



St Clare's Primary School

Positive Behaviour Policy

March 2024



Introduction

“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.” Better Relationships, Better Learning, Better Behaviour (2013)

As part of our school's Catholic ethos, we feel that it is important that we provide a supportive framework for children as they learn how to care for and respect themselves and others. This involves providing pupils with positive expectations and clear guidelines for acceptable behaviour together with praise and encouragement. We acknowledge the crucial link between high self-esteem and successful social interaction and any appropriate sanctions will be used thoughtfully in order to keep self-esteem intact.

“An inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God.” Charter for Catholic Schools in Scotland, (SCES, 2016)

Pupils at St. Clare's Primary School learn how to take responsibility for their behaviour. We recognise that developing socially and emotionally is a learning process and that children will progress at different rates and will need different levels of support. As well as having their positive behaviour acknowledged, children need to be aware of what constitutes unacceptable behaviour and to know that this also has consequences, thus a graded system of sanctions forms part of our policy. Our school community has been integral to the writing of this policy and has sought the views of pupil and parent focus groups in creating it.

Section 2 of the Standards in Schools etc Act 2000 requires that education is to be directed *‘to the development of the personality, talents and mental and physical abilities of the child and the young person to their fullest potential.’* We aim to develop children's individual learning abilities and life skills to equip them to participate safely, purposefully and positively in a complex world. At St Clare's Primary, children have the opportunity, through a range of contexts to develop and experience their potential.

Aims of the School

Underpinning this policy is the vision and aims of our school. We work hard to create an environment where all of our pupils are happy, nurtured and safe. At St. Clare's Primary School we expect everyone to show respect for others, to be courteous, responsible and caring and we actively foster such behaviours. Our aims are to:

- Work as a team and build a community, where everyone can shine
- Listen, accept and embrace differences
- Recognise learning is not just for today but forever
- Always try to improve and **reach for the stars**

Every class has a Charter which, following discussion with our pupils, sets the standards of expected behaviour both in class and throughout the shared areas of the school. This is visible in classrooms, is referred to regularly and is at the heart of creating responsible citizens.

The campus launched the Playground Charter in January 2019 based on the United Nations Convention on the rights of a child. St. Clare's and Calderwood Lodge worked together to create a charter detailing what pupils and adults will do in the playground based on a preventative and restorative practice approach to positive behaviour. This was revisited with pupils across the campus in August 2023 in terms of what our charter of being 'Unique and United' looks like in practice.

The Role of the Senior Leadership Team

All adults, through their interactions with children should model and use communication strategies which foster cooperation, respect, tolerance, negotiation, encouragement and praise.

Overall responsibility for maintaining positive discipline throughout the school lies with the Head Teacher and Depute Head Teacher. This includes:

- Promoting and upholding the Positive Behaviour Policy;
- Celebrating consistently positive behaviour amongst all pupils and instil a sense of pride in those pupils achieving this behaviour;
- Create and sustain a nurturing ethos for pupils, staff and parents;
- Ensuring teaching of appropriate behaviour through the curriculum, the example set by all staff and the values of our school;
- Recording and monitoring of anti-bullying strategies in line with Data Protection laws;
- Supporting staff at all levels in managing challenging behaviour through the communication of clear policy and procedures, monitoring incidences of behaviour and supporting staff, pupils and families in resolving consistently negative behaviour; and
- Managing the induction of new staff to ensure they understand this policy and receive the appropriate support to ensure that it is fully implemented.

The Role of the Class Teacher

The Class Teacher's example is critical to nurturing caring, positive and collaborative relationships. A climate of high levels of pupil engagement, effort, cooperation and mutual respect should be created as part of the culture of the classroom.

Each teacher has responsibility for the behaviour within their own class. They will:

- Work to promote and uphold the Positive Behaviour Policy and playground charter
- Differentiate their responses and be flexible in their dealing with different behaviours and needs
- Have high expectations of all children in terms of behaviour
- Follow positive behaviour procedures to ensure a consistent and fair approach to social, behavioural and emotional needs
- Provide a rich, stimulating, varied and challenging curriculum which fosters high levels of pupil engagement, opportunities for speaking and listening and practical demonstrations of learning
- Ensure that there is a high level of collaboration and reflection in classroom practice which fosters the development of young people who are mutually supportive, empathetic, encouraging, challenging and tolerant
- Encourage, praise and listen to children
- Ensure that the Depute Head Teacher is informed of any incidents of a serious nature within that same day.

The Role of Support and Lunch Time Staff

- Promote and uphold the Positive Behaviour Policy and playground charter
- Have high expectations of all children in terms of behaviour
- Encourage, praise and listen to children
- Differentiate their responses and be flexible in their dealing with different behaviours and needs
- Follow positive behaviour procedures to ensure a consistent and fair approach to social, behavioural and emotional needs
- Seek the advice of the Class Teacher should the situation not be resolved.

The Role of Parent/Carer

- Work in partnership with and support our school
- To promote and uphold the Positive Behaviour Policy and playground charter
- To respect the disciplinary authority and professionalism of staff
- To ensure school staff are aware of any additional needs or personal circumstances which may result in their child displaying behaviours outside the norm
- To attend meetings with the Head Teacher or other staff to discuss their child's behaviour
- To address issues to the Class Teacher by contacting the school office

The Role of the Pupil

Children and young people, as appropriate to their development, age and needs, will:

- Contribute to the development of school policies;
- Follow the agreed classroom and playground charters;
- Engage fully in the curriculum in the classroom and beyond;
- Show respect for their learning and that of others;
- Be aware of their rights and responsibilities as a Rights Respecting School;
- Take responsibility for their behaviour;
- Listen to and respect all members of our school's community whilst also being listened to and respected in return.

Positive Rewards

We believe that children should be encouraged to behave well and work hard. We use a number of positive strategies to encourage this. Whilst our aim is that children should work and behave well for the pleasure of the task, we recognise that rewards are sometimes necessary and appropriate. We use the following positive rewards:

- Non-verbal rewards such as a thumbs up sign or a smile
- Praise
- Showing work to another teacher and to the Head Teacher
- Stickers
- Certificates
- Head Teacher and Charter Champion awards
- Displaying work
- Celebration Assemblies
- Moving up the rocket
- Time to play
- Celebrating achievements on the school's X page (formerly Twitter).

In accordance with UNCRC Article 31 children are recognised for their consistent hard work and effort during the week resulting in participation in various activities agreed through consultation with learners.

The UN Convention on the Rights of the Child states that '*Discipline in schools should respect children's human dignity*' (Article 28). We always consider the benefit of talking quietly to the child on a one to one basis and avoid confrontational situations at all times. Children may ask if they can talk about an issue either in or outside of a classroom or office in a place that they feel comfortable to do so. Restorative questions are used to support children to identify what has happened and how they can make things better.

Whole School Approaches to Promoting Positive Behaviour

Pupil participation

We see pupil participation as vital in maintaining a positive ethos and this is ensured through regular Circle Times, Pupil Council and making time to listen to the children. Pupils are also involved in the promoting positive behaviour process through:

- Playzone Leaders
- Lunch Hall Supervisors
- Committees
- Litter Pickers
- Wet Weather Monitors
- Junior Leadership Team
- Lunch Club Leaders
- P7 Buddies

Support

We offer support groups for our pupils including:

- Nurture Groups
- Seasons for Growth (supporting significant loss and bereavement)
- Social skills groups
- Bounceback programme
- Mindfulness
- Lunch time support clubs

Rights Respecting School

St. Clare's Primary School is a Rights Respecting having received the Silver Award in 2019. All members of the school community work together to put into practice and develop an understanding of what it is to be a Rights Respecting School. Pupils are aware of the associated responsibilities they have to promote a rights respecting ethos within the school.

Behaviour Charts

Challenging behaviour may result in the issue of a behaviour chart following consultation with Parents/Carers and pupil. It is essential that communication with Parents/Carers is maintained to ensure approaches are upheld between home and school as part of our partnership work.

In Service

Training relating to Behaviour Management Policies will be frequently revisited.

Racist and Bullying Behaviour

Any incident of racist, discriminatory or bullying behaviour is unacceptable and will be recorded by the authority and are reported annually. We are committed to challenge all prejudice-based bullying and language – including that based on protected characteristics. Parents of pupils involved will be contacted by the school.

“Bullying is both behaviour and impact; what someone does and the impact it has on the other person’s capacity to feel in control of themselves. We call this their sense of ‘agency’. Bullying takes place in the context of relationships. It is behaviour that can make people feel hurt, threatened, frightened and left out and it can happen face to face and online.” (respect me, Scottish Government, 2015)

Whilst we recognise that the internet provides many positive opportunities for communication and learning, we also know that bullying can take place online. As part of our approach to using digital media appropriately, the children learn about online bullying through our Anti-Bullying week assemblies and class Health and Wellbeing lessons. We also ask our families to complete and discuss the Digital Responsible User Agreement which is completed at the start of each school year. Specific guidance for parents on how to prevent online bullying and advice on using social media including parent settings and the minimum age for membership has been published by Police Scotland and can be found here: [Police Scotland Social Media Guidance](#).

The rights of children are covered under the UN Conventions of the Rights of the Child. A right is a basic need, rather than an entitlement or expectation. We recognise that children need to be protected from bullying behaviour so that they can survive, develop and participate in a fulfilling life. Bullying is a recognised breach of Children’s Rights and in some cases may be an offence within law. Where incidents go beyond the scope of our own school’s positive behaviour policy, we will follow East Renfrewshire’s Standard Circular 8a, “Bullying, Prejudice-based Bullying and Racism”.

Review

This policy will be reviewed annually to take account of authority guidelines, needs of the school and pupil/parental concerns.