



Positive Behaviour Position Statement





Introduction & Rationale

All of the staff in St. Patrick's Primary School are committed to establishing an atmosphere throughout where children feel safe, secure, happy and have opportunities to reach their full potential.

"The best interests of the child must be a top priority in all decisions and actions that affect children. Schools must do all they can to make sure every child can enjoy their rights by promoting and protecting children's rights. Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously."



(UNCRC, Article 2, 3, 6 & 12; online)

This policy has been written by the school, building on national best practice, The Education Welfare Act (2000), Glasgow City Council guidance and GIRFEC principles. It will be reviewed systematically.

Our Mission Statement

Our mission in St. Patrick's Catholic Primary School is to ensure we identify and support the God-given skills and talents of each and every child in our care.

We are a collaborative community that creates, supports, facilitates and organises rich learning experiences and opportunities, in and out with school, that motivate, inspire and ignite curiosity in our children's learning.

We enable all of our children to flourish and become Successful learners, Confident Individuals, Effective Contributors and Respectful Citizens.

We are an inclusive school that is rich in diversity and we embrace our cultural differences and learn from each other.

Our school values are Responsibility, Respect and Resilience - all of which are nurtured and nourished through our positive relationships.



Guiding Principles of Policy

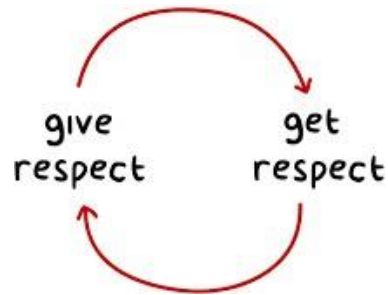
The key values underlining the schools ethos are to encourage pupils to develop independence by accepting responsibility for their own behaviour and by promoting self- discipline and self-control. Interpersonal skills are also developed which help pupils to work co-operatively, solve problems and resolve conflicts appropriately in a restorative fashion.



The aims of this policy are;

- ✓ To promote the safety and well-being of everyone within our school community
- ✓ To empower our young people to speak respectfully, honestly and openly about their concerns
- ✓ To create an atmosphere permeated in respect
- ✓ To promote the safety and well-being of everyone within our school community
- ✓ To foster caring attitudes to one another and to the environment
- ✓ To provide guidance for pupils, teachers and parents on behavioural expectations
- ✓ To facilitate the education and development of every child

Roles and Responsibilities of Children



RESPECT

At St Patrick's Primary School, we foster a respect for all of God's creations through courtesy, kindness and consideration for all people's beliefs, feelings and our environment.

Classroom/learning environment	School	Dinner Hall	Playground	Trips
<ul style="list-style-type: none"> - I can accept constructive feedback - I aim to be on time for school - I respect other peoples' right to learn - I can be a good listener - I can follow simple instructions. - I will try to complete work that has been organised for me by my teacher - I respect the schools' property - I respect my peers' property - I can tidy away resources in the right place. - I can say please and thank you. - I can wait my turn. - I can use positive language. - I can use my thumb on my chest if I know the answer. 	<ul style="list-style-type: none"> - I walk into school in an appropriate manner. - I can walk my bike/scooter/etc around to the playground. - I can wear the appropriate uniform - I respect the schools' property - I can move quietly through the corridors. - I knock before entering a classroom - I can say please and thank you. - I can practise patience and wait my turn for something - I can help others. - I can hold the door for someone. - I can use positive language. - I can respect the wall displays. - I can stand in a line. 	<ul style="list-style-type: none"> - I can queue sensibly - I can use good manners (please and thank you) - I can sit sensibly - I can practise patience - I can speak using appropriate volume - I can put rubbish in the correct bins - I can stack trays properly - I wait for the teacher to dismiss me - I can act as a good role model to those around me - I can use positive language 	<ul style="list-style-type: none"> - I can treat others with kindness - I can invite others to play - I can keep my hands and feet to myself - I can follow adults' instructions - I can share playground equipment with others. - I can take turns. - I can offer support to those who need it. - I can congratulate a peer who has won. - I can recognise other people's successes. - I can use playground equipment safely. 	<ul style="list-style-type: none"> - I can wear the appropriate school uniform. - I can listen to adult instruction. - I can put my rubbish in a bin. - I can travel safely. - I can use positive language. - I can use good manners (please and thank you) - I can queue sensibly. - I can follow instructions. - I can stay with my group. - I can practise patience

Assessing Resilience



RESILIENCE

At St Patrick's Primary School, we believe that by working together and focusing on developing positive, nurturing relationships we will in turn continue to build on our pupils' strengths and resilience.

Classroom/learning environment	Wider School	Dinner Hall	Playground	Trips
<p>I can practise growth mindset in the classroom.</p> <p>I have high aspirations for what I want to achieve, and I know it takes hard work.</p> <p>If I can't do something yet, I know I can try and try again until I learn.</p> <p>I know that it is okay to make a mistake.</p> <p>Mistakes are key to our learning because we can learn from them.</p> <p>I know that it takes practice if I want to improve at something.</p> <p>I can see what I have done well, and can accept what I need to work on to improve.</p> <p>I can practise self-motivation across the curriculum.</p>	<p>I can accept that there are school rules, and if they are broken there may be consequences.</p> <p>I know that I must work hard at something if I want to improve.</p> <p>I can work with others to overcome barriers to achieve both in school and beyond.</p> <p>I can celebrate both my own achievements and the achievements of others.</p>	<p>I know I have to wait patiently before I can order my food.</p> <p>I can accept disappointments – perhaps the food I wanted was all gone.</p> <p>I can use my own knife and fork to cut and eat my food.</p> <p>I can celebrate another classes success at winning the lunchbox</p>	<p>I can stand up for myself.</p> <p>I know when I need to walk away from a situation.</p> <p>I can regulate my emotions if I lose a game.</p> <p>I know that the most important thing is to take part in a game; it is not winning or losing.</p> <p>I know I can speak to an adult if I need support.</p>	<p>I can follow the rules of transport and ensure that I always look after my own safety and the safety of others.</p> <p>I can accept disappointments; some things are out with our control.</p> <p>I know that the weather in Scotland is often-times wet and this may have an impact on a trip.</p>



RESPONSIBILITY

At St Patrick’s Primary School, we strive to create a positive ethos and culture which promotes positive relationships and an inclusive environment for all within our community.

Classroom/learning environment	Wider School	Dinner Hall	Playground	Trips
<p>I will be honest.</p> <p>I will be a positive role model.</p> <p>I will ensure I am respectful of other pupils’ and adults’ rights.</p> <p>I will be helpful to all adults and pupils.</p> <p>I will be supportive to all adults and pupils.</p> <p>I will listen to all adults and pupils.</p> <p>I will work with visitors and show them how I learn best.</p> <p>I will care for and help other people to be safe.</p> <p>I know that everyone is different and can celebrate this (learning, culture and religion).</p> <p>I will be in the right place for the right activity at the right time.</p>	<p>I will hold doors for all staff; pupils and visitors.</p> <p>I will move safely around the school.</p> <p>I will help others if they need it.</p> <p>I will ensure I am respectful of all pupils and adult’s rights.</p> <p>I will listen to all staff, pupils and visitors.</p> <p>I will care for and help everyone at our school be safe.</p> <p>I can celebrate my peers good work and achievements.</p> <p>I know that everyone is different and can celebrate this (learning, culture and religion).</p> <p>I will be in the right place for the right activity at the right time.</p>	<p>I will listen to members of staff in the dinner hall.</p> <p>I will line up quietly.</p> <p>I will stay in my place when I am lined up.</p> <p>I will have good manners.</p> <p>I will speak at an appropriate level.</p> <p>I understand that everyone has different likes and dislikes.</p> <p>I will say thank you and please when I am served my food.</p> <p>I can celebrate when other classes are recognised for good behaviour.</p> <p>I can help new students or adults to understand the rules of the dinner hall.</p>	<p>I will be a role model to other children.</p> <p>I will line up when the bell rings.</p> <p>I will do as I am told by adults outside.</p> <p>I will share equipment with other.</p> <p>I will include everyone.</p> <p>I will listen to other pupils outside.</p> <p>I can go to a health and wellbeing champion or adult if I am worried about a friend.</p> <p>I can go to a health and wellbeing champion or adult if I need help.</p> <p>I will be a good winner and loser in outdoor games.</p> <p>I will participate positively in games with others.</p>	<p>I will walk safely or I will sit appropriately in transport on taking me to my trip.</p> <p>I will promote positive school image.</p> <p>I will be where I am supposed to be.</p> <p>I will follow the leader’s instructions immediately.</p> <p>I will be polite to everyone.</p> <p>I will act appropriately at all times.</p> <p>I will complete tasks that I am asked to do.</p> <p>I will assist others if required.</p>



Roles and Responsibilities of Parents/Carers



“Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child’s increasing capacity to make their own choices”.

(UNCRC, Article 5, online)

Parents/carers can support the school in the promotion of positive behaviour by;

- ✓ Ensuring their children attend school regularly and punctually
- ✓ Encouraging their children to do their best
- ✓ Encouraging their children to take responsibility for their actions
- ✓ Co-operating with the school
- ✓ Attending meetings at the school if requested
- ✓ Sharing any relevant information with the school which may affect their child’s behaviour



Roles and Responsibilities of Key Adults



“Children and young people have the right to education no matter who they are: regardless of race, gender or disability; if they're in detention, or if they're a refugee”.

(UNCRC, Article 2,3 & 28 online)

Key adults can support the school in the promotion of positive behaviour by;

- ✓ Prioritise the formation of genuine, authentic relationships
- ✓ Utilise consistent approaches
- ✓ Treat all children with respect and dignity and to implement practice in a fair, consistent and reasonable manner
- ✓ Follow the St Patrick's Way approach to promoting positive behavior.
- ✓ Take part in restorative conversation with pupils involved in any incident and come to an agreement together on what their next steps should be

The St. Patrick's Way

The St. Patrick's Way

1

CLASSROOM BASED

Disruption of learning, impact on others, behaviour not in line with our school values

First instance:
Acknowledge behaviour and use of quiet prompting
Reminder of rules
Warning
Last chance
Time to talk
Restorative conversation

30 Second Script
I noticed that you are... Our rules are...and you don't appear to be showing that you are being (rule) at the moment. DO you remember last week when you...(add positive reference). That's who I need to see right now. Thank you for listening

Restorative Conversation
1. What happened? 2. What were you thinking at the time? 3. Who has been affected by the actions? 4. How have they been affected? 5. What needs to be done to make things right? 6. How could we do things differently in the future?

Discuss and implement consequence where appropriate. CT with pupil home/school communication plan 10 minute restorative reflection at break or lunch

2

REFERRAL TO PASTORAL LEAD

Disruption of learning, impact on others, repeated instances of undesirable behaviour, not in line with our school values

Pastoral lead reaffirms expectations based on school values as part of restorative conversation

Pastoral lead reaffirms class teacher's input from level 1

Implement appropriate consequence in addition to any level 1 consequence

Inform parent(s)/carer of persistence of undesirable behaviour and subsequent consequences

3

HT INVOLVEMENT




Persistent and sustained pattern of undesirable behaviours, not in line with our school values. Ongoing concerns about child's wellbeing and impact on learning for self and others

Pastoral lead meets with HT to discuss continued pattern of undesirable behaviour

Arrange meeting with parent(s), carers and pastoral lead / HT if appropriate

Discuss continued concerns. Explain potential consequence in line with action

Multi-agency involvement where appropriate



Incident Reporting



Incident Report



Student:		Date:	
Class:			
Teacher:		Referred by:	
Location:			
- Classroom <input type="checkbox"/>	- Corridor <input type="checkbox"/>	- GP Room <input type="checkbox"/>	- Other _____
- Toilets <input type="checkbox"/>	- PE Hall <input type="checkbox"/>	- Dinner Hall <input type="checkbox"/>	
- Staircase <input type="checkbox"/>	- Trip <input type="checkbox"/>	- Pitch <input type="checkbox"/>	
- Dinner Hall <input type="checkbox"/>	- Playground <input type="checkbox"/>		
Reason for Referral			
Relationships	Respect	Resilience	
Repeated Minor (3rd instance)			
- Argument with peers <input type="checkbox"/>	- Bad language <input type="checkbox"/>		
- Ignoring a staff member <input type="checkbox"/>	- Low level disruption <input type="checkbox"/>		
- Small scale vandalism <input type="checkbox"/>	- Stealing <input type="checkbox"/>		
- Deliberate disobedience <input type="checkbox"/>	- Aggression <input type="checkbox"/>		
Major			
- Endangering a staff member or pupil <input type="checkbox"/>			
- Verbal assault towards staff <input type="checkbox"/>			
- Absconding <input type="checkbox"/>			
Possible Motivation:		People involved:	
- Attention from peer(s) <input type="checkbox"/>	- attention from adults <input type="checkbox"/>	- Peers <input type="checkbox"/>	
- Avoiding peer(s) <input type="checkbox"/>	- avoiding adult <input type="checkbox"/>	- Staff <input type="checkbox"/>	
- Avoiding activity/work <input type="checkbox"/>	- Obtaining item/activity <input type="checkbox"/>	- Other <input type="checkbox"/>	
- Don't know <input type="checkbox"/>	- Other _____	_____	
Previous minor incident details:			
Date 1:	person/people involved:		
Date 2:	person/people involved:		
Teacher action taken before referral			

Management Response			
- Specialist referral (e.g., RTLB, counsellor) <input type="checkbox"/>	- Parent contact <input type="checkbox"/>		
- Kept in at break <input type="checkbox"/>	- kept in at lunch <input type="checkbox"/>		
- Sent home <input type="checkbox"/>	- Conference with student <input type="checkbox"/>		
- Loss of privilege <input type="checkbox"/>	- Individual instruction <input type="checkbox"/>		
- Other _____			
Parent/guardian contacted:			
Called <input type="checkbox"/>	in person meeting with PT <input type="checkbox"/>	in person meeting with DHT <input type="checkbox"/>	in person meeting with HT <input type="checkbox"/>
Comments:			

