and operates as follows:

- Every time a child breaks a Golden Rule e.g. shouts out, is unkind to another child or is talking when the teacher is talking, a verbal warning is given.
- If the pupil breaks another Golden Rule or repeats the previous action, his/her name is entered on a chart showing 5 minutes loss of Golden Time. In most classes, there is a display such as a rocket or rainbow and children's names are moved between sections if they lose Golden Time.
- Pupils can earn back Golden Time by sustaining efforts to behave.
- During Golden Time, pupils who have lost five minutes should sit quietly, observing the other children enjoying Golden Time. If they have lost more than five minutes, they are taken to the headteacher's office for supervised appropriate activities. When his/her 'lost time' is completed, the pupil will join in the class Golden Time activities.
- A weekly log is completed, showing the names of pupils who have lost more than five minutes and the reasons for them losing Golden Time.

Visiting teachers are given information about Golden Time and incentives so they can recognise achievements or use sanctions as appropriate.

### **Useful resources**

Our philosophy and approach to promoting positive behaviour draw largely on the work of Bill Rogers and we have many of his books in school.

Jenny Mosley's books, "Turn Your School Round" and "Quality Circle Time" are also available in school. Her website has useful tips too. <http://www.circle-time.co.uk/>

"Better relationships, better learning, better behaviour" is available online from <http://www.gov.scot/Publications/2013/03/7388/0>

## Appendix 2: Our Prefects and Monitors

Every class chooses a class prefect in August. Prefects help to maintain a friendly, encouraging, secure, supportive, orderly and positive environment.

### RESPONSIBILITIES OF PREFECTS

- Always set a good example for others to follow.
- Help others wherever you can by listening.
- Seek the help of Pupil Support Assistants when there is a problem that is too big for you to handle.
- Attend meetings with the headteacher each week to discuss behaviour in the playground.
- Suggest improvements.
- Explain rules and changes to other children.

All P7 pupils have responsibilities as monitors and are expected to show a positive example.

- Line monitors help younger children to line up quietly and safely when the whistle goes. Monitors for P1 and P2 accompany the children to their cloakrooms.
- At wet playtimes, monitors help the Pupil Support Assistants to supervise the children in P1, P2, P3 and P4 in their classrooms.

### Prefects' Certificates

To \_\_\_\_\_

'Well done' for



Walking away from trouble



Letting someone play a game with you.



Putting the games away.



Being kind to someone



Being a good friend.



Signed \_\_\_\_\_

Date \_\_\_\_\_

### **Appendix 3: Procedures for Dealing with Breaches of Discipline**

Class teachers and Pupil Support Assistants deal with minor breaches of discipline in a caring, supportive and fair manner. Standard reports (attached below) are sent home if there are repeated incidents of poor behaviour. If a third report needs to be sent home during a term, pupils' parents are invited to attend a meeting with the headteacher.

Pupils are instantly referred to the headteacher for a major breach of discipline.

This staged procedure outlines steps that are taken if a third report is sent home :

#### **Stage 1:**

A meeting is held between the pupil and the headteacher, during which the pupil is reminded about expected behaviour and about the steps that have been taken to help the pupil. The pupil is informed that their parents are being invited to a meeting. This is recorded in the behaviour file.

#### **Stage 2:**

The headteacher makes a telephone call to parents, informing them that a third report is being sent home. A meeting with parents is arranged to discuss the pupil's behaviour, agree expectations about improvement and to consider whether additional support is necessary.

#### **Stage 3:**

A case conference is organised, involving parents and support agencies. A Child's Plan is drawn up with specific actions, identified support and timescales.

#### **Stage 4:**

If the problem is severe or recurring, then exclusion procedures may be implemented in line with Aberdeen City Council's Minimising Exclusions Policy. Aberdeen City's aspiration is to reduce exclusion levels. However, since children and young people and staff have the right to work and learn in a safe environment, exclusion can be legally considered when:

- To allow the pupil to continue attendance at the school would be likely to be seriously detrimental to order and discipline in the school and or the educational wellbeing of the pupils there'; or
- 'The parent of the pupil refuses or fails to comply, or allow the pupil to comply, with the rules, regulations or disciplinary requirements of the school'  
(Regulation 4 of the Schools General (Scotland) Regulations 1975).

. Inclusion is promoted at all times.

#### **Stage 5:**

If the pupil cannot /will not respond to the help provided by the school and the appropriate outside agencies, it may be necessary to apply to the Quality Improvement Officer to have the child *removed from the register*. Request for removal from the register is usually only considered after all other strategies have been fully explored and careful records have been maintained of all the levels of support offered to the child and the family. Request for removal from the register is subject to appeal at council level and in a court of law. It is, therefore, of the utmost importance that Aberdeen City Council's policy and procedures are followed and that copies of all relevant documents are kept on file.

In exceptional circumstances, stages 1 – 4 may take place within the course of a single day.

**ST PETER'S RC PRIMARY SCHOOL**  
**PROMOTING POSITIVE BEHAVIOUR REPORT**



**1<sup>st</sup> report / 2<sup>nd</sup> report** (PLEASE CIRCLE)

Pupil: ..... Class: ..... Date: .....

Dear Parent or Carer

The behaviour of your child has given cause for concern for the reasons specified below and it has been necessary to take the action indicated.

Please acknowledge receipt of this report by signing it and ensuring that it is returned to me. Should you wish to discuss this matter further, please contact me at school.

Reason for report:

Repeated lateness for school		Repeated failure to complete work in class	
Repeated failure to bring reading book		Repeated disruption of lessons	
Repeated failure to do homework		Repeated rule breaking	
Repeated failure to bring gym kit		Rude and anti-social behaviour	

Further details:

Action taken:

- a verbal reprimand and reminder of expected behaviour, delivered sensitively
- moving seats
- 'time out' in a specific place in the classroom
- loss of Golden Time,
- sending unfinished work home
- writing letters of apology
- writing reports about incidents and their behaviour
- loss of privileges
- referral to headteacher or depute headteacher

Yours faithfully

Signature of class teacher: ..... Date: .....

***I have received the report about my child's behaviour and have spoken to him/her about it.***

**Comments** \_\_\_\_\_

Signature of parent/carer: ..... Date: .....

**ST PETER'S RC PRIMARY SCHOOL**  
**PROMOTING POSITIVE BEHAVIOUR REPORT**



**3rd report**

Pupil: ..... Class: ..... Date: .....

Dear Parent or Carer

This is the third time this term that I have had to contact you about your child's behaviour. Unfortunately, the conduct of your child ***is giving cause for serious concern*** for the reasons specified below and it has been necessary to take the action indicated.

Reason/s for report:	
Action taken:	Next Steps:  Meeting with teacher and headteacher on _____ at _____

***Please acknowledge receipt of this report by signing it and ensuring that it is returned tomorrow.***

Yours faithfully,

Signature of class teacher: ..... Date: .....

Signature of headteacher: ..... Date: .....

***I have received the report about my child's behaviour and I will attend the meeting in school on \_\_\_\_\_.***

*If the appointment time is inconvenient, please contact the office to arrange another time.*

**Comments**

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**Signature of parent/carer: .....** **Date: .....**

*Copies to: Head Teacher / Class Teacher's Behaviour Log / Pupil File*