



**St Joseph's Primary
Promoting Positive Behaviour Policy
February 2019**

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

A positive atmosphere leads to good relationships; therefore we feel that by looking for good behaviour in the children we will be rewarded by receiving a high standard of behaviour from them.

In St Joseph's school, it is our policy to work alongside parents to encourage respect for each other and to develop a caring environment where children are encouraged to learn and grow. It is important, therefore, that pupils, parents and teachers are aware of their collective responsibility in establishing a framework in which all participants are aware of the rules and procedures to follow in any situation. By adopting a positive approach the climate can be set for a willing response.

Aims and values

Our school aims to provide a happy and secure environment for all those who work in, or visit, it. Our school values that it is important:

- for the happiness and smooth running of our school, that we foster positive caring, Christian attitudes towards one another and the environment;
- to support each member, who needs help and encouragement, in particular nurturing the self-esteem of all. We recognise particularly the importance to children of approval by their peers;
- to listen with care to one another's views and opinions and value them;
- that we respond in a polite and thoughtful manner to one another;
- that we each fulfil our responsibilities whether as pupil, teacher or helper, with regard to :
 - Punctuality
 - Completing tasks to the best of our ability
 - Taking responsibility for our buildings and equipment
 - Co-operation with other school members.
- on occasions when an injustice or injury has been done, we should provide a restorative approach where the "wrongdoer" can reflect on his/her actions and, where relevant, make reparation through providing support and comfort;

We believe that emphasising positive behaviour in school tends to marginalise bad behaviour and decrease the number of misdemeanours. A well managed, orderly environment in school will encourage children to react in a positive caring way.

Methodology

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

Pupil Committees

Every pupil is a member of a school committee. This provides a platform for debate and ownership of the school and its development. Pupils meet every month to discuss issues and to put forward thoughts and ideas regarding. Class representatives feedback information to their individual classes. The Pupil Council meet with East Renfrewshire's Director of Education biannually to discuss current school issues.

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:

- Circle Time
- Restorative Practices
- Neuro Linguistic Programming (Resilience)

Assemblies cover a range of outcomes encompassing both social and moral issues. Assemblies take place on a weekly basis. At times these will focus on a particular theme e.g. New Beginnings, Saints' Feast Days, Eco Initiatives etc. Pupils' achievements are celebrated at assemblies through issuing Class of the week certificate and acknowledging wider achievements

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 and they promote and support the school rules.

Class Rules

Classroom rules should be stated positively. Teachers should encourage pupils to formulate them at the beginning of the year.

In order to foster the development of good social behaviour, the practice in the school will be to:

- Encourage children to become aware of their personal stances, to be responsible for their own behaviour and consider the consequences of their actions
- Teach children that they have a choice – Reinforce the language of Good and Bad choices
- Explain and demonstrate the behaviour we wish to see
- Recognise and highlight good behaviour as it occurs – in class and in playground
- Offer regular earned praise
- Reward individuals/groups for behaving well

- Let parents know about their children's good behaviour through sending home certificates etc
- Ensure the Nurturing Principles are applied:
 - Avoid confrontation
 - Offer a way out by identifying their emotions/feelings
 - Ensure criticism is constructive

Strategies to encourage Positive Behaviour

- Within each class all pupils should be purposely engaged in their learning with attention given to appropriate differentiation and meeting the needs of all learners.
- Reward systems should be established for individuals, group or class in order to promote positive attitudes and encourage effort.
- Class rules should be made in conjunction with the children, kept to a minimum and be based on positive statements which may link with the Rights of a Child. These should be displayed in the classroom.
- School rules should be prominently displayed regularly discussed and made available to the parents.
- Interruption should be kept to a minimum. Parents and visitors are asked to report to the Head Teacher and where possible make an appointment. In this way discussion between parent and teacher can be more productive and supportive.
- The staff share the responsibility for ensuring good order is promoted for the benefit of all.
- Additional opportunity for praise is given at assembly using certificates as well as the 'Class of the week'.
- Pupils who have earned praise for whatever reason, behaviour, improved work, achievement, should be sent to the PT, DHT or HT.
- Parents should be kept informed about good or improved behaviour. (i.e. noted in homework diaries, Certificates to recognise Achievement as well as Behaviour, Effort and Handwriting.)
- The curriculum on offer should be stimulating and differentiated to meet the needs of all learners.
- Classroom management and practice should provide a framework which encourages orderly behaviour
- Mutual respect, full co-operation and above all purposeful learning and teaching. The rewards system can be effective in promoting positive attitudes.

Class Rewards

Rules are best supported by Class Rewards.

This "Catch them being good" should involve at least some of the following:

- Certificates to be acknowledged in Assembly
- Reward Stickers
- Earned rewards for Individuals/Groups/Whole Class
- Congratulation letters to be sent home
- House Points

Playground Rules

- Listen to Playground staff and do what you are asked.
- Be safe in the playground.
- Keep the playground safe.
- Line up quietly and sensibly.
- Be polite and kind to everyone

- Don't throw objects. Leave stones and other objects on the ground.

Key Steps in Responding to Negative Behaviour

Sanctions are structured to ensure that pupils are encouraged and supported in improving subsequent 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 SMT should be informed and involved: P1, P2 – Mrs C Leddy, P3 and P4 – Mrs J Baker, P5,P6, P7 - Mrs K Wynne
- Stage 3 – when the DHT/PT have dealt with behaviour, following intervention by the class teacher 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

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 class chronology
- Interview 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.
- In extreme cases and only in line with the authority's guidance, exclusion may be considered.

***Any serious incidents immediate referral to SMT**

Behaviour Monitoring

- Behaviour monitoring should only be for a pre-arranged length of time, decided in conjunction with teacher / parent and member of SMT.
- If a teacher decides that a child will benefit from a period of behaviour monitoring then the parents will be invited in and this will be discussed – a time scale will be set out.
- Weekly monitoring will be carried out by PT/ DHT. If possible a copy of pupils behaviour monitoring sheet or home/ school diary to be sent to PT/DHT on Friday PM.
- Regular reviews with teacher / pupil / DHT.
- If child is responding to behaviour monitoring – in agreement between teacher / PT,DHT a letter will go home to parents informing them.
- If child is not responding, parents will be required to have a weekly meeting with SMT.
- Further action includes referral to JST (Joint Support Team).