

This policy has been written by the school, building on national best practice, East Renfrewshire Council and Education Scotland.



Convention on the Rights of the Child

Article 28: Young people should be encouraged to reach the highest level of education they are capable of.

Article 29: Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others' human rights and their own and other cultures.

Rationale

The purpose of this policy is to support all staff members, parents and pupils in experiencing a positive, supportive, caring and safe work environment which will promote successful learning and teaching for all.

In St John's, we pride ourselves on the outstanding ethos of the school. Our policy is based on respect and high expectations. We will:

- ✓ Have respect for ourselves
- ✓ Have respect for others
- ✓ Have respect for property
- ✓ Live out the school values of Faith, Love and Understanding

We recognise that effective learning and teaching is dependent on positive relationships established at school and classroom level, through interactions between staff and pupils and between pupils themselves.

Aims

Our ultimate aim is for each individual within the school to become a successful learner, confident individual, responsible citizen and effective contributor. In St John's we will:

- ✓ Promote an ethos of mutual respect and understanding among all staff, parents and children
- ✓ Ensure the ethos and expectations are explicit and owned by all
- ✓ Promote learning and positive behaviour
- ✓ Promote positive relationships and develop skills to manage relationships successfully
- ✓ Promote good self-esteem and confidence
- ✓ Communicate our values and approaches clearly within the school community

Objectives

In order to achieve these aims the following objectives are set:

- Celebrating pupils' achievements and successes
- Respecting pupils' views and values
- Celebrating children's work through class/whole school assemblies

- Encouraging self-discipline
- Using praise proportionately and appropriately to recognise positive behaviour, work ethic and effort.
- Adopting a fair, consistent and transparent approach at all times
- Embedding 'Restorative Practice' strategies throughout the school
- Encouraging honesty and openness
- Working in partnership with parents

Managing Positive Behaviour

Positive behaviour is achieved in two ways:

1. Early Intervention - Strategies that encourage each pupil to develop a sense of self-worth and self-discipline
2. Management - Appropriate and measured responses to negative behaviours when they occur

Positive Behaviour Strategies

We promote the Gospel Values which are reflected in our school's Vision, Values and Aims. These reflect the high standard of behaviour expected throughout the school. We ensure that pupils are aware of and understand indoor and outdoor rules within the following contexts:

- General Conduct (School Charter)
- Classroom (Individual Class Charter)
- Lunch Hall (Lunch Charter)
- Playground (Playground Charter)

General Conduct

We promote positive behaviour in all aspects of school life. All members of the school community are expected to respect one other. Pupils are expected to conduct themselves in an orderly manner at all times and to care for and value school property and equipment. In the interest of pupil safety, pupils are not allowed to leave the school grounds during normal school hours or to bring any potentially dangerous objects to school that could cause harm to themselves or others. Mobile phones should remain switched off and in school bags until the end of the school day, unless they are required for use as part of the curriculum.

Class

All classroom rules reflect the principles of the School Charter. The classroom rules are age appropriate and are displayed for pupils to see. The rules are annually discussed and agreed between pupils and teachers and are based on respect for ourselves, others and property. Teachers award certificates and stickers to promote positive behaviour in the classroom setting.

Playground/Lunch Hall

Playtime is an ideal time to promote positive social skills. Playground and lunch hall behaviour is monitored by PSAs, kitchen staff and members of the SLT who actively promote positive behaviour during lunchtime and breaks. Playground and lunch charters are used to remind pupils of appropriate behaviour.

Whole School Strategies

The following whole school strategies scaffold positive behaviour:

- ✓ Desired behaviour is politely and clearly requested by all staff and is praised appropriately
- ✓ The use of 'please' and 'thank you' is encouraged
- ✓ Punctuality is promoted

- ✓ Expected behaviour is clearly displayed in classrooms and is regularly highlighted at assemblies

Personal Social Development is nurtured throughout the school through the delivery of the Health and Wellbeing curriculum and is addressed during assemblies. PSD and Citizenship outcomes are delivered through:

- Bounce Back
- Circle Time
- Restorative Practices

Assemblies cover a range of outcomes encompassing both social and moral issues. At times these will focus on a particular theme e.g. New Beginnings, Saints' Feast Days, Eco Initiatives etc. Positive behaviour is promoted through celebrating individuals' achievements and addressing any pertinent issues.

Pupils' achievements are celebrated at assemblies through 'We Love Learning' and 'Shining Stars'. Rewards may be given for academic achievement, sporting, artistic, dramatic and musical excellence as well as effort, diligence, exemplary behaviour and a caring attitude.

Peer Mediation is used to deal with minor conflicts around the school. Primary 7 pupils are trained to act as Peer Mediators.

Our '**Buddy System**' allows for upper school pupils to encourage positive interactions between pupils in the infant department.

P7 Monitors act as role models for the pupils throughout the school as they follow and promote the school rules.

Suggested criteria for recognised achievements are detailed below.

Settling into School Routine

- ✓ obeying class rules
- ✓ settling to task quickly
- ✓ being a caring class member

Neat and Careful Work

- ✓ well-presented work
- ✓ good style of handwriting
- ✓ detailed work

Excellence in a Curricular Area or Homework Task

- ✓ positive attitude to learning
- ✓ continuous high standard of work
- ✓ outstanding singular piece of work
- ✓ well prepared and/or executed piece of homework

Being a Kind and Thoughtful Person

- ✓ showing kindness towards peers, members of staff, helpers/visitors or younger children
- ✓ sharing games and activities
- ✓ including everyone

Positive Behaviour in Class

- ✓ working quietly and independently

- ✓ being well-organised
- ✓ having a positive attitude and work ethic

Key Steps in Responding to Negative Behaviour

When, despite adopting positive behaviour strategies, a child does not respond, the following line of progression should be followed:

- Stage 1 – class teacher should manage behaviour and implement appropriate consequences
- Stage 2 – when the class teacher has dealt with behaviour with limited improvement, the appropriate member of SLT should be informed and involved: P1/2 – Mrs C Kearney (PT), P3/4 – Miss J Dunsmuir (Acting PT), P5/6/7 – Miss M Kane (DHT)
- Stage 3 – when the identified member of SLT has dealt with behaviour, with limited improvement, the Head Teacher and parents/carers should be informed and involved
- Stage 4 – when pupils display regular inappropriate behaviour it may be necessary to use a behaviour record card/diary. The outcome of liaising with the Head Teacher and parents/carers will be different for each individual pupil

Often, continuing behavioural issues may arise due to particular circumstances in a child's life such as an unidentified additional support need. In these instances, a referral to the Joint Support Team (JST) may be considered.

One or more of the following approaches may be implemented in order to support pupil behaviour:

- Verbal rebuke and reinforcement of desired course of action by member of teaching staff/support staff
- Change in seating arrangements within the classroom
- Withdrawal of privileges
- Learning Reflections during break time
- Notice to parents of unacceptable behaviour
- Written letter of apology signed by parents/guardians
- Pupil discussion with DHT/HT
- Record of incident in pupil file
- Meeting requested with parents/carers
- Individual targeted behaviour programme and/or home-school diary set up
- Advice sought from outside agencies e.g. Educational Psychologist, Child Psychiatrist etc.

A teacher may decide a child should remain indoors during playtime or lunchtime in order to:

- Speak to a child regarding his/her behaviour or work
- Complete work not done to the best of his/her ability within the allocated time due to negative behaviour
- Reflect on behaviour to find a way forward
- Ensure their own or others' safety and wellbeing in the playground

When this sanction is used, children will be supervised at all times. In the case of unfinished work, the class teacher will negotiate a time and place for children to complete this.

Record Keeping

Where sanctions in addition to a verbal warning have been employed, this should be recorded by class teachers or SLT either in pastoral notes and/or a written record of incidents.

All staff and pupils at St John's have a shared understanding of the importance of promoting positive behaviour at all times. This enables us to create a nurturing learning environment for the children in our care. All staff are committed to supporting pupils to behave appropriately when at school. Pupils are encouraged to exercise self-discipline where possible. When sanctions are agreed, it is always in the best interest of the child/children concerned. Pupils are encouraged to reflect on previous incidents to positively influence future behaviour and conduct.