



**Introduction/ Purpose of the Policy:**

This Positive Relationships Policy has been produced by the school community working collaboratively and it clearly reflects the vision, values and aims of our school.

It also sets out our clear expectations of behaviour that are consistent across the school.

The staff and children seek to maintain an environment which encourages and reinforces good behaviour and positive attitudes. This policy explains the consequences should misdemeanours arise.

**This policy should be read in conjunction with 'Getting It Right for Every Learner in Renfrewshire: Promoting Positive Relationships,' Renfrewshire Council, May 2014.**

**Rationale:/ Guiding Principles:**

*"Curriculum for Excellence cannot be delivered without good relationships and positive behaviour. Children and young people should feel happy, safe, respected and included in the learning environment and all staff should be proactive in promoting positive behaviour in the classroom, playground, and wider learning community. Underpinning this is the emotional health and wellbeing of staff."*

(Building Curriculum for Excellence Through Positive Relationships and Behaviour - Behaviour in Scottish Schools Research 2009, Scottish Advisory Group on Behaviour in Schools, Positive Behaviour Team).

**As a 'Rights Respecting School,' we believe that:**

**All children have the right to education (Article 28)**

**All children have the right to be protected from danger (Article 19)**

**Education should develop each child's personality and talents to the full.**

**It should encourage children to respect their parents, and their own and other cultures (Article 29)**

At St. Fillan's RC Primary School, we want to make sure that our children are happy and have maximum opportunities to learn effectively. We want our children, for example, to learn; to read and write, how to play together, how to discover, how to make things, and last but not least, how to behave well towards each other, their teachers and their parents. They will do this through learning to live by Gospel values and respecting the

United Nations Rights of the Child. We want them to develop and maintain positive relations and behaviour within our learning communities which is central to the successful delivery of Curriculum for Excellence and the implementation of Getting It Right for Every Child. (GIRFEC)

At St. Fillan's, we like to work alongside parents to encourage children to develop as fully as possible. We want to help our children to:

- Grow Personally
- Grow Emotionally
- Grow Socially
- Grow Academically

We are particularly concerned with good behaviour. We believe that good behaviour needs to be carefully developed. It is too important to be left to chance. We think young children learn best when they are clear about what they are supposed to do and when they are continually encouraged to do it.

#### Promoting Positive Behaviour:

In St. Fillan's Primary School, we are committed to a system of positive behaviour management. It is important that every member of the staff team is clear about their roles and responsibilities for consistently applying the agreed policy for managing behaviour. Everyone, staff and children alike, must be clear about our expectations of good behaviour and the strategies in place to secure this.

#### This policy sets out:

1. What we think are the benefits of good behaviour?
2. What we mean by good behaviour?
3. How we encourage good behaviour in our school?
4. How we discourage inappropriate behaviour?

#### 1. The Benefits of Good Social Behaviour:

At St. Fillan's, we believe that because staff, pupils and parents value good social behaviour and that everyone in the school community benefits from consistent standards and expectations:

#### CHILDREN:

- Learn what good behaviour means.
- Learn to care for one another.
- Learn the value of friendship.

- Develop self-confidence.
- Do as well as possible in their school work.

### TEACHERS:

- Can teach effectively with few behaviour problems.
- Meet the needs of all pupils.
- Make positive contact with parents.
- Develop personally and professionally.

### PARENTS/FAMILIES:

- Feel confident that their children are growing emotionally, personally, socially, academically and spiritually.
- Know that their children will receive support when they need it.
- Feel welcome in school to discuss their children's progress in a positive atmosphere.

## 2. Roles and Responsibilities:

### A The Role of the Senior Leadership Team:

- Ensure the implementation of local and national policy.
- Ensure staff are clear about their roles and responsibilities.
- Ensure staff consistently implement the guidance outlined in the 'Promoting Positive Relationships and Behaviour' policy.
- Involving all staff and partners in policy review.
- Identify the needs of children and provide support as appropriate using the GIRFEL model.
- Engage all staff in developing an ethos of achievement by promoting positive relationships.
- Provide professional learning opportunities to support all staff.

The Principal Teacher will support the Head Teacher with the above.

Concerns or worries should be communicated to the appropriate member of Staff or the SLT as soon as they occur. (SEE APPENDIX 1 FOR FURTHER GUIDANCE - School Code of Contact).

Primary	Member of Staff Responsible
Primary 1-3	Mrs Jacqueline McPherson (Principal Teacher).
Primary 4-7	Mrs Claire Mackenzie (Head Teacher)

The promoted staff are available to reinforce a teacher's position and to take any further action required. Serious breaches of discipline will be dealt with immediately by promoted staff.

### B. The Role of the Class Teacher:

- Ensure the implementation of local and national policy by following the principles and practice outlined in the 'Promoting Positive Relationships and Behaviour' policy and consistently follow all guidelines.
- Actively engage in the review of policy and consultation process.
- Administer the 'Promoting Positive Relationships and Behaviour' Policy Contract at the beginning of the school session and encourage pupils to read and sign with their parents.
- Exert responsibility for any inappropriate behaviours which occur within the context of the classroom.
- Ensure there is a positive classroom climate of mutual respect and trust.
- Seek every opportunity to promote and develop positive relationships between staff and pupils.
- Promote pupil voice in classroom management and behaviour strategies.
- Keep parents and carers informed if there are ongoing issues around behaviour.
- Develop their behavioural management skills by engaging in professional development through training, collegiate time or professional reading.

### C. The Role of Pupils:

- Understand and acknowledge their role in being responsible for their own actions.
- Show respect towards the adults who have a 'duty of care' to support them when they do not make the right choice, even when there are consequences.
- Understand that rights and responsibilities are interlinked and there are consequences for making poor choices.
- Know who can support them when they are faced with challenging situations.
- Reflect on the choices that they make and the behaviours they display in accordance with the Gospel Values.
- Sign and agree to the terms outlined in the 'Promoting Positive Relationships and Behaviour' Policy Contract at the beginning of the school session
- Follow the School Rules and the rules embedded in the 'Class Charter.'
- Follow the 'Playtime' and 'Lunch Hall' Charters to ensure there is a shared understanding of appropriate behaviour and conduct out with the classroom setting.
- Be good role models and 'lead by positive example' around peers and younger pupils.
- Actively engage in policy review and consultation.

- Make effective use of their voice through - making suggestions and sharing thought and views with peers, staff and the SLT.
- Learn from their mistakes.

#### D. The Role of Parents/Carers:

Effective home-school partnerships are essential to ensure that each child grows, develops and reaches their full potential. In St. Fillan's Primary School, we welcome the involvement of parents in the work we do and we provide parents with opportunities which encourage meaningful engagement with the school and their child's education.

With regards to promoting positive behaviour, we aim to inform and involve parents fully from the outset by:

- Encouraging parents to be involved in policy review/ consultation.
- Ensuring parents are informed when serious incidents occur.
- Providing access to our policy via the school website.
- Providing feedback to parents in terms of celebrating achievement in the newsletter and via Social Media.
- Meeting with parents and children to set behavioural targets and review their progress when necessary.
- Providing supports and strategies that will reinforce positive behaviour at home and school.

**We appreciate that parents, carers and families are by far the most important influences on a children's lives therefore we are committed to working with parents to help them adopt a supportive role in their children's learning in order to make a difference to improving their achievement and behaviour.**

#### 2. What we mean by 'Good' Behaviour? (Rules)

##### Class Charters:

We use the 'United Nations Rights of the Child' to promote good behaviour. Our school charter says:

##### Everyone has the right to their own opinion (article 12)

- So, we will show respect to everyone through the way we act and speak and we will be good ambassadors for St Fillan's.

##### All children have the right to an education (article 28)

- So, we will follow instructions first time given, and we will take care of our school and everything in it.

### All children have a right to be protected from danger (article 9)

- So, we will always walk around school.

This behaviour is encouraged in every area of school activity and pupils are helped to recognise examples of good behaviour at all times. Each class also has its own class charter. Children are regularly reminded of class and school rules.

Pupils are reminded about the principles of the 'Playground and Lunch Hall' Charters at weekly Assemblies.

### The St Fillan's Standard - Our School Rules:

In St. Fillan's Primary School, we have the highest ambitions for all our children and this is underpinned by our school motto "WE ARE LEARNING, GROWING AND SUCCEEDING TOGETHER". To be able to achieve our vision, it is important that we follow the four core school rules which are underpinned by the value of 'kindness:'

1. Kind Hands - We will use of hands to help, share, play and care for one another.



2. Kind Feet - We will use our feet to be active and refrain from using our feet in unkind ways, for example: kicking.



3. Kind Words - We will be respectful, responsible and show tolerance towards others. We will refrain from choosing unkind words or using inappropriate language.



4. Kind Heart - We will care for others and show empathy. We will be good friends and support each other.



### *Behaviour Management Strategies to Promote Positive Behaviour in our School:*

#### **REWARDS:**

Rewards are developed to encourage children to repeat positive behaviour and to contribute to a child's self-esteem. Rewarding one pupil can encourage other pupils to copy behaviours which result in praise; they also help to build up positive relationships between teachers and pupils.

At St. Fillan's Primary, we try to catch the children being good at every opportunity, focusing on rewarding the positive to encourage all to achieve.

#### *Individual Class Based Rewards and Classroom Management:*

As positive relationships and positive behaviour are interlinked, it is important that Class Teachers and pupils build the ethos in their classrooms around this theme.

Pupils are actively involved in the decision-making process by discussing and outlining class-based behaviour strategies that are relevant and meaningful to them in terms of age and stage.

Ensuring positive behaviour within the classroom is the responsibility of each class teacher and additional members of staff within the classroom. A calm and respectful atmosphere in a classroom is the foundation of effective learning. Teachers and support staff should model positive behaviour at all times by the way they speak and behave to each other and the children.

At the beginning of each term, each class will agree and display a set of class rules (Class Charter) that the children believe will help them learn most effectively. This will then allow the children within each class, to take ownership and responsibility for their own working environment.

A **consistent approach** is essential to reinforcing boundaries of acceptable behaviour.

**Examples of Class Based Rewards may include:**

- Class Dojo Point system - individual, group and whole class point system.
- Stickers, stampers.
- Verbal and recorded praise - in written work or homework diaries.
- Group awards - organised working areas, team work etc.
- Whole class awards - working together to achieve a whole class target/goal.
- Praise pads - 'Catch them being good!'

(Please note that this list is not exhaustive).

**CONSEQUENCES:**

Consequences of inappropriate behaviour at class-based level are at the discretion of the class teacher and are based on professional judgement and a sound knowledge of the individual child and their needs.

When inappropriate behaviour escalates beyond a red card and is of a more serious nature, then the consequences enforced will be at the discretion of the Senior Leadership Team and will reflect the nature of the misdemeanour.

**Consequences may include:**

- Reflection Time during playtime or lunchtime or for part of playtime and lunchtime. (Please note that pupils will always be entitled to toilet breaks and permission to eat their lunch or snack).
- A verbal apology to another pupil or member of staff.
- A written apology to another pupil or member of staff.
- Withdrawal from certain events/activities (out with the core Curriculum).

In these circumstances, parents will be informed either via letter or telephone call (Stage 4 and 5 intervention) about the consequences that have been put into place.

Please note, that we can only share information and discuss the behaviour exerted by individuals to their parents/carers and cannot discuss other children.

### Consequences will be given for the following behaviour-

- Fighting / inappropriate behavior.
- Displaying a bad attitude / disrespect/ not living by our core values.
- Refusing / failing to follow an adult's instructions.
- Being dishonest /lying.
- Repeated / serious name calling.
- Bullying.
- Racism.
- Stealing.
- Swearing / using inappropriate language.
- Inappropriate answering / talking back.
- Damaging property/ vandalising.
- Failing to carry out assigned duties / take account of warnings.
- Other - as detailed in a letter/ phone call home.

(Please note, that this list is not exhaustive).

### Whole School Positive Behaviour Strategies:

#### 1. House Points/ House Families:

In St. Fillan's Primary School, each child is allocated a House Family from the day they join our school and they work as part of a team to collect points (plastic tokens) for their House.

We have four House Family Groups who are named after the excellent example set by four Saints:

**Ninian - Blue**

**Margaret - Yellow**

**Columba - Red**

**Ogilvie - Green**

Each child is presented with a House Family badge at the beginning of each school session and points are rewarded for pupils who wear their House badge on a regular

basis and each House Family has a Captain and a Vice Captain who are responsible for leading by examples and supporting the members of their family.

- House points are rewarded to pupils on a daily basis for pupils who go over and above the St. Fillan Standard such as displaying lovely manners, exceeding expectations in terms of class work or homework, being kind and helpful and so on.
- The House point's week runs from a Monday to a Thursday each week.
- The Primary 7 House Captains count the House Points on a Thursday afternoon and they are responsible for liaising with Mrs Kelly, our Classroom Assistant who ensures the House Display walls are updated in the Central Area.
- At Assembly time children sit in their Houses.
- The House with the most House points in a week receives an additional reward of an extra ten minute play on a Monday morning. If it is raining, the extra time rolls over to the next day when the weather is more favourable.
- Points are then banked for each House and a running termly record kept.
- The banked points are then totalled at the end of the term and a House Reward is given to the winning House e.g. House party, House 'cinema' experience in the gym hall, visit to the local play park etc. Pupils in each House Family are given the opportunity to express their views and discuss the type of reward that they would enjoy at the beginning of the year during our 'Welcome Assemblies.'

## **2. School Values Certificates:**

- Class teachers nominate two pupils per class for pupils who have been identified as upholding the school ethos and values. Certificate and stickers are presented at our weekly 'Celebration of Achievement Assembly' and we do our best to share photographs of weekly winners through our closed Facebook page.
- Class Teachers should try to make sure that everyone has a fair opportunity of receiving this praise by keeping a class log of who has been selected. This achievement is also recorded in the whole school 'Golden Book.'

## **3. Pupil of the Week:**

- Class teachers nominate two pupils to receive the "Pupil of the Week" award each week for the 'Celebration of Achievement Assembly.' Pupils are chosen for truly exemplary effort, behaviour, achievement etc. Pupils of the Week receive a certificate and a sticker at Assembly and we do our best to share photographs of weekly winners through our closed Facebook Page.
- Class Teachers should try to make sure that everyone has a fair opportunity of receiving this praise by keeping a class log of who has been selected. This achievement is also recorded in the whole school 'Golden Book.'

## **4. Golden Ticket Tea Party:**

- Each month, the Head Teacher hosts a 'Golden Ticket Tea Party,' for two pupils in each class who deserve special recognition for their efforts in class.
- The Class Teacher nominates one pupil and the other children nominate the second winner. Reasons are provided and are shared with pupils after their visit to the Tea Party.
- The winners receive a golden envelope inviting them to the Tea Party and are awarded with a certificate at the 'Celebration of Achievement Assembly' and we do our best to share photographs of weekly winners through our closed Facebook page.
- This strategy helps to build positive relationships between children at different stages and with the SLT.

**5. Head Teacher/Principal Teacher/Support Staff Rewards:**

- Any stickers/rewards/praise pads/prize box the SLT or Support Staff give during the week are to be seen as separate and an added extra to the praise the teacher has given or for identified achievements outwith the classroom setting.
- These rewards are awarded in a responsive manner with no formal recording or monitoring.

**6. Head Teacher's Weekly 'Class Act:'**

- This reward highlights the importance of pupils working as part of a team.
- From weekly observations and class visits, the Head Teacher chooses a class who will receive the 'Class Act' Trophy to be displayed on their door. The Head Teacher celebrates the achievements of the identified class during the weekly 'Celebration of Achievement Assembly.'
- This reward highlights the importance of pupils working as part of a team.

**7. 'Eco Warrior' Class Award:**

- This reward also highlights the importance of pupils working as part of a team.
- The 'Eco Warrior' Trophy is an Eco Committee award which is awarded to a class who have been committed to 'Flying the green flag' and promoting whole school eco initiatives. This is also awarded on a weekly basis.

**8. Termly Head Teacher's Awards - Special Assembly:**

- There is a special 'Head Teacher's Assembly' prior to the school closing for a formal holiday. (October, December, March and June). Pupils are identified by the SLT, Class Teacher's, Support Staff and any other member of the school community for outstanding achievement and they are rewarded with a special certificate and individual/group recognition. Pupils are recognised for achievements such as:
  - Going the extra mile.
  - Leading by example.
  - Leadership skills.
  - Using their initiative to bring about change.
  - Being excellent ambassadors for our school.
  - Competition/Event Achievements helping to raise the profile of the school.

- Identified wider achievements benefitting themselves as individuals, the school and local community.
- Showcasing their talents to the peers/local community and having the confidence to shine!
- Recognition for achievements within the four capacities of CfE - Responsible Citizens, Effective Contributors, Confident Individuals and Successful Learners.
- Achievements within their roles and responsibilities - Captains/Vice Captains, Committee Groups, Buddies, Learning Buddies, Playmakers etc.
- Playground achievements - outstanding behaviour, supporting peers.
- Promoting of the Gospel Values and examples of faith in action - helping the vulnerable in society.

(Please note that this list is not exhaustive).

### 9. Awards Ceremony:

- These are prestigious and are presented at the end of the school session. Parents and Carers are invited to attend and these awards recognize and celebrate the achievements of those children who continuously exceed the St. Fillan's Standard.

### 10. PATHS:

In St. Fillan's Primary, we have recently introduced the PATHS (Promoting Alternative Thinking Strategies) Programme which is underpinned by the key principle:

**"Treat other people, as you would like to be treated."**

We use PATHS as a proactive approach to developing social and emotional learning to further encourage excellent standards of behaviour in St. Fillan's.

The PATHS programme focuses on the following key areas:

- Self-awareness
- Self- management
- Social awareness
- Relationship skills
- Responsible decision making

PATHS is designed to teach children essential life skills including the ability to make sensible choices about personal and social behavior.

Children are encouraged to manage their own emotions and behaviours. They learn about regulating their emotions and developing resilience and perseverance. They will

also be guided with respect to conflict situations and will be encouraged to develop empathy for others.

In addition, they are encouraged to make positive relationships and work in teams. They learn about treating others fairly.

Children are taught strategies for calming down (STOP, BREATH, FEEL). This will give the children the chance to identify what they are feeling and what the cause is. This then helps the child reflect on more appropriate choices.

The children will also learn to give and receive compliments. They will be given opportunities to practice giving compliments to their peers by selecting a 'Pupil of the Day,' and compliment sheets will be sent home for Parents to be involved in the process.

We anticipate that the PATHS programme will equip our young people with the emotional skills and maturity to minimise unacceptable behavior.

#### **11. Golden Time:**

Following an extensive consultation process with the whole school community, we are currently piloting a whole school 'Golden Time' intervention. The way that we implement this positive behaviour strategy will grow and develop when we review the implementation of the pilot in due course. Any identified changes will be updated in this policy.

It is important that the implementation of this pilot is consistent across the school as it is a whole school initiative and that the guidance (SEE APPENDIX 2) does not over complicate the use of the chart or take anything away from the skilled professional judgement of staff.

##### **A. Golden Time Principles:**

- Golden Time is a reward for the majority of children who always behave well and as a result, sometimes do not get the full attention they deserve. It is founded on the basis of encouraging pupils to make good choices.
- There are underlying benefits associated with adopting 'Golden Time' as a whole school approach. Recognised benefits include: the development of learning outcomes for pupils associated with social and emotional intelligence, citizenship and health and wellbeing. Golden Time provides opportunities for pupils to develop 'softer' skills such as sharing, caring, listening, co-operating and communicating with one another.
- Golden Time is also an ideal opportunity to further develop positive relationships with peers and staff as Class Teachers will be involved in facilitating different group activities from week to week.

- It is important to note that the core school values of: Respect, Responsibility, Faith, Success, Team Work and Trust are central to the high expectations and standards that are encouraged in the promotion of positive relationships and behaviour in our school.

The staff in St. Fillan's recognise that 'Golden Time' is only one positive behaviour strategy and there will be pupils who will find this to be challenging. Therefore, additional supports/ professional judgement will be used to support pupils who find it challenging to regulate specific behaviours. In this instance the school will follow the Renfrewshire Council Policy: 'Getting it Right for Every Learner in Renfrewshire: A Partnership Approach for Additional Support Needs,' May 2013.

#### **B. Golden Time Practice:**

- Golden Time activities need to be special and different to anything else that goes on throughout the week.
- Each teacher agrees with their class a number of activities which will be on offer. A list will be provided every week and pupils specify their preference on a visual class chart. This helps pupils to keep their goal in focus. From time to time, pupils will be encouraged to take part in unfamiliar activities with a friend/ peer group to further develop their skills in specific areas.
- The more exciting the activities the better behaved the children will be as they will be keen to keep their Golden Time. Therefore, it is the responsibility of all of us to keep Golden Time truly GOLDEN.
- Golden Time is a special time in ST. Fillan's Primary School and the whole school is involved in trying to make it as special as we can.

#### **C. How Golden Time is Organised?:**

- Each child starts every week with **30 minutes** of allocated Golden Time. It is important to note that each day and every week is a fresh start for every child. If pupils 'lose' golden time when yellow carded, they are given the opportunity to earn back their lost time through reflecting and acting upon their chosen inappropriate
- Golden Time takes place on a Friday between: 2.20 and 2.50pm.

#### **D. Monitoring Golden Time:**

- Each class has a 'Good to be Green' Chart (SEE APPENDIX 2) which is the main tool used for tracking and monitoring 'Golden Time.'
- The SLT will build momentum and make regular 'Spot Check' visits to classes throughout the week to 'Check in' with how pupils are doing in relation to the number of minutes that pupils have managed to retain. Support will be provided in a responsive manner to pupils who require a helping hand to get back on track.
- The 'Golden Time Record Sheet' is circulated among staff on a Friday before lunch and is returned to the Head Teacher.
- The SLT have a duty of care to ensure ongoing behaviour issues or incidents of a more serious nature are recorded on the Pastoral Notes recording system.

### **E. Special 'Golden Times':**

- At the end of each term, we will have a 'Special Golden Time,' where pupils will be invited to bring in a special toy/game from home, should they wish to do so or participate in a themed 'Golden Time.' Please note that mobile phones will not be permitted to be used and gaming software which exceeds the age and stage of pupils.

### **F. Golden Time - Consequences, Reflection Zone and Restorative Practice:**

#### **1. CONSEQUENCES:**

- Class Teacher's will facilitate a discussion with pupils at the beginning of a school session around the types of behaviour that may merit the receiving of a yellow or red card. It is important that behaviours are identified in terms of the age and stage of pupils in each class. The shared inappropriate behaviours will be displayed in class as a visual reminder to staff and pupils. This will also assist visiting adults and staff and outlines clear expectations and standards of desirable behaviour in each class.
- If however, misdemeanours occur, we have five clear staged intervention steps that we put into place to address inappropriate behaviour (SEE APPENDIX 3). These steps are in line with the staged intervention steps within the 'Good to be Green' process.

#### **2. 'REFLECTION ZONE':**

- Children who are on a red card should come to the 'Reflection Zone' during Golden Time. The 'Reflection Zone' will be taken by the member of Senior Leadership Team who has responsibility for the child's stage.

Time Scale	Stage	Reflection Zone Facilitator
August - October	Primary 1 - 3	Mrs McPherson - Principal Teacher
	Primary 4 - 7	Mrs Mackenzie - Head Teacher
October - December	Primary 1 - 3	Mrs Mackenzie - Head Teacher
	Primary 4 - 7	Mrs McPherson - Principal Teacher
January - March	Primary 1 - 3	Mrs McPherson - Principal Teacher
	Primary 4 - 7	Mrs Mackenzie - Head Teacher
April - June	Primary 1 - 3	Mrs Mackenzie - Head Teacher
	Primary 4 - 7	Mrs McPherson - Principal Teacher

- Children who are attending the 'Reflection Zone' will engage in a process of self-reflection over the behaviours which have led them to this consequence.
- Pupils in Primaries one to three will engage in dialogue with the 'Reflection Zone' facilitator and a record of this discussion will be completed by the facilitator and stored in the 'Golden Time' folder.

- Pupils in Primaries four to seven will complete a 'Reflection Sheet' and the facilitator will discuss the contents of the reflection using a restorative approach. (SEE APPENDIX 2). Pupils will be asked to sign the reflection sheet and there is a space for Parent's/ Carers to sign should the pupil be sent to the 'Reflection Zone' on three or more occasions throughout a school term.

## 12. Additional Strategies:

### Growth Mindset and Resilience: (SEE APPENDIX 3):

- It is important that pupils have the opportunity to express their concerns and thoughts around the choices that they make in relation to their behaviour and the behaviour of others.
- In St. Fillan's Primary, we teach, encourage and develop a 'Growth Mindset' approach to everything that we do and this practice extends to choices we make that will affect our behaviour and sometimes the behaviour of others.
- It is our job as educators and as parents to ensure that our pupils skills are developed in their capacity of being resilient: 'The ability to recover quickly from difficulties.' Being mindful of this, we encourage our pupils to use their voice in a constructive way in school so that problems can be addressed and resolved as soon as they arise. Our guiding principles for this are:
  - 'If it doesn't sit well, then you should tell!
  - 'Make the right choice and use your voice!
  - 'If you feel sad and all uptight, just tell your teacher and it will be alright.'

Ultimately, this ensure that issues are dealt with in a timely manner and children do not have the burden of carrying a 'huge bag of worries' home with them.

### Motivational Charts:

- Motivational charts/ How am I doing? records are sometimes issued by Class Teacher's as a means of informing parents/cares on a daily basis about their child's progress in identified areas.
- They will only be issued once all parties have been informed and share a clear understanding of the purpose and expected outcome of using the chart over an agreed timescale.
- Motivational Charts serve as a visual reminder to pupils and encourage communication between home and school as there is a space for parents and teachers to sign and record comments.
- SMART targets will be identified and recorded on the chart and pupils are encouraged to take responsibility and record any comments that they feel are relevant. (Middle/upper Primary stages only, where relevant).
- Completed charts should be stored in the Class Confidential File for reference.

### 13. Monitoring and Recording:

- As outlined in the policy, we monitor and record using a variety of approaches including:

#### **REWARDS/ACHIEVEMENTS:**

- Class Teacher's Records - tracking class-based achievements, certificates.
- The 'Golden Book' - recording 'Pupils of the Week' and 'Values Based Certificates.'
- SEEMIS system - wider personal achievements.
- House Family Display in the Central Area.
- Social Media - Facebook, Twitter and the School Website.
- Motivational Charts.
- Homework Diaries.

#### **CONSEQUENCES:**

- 'Good to be Green' and associated charts.
- Golden Time Folder.
- Class Teacher's Records.
- Pink - 'Cause for Concern' slips- completed by the Class Teacher.
- Pastoral Notes (SLT).
- Motivational Charts.
- Homework Diaries.

### 14. Wider Achievement:

We plan to review our policy and practice of tracking and monitoring pupils 'Wider Achievements,' next school session by considering the recommendations outlined in our recent Education Scotland Inspection September 2017.

#### **Current Practice and Procedures:**

In St. Fillan's Primary School, we are committed to ensure that each child develops holistically and has the opportunity to participate in a wider range of activities that will contribute towards the fulfilment of their full potential. Therefore, the tracking, monitoring, impact and celebration of wider achievement is vital.

Children are encouraged to take part in challenging activities outside school. When a child makes a significant achievement in their personal lives (Sports, Drama, Arts and Crafts, Clubs, Events, Competitions etc.), they are encouraged to fill out an achievement slip and return to the red basket situated in the Central Area.

Achievements are then recorded on the SEEMIS System by the Office Staff.

Pupils are encouraged to bring in photographs/trophies/medals/badges associated with their wider achievements and Mrs Kelly (CA) will take a photograph and display on the House Family Wall. Pupils can also earn additional House points for their efforts.

### 15. The Role of the Senior Leadership Team:

- Ensure the implementation of local and national policy.
- Ensure staff are clear about their roles and responsibilities.
- Involving staff in policy review.
- Identify the needs of children and provide support as appropriate using the GIRFEL model.
- Engage all staff in developing an ethos of achievement by promoting positive relationships.
- Provide professional learning opportunities to support all staff.

The Principal Teacher will support the Head Teacher with the above.

Concerns or worries should be communicated to the appropriate member of Staff or the SLT as soon as they occur. (SEE APPENDIX 3 FOR FURTHER GUIDANCE - School Code of Contact).

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The promoted staff are available to reinforce a teacher's position and to take any further action required. Serious breaches of discipline will be dealt with immediately by promoted staff.

### 16. The Role of Parents/Carers:

Effective home-school partnerships are essential to ensure that each child grows, develops and reaches their full potential. In St. Fillan's Primary School, we welcome the involvement of parents in the work we do and we provide parents with opportunities which encourage meaningful engagement with the school and their child's education.

With regards to promoting positive behaviour, we aim to inform and involve parents fully from the outset by:

- Encouraging parents to be involved in policy review/ consultation.
- Ensuring parents are informed when serious incidents occur.

- Providing access to our policy via the school website.
- Providing feedback to parents in terms of celebrating achievement in the newsletter and via Social Media.
- Meeting with parents and children to set behavioural targets and review their progress when necessary.
- Providing supports and strategies that will reinforce positive behavior at home and school.

We appreciate that parents, carers and families are by far the most important influences on a children's lives therefore we are committed to working with parents to help them adopt a supportive role in their children's learning in order to make a difference to improving their achievement and behaviour.

### 17. Exclusions:

These will be carried out in line with Renfrewshire Council's Standard Circular 8, 'Exclusions of Pupils from Schools.'

Exclusions are always the very last resort and are not to be seen as a punishment. The purpose of an exclusion is to allow the SLT and the Class Teacher to agree appropriate strategies to support the child with their behaviour.

### 18. Bullying:

#### A. Policy:

We plan to review our policy and practice in relation to 'Anti Bullying,' in light of the new guidance outlined by the Scottish Government in November 2017 with the publication of the 'Respect for All' document which aims to refresh the national approach to anti bullying for Scotland's children and young people.

The review of our policy will also take into account any recommendations of good practice and guidance issued from the Local Authority.

Bullying is defined by the Scottish Government as:

"Behaviour which leaves people feeling helpless, frightened, anxious, depressed or humiliated"

(A National Approach to Anti Bullying for Scotland's Children and Young People 2010).

Furthermore,

"The impact an incident has had on a child or young person is more important than whether it is classified as bullying (Scottish Government 2010)

In Scotland, bullying is defined as:

"Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as 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. This behaviour happens face to face and online."

(Respect Me, 2015).

- In St. Fillan's Primary we take bullying behaviours very seriously. Through our 'Promoting Positive Relationships and Behaviour' management policies, school ethos and the recent introduction of the PATHS programme, we seek to minimise any occurrences of bullying. We encourage all staff and children to take a proactive approach in preventing and dealing with bullying type behaviours as we believe in the principle that 'Prevention is sometimes better than cure.'
- In St. Fillan's, we emphasise the need for mutual self-respect. We endeavour to maintain an ethos which is based on open, trusting and respectful relationships where children feel supported and able to report bullying behaviour. Children are encouraged to report any bullying incidents to an adult member of staff.

#### **B. Practice:**

- When an incident is reported to the Senior Leadership Team, it will be fully investigated within 5 working days.
- Detailed notes will be kept of the investigation including statements made by children, staff and any email or telephone conversations with parents. The investigating manager will use her professional judgement as to whether it is appropriate to contact parents. A checklist of factors (Renfrewshire Council Policy on Anti-Bullying Appendix 1) will be used to guide investigations.
- Where bullying has been suspected, the Senior Leadership Team will complete the appropriate sections on the online SEMMIS system (Bullying and Equalities). All bullying incidents must be notified to the head teacher as anti-bullying co-ordinator.
- Staff will then use their professional judgement in deciding on appropriate action to be taken depending on the impact on the children involved.

- Where bullying has been identified, support will be provided to the victim and restorative approaches taken with the perpetrator. In some incidents, an appropriate sanction may be applied and a facilitated apology.

## 19. Links

Other Policies which may be followed:

- 'Tackling Bullying Policy, Renfrewshire Council, May 2015
- 'Racist Incidents Guidelines, Renfrewshire Council, June 2014

## 20. Concluding Statement:

We feel that the importance of good behaviour cannot be over-estimated. Children, parents and staff at St. Fillan's all enjoy our happy community and wish to maintain this through the help of all involved.

## Equality and Human Rights Implications:

The recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report. Consultation with a range of equality groups was carried out to ensure there is no negative impact on equalities or human rights as a result of this policy.

### Please Note:

The above guidance is provided to support staff and ensure fairness and consistency across the school in accordance with our Rights Respecting Schools approach. It is recognised that the above guidance does not cover every circumstance and eventuality.

Staff can exercise their professional judgement when promoting positive discipline although it is recommended that the member of the SLT with Pastoral care for the child is informed of decisions taken outwith this guidance.

Draft Review: January 2018

Final Draft: February 2018

Review Date: January 2018 - Using the Self Evaluation Tool for Policy Review.



**Code of Contact with School:**

As a staff, we have reviewed the 'Code of Contact' with the school as we are fully committed to the 'Getting it Right for Every Child' Agenda.

As a staff team, we want to effectively engage with our parents and families in a timeously and effective manner when issues arise and we are aware that the Pastoral care of our children is the responsibility of all.

With this in mind, we have created an overview of how we can best meet the needs of our parents and families.

This overview provides clear guidance and expectations of how we can best work as a team to support the children in our care and it will be available on our school website and displayed in the School Office. The overview will be reviewed in light of ongoing, changing circumstances.

Point of Contact	Guidance/ Overview:
<p>Telephone Calls to the School Office.</p> 	<p><b><u>When you make a call to the School Office, you can expect:</u></b></p> <ul style="list-style-type: none"> <li>• Calls to be answered in a polite, friendly manner.</li> <li>• Calls to be treated in the strictest of confidence.</li> <li>• Questions to be asked to ascertain how best we can support your enquiry:                         <ul style="list-style-type: none"> <li>- <b>Can I please ask what your call is in relation to today?</b></li> </ul> </li> <li>• Phonecalls will then be returned as soon as possible (certainly within five working days) by the member of staff who is best suited to deal with your enquiry.</li> <li>• This may be the Office Staff, the Class Teacher, Mrs McPherson (PT) or Mrs Mackenzie (HT).</li> <li>• Please note that our Office Staff have access to the shared electronic calendar and are able to book appointments for meetings with Class Teachers or the SLT (Senior Leadership Team).</li> <li>• The Office Staff should be informed if there are any issues that directly relate to your child in relation to the following:                         <ul style="list-style-type: none"> <li>• Absence.</li> <li>• Medical information.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Collection from school.</li> <li>• Personal appointments.</li> <li>• Excursions.</li> <li>• Lunches/ lunch money.</li> <li>• Monies/ payment.</li> <li>• Residential Excursion - Primary 7.</li> <li>• Day to day events in school.</li> </ul> <p>Please note that this list is not exhaustive.</p>
<p>Emails to St. Fillan's Enquiries.</p> 	<p><b><u>When you email the school, you can expect:</u></b></p> <ul style="list-style-type: none"> <li>• Your email to be answered within five working days by the member of staff who is best suited to deal with your enquiry. This may be the Office Staff, the Class Teacher, Mrs McPherson (PT) or Mrs Mackenzie (HT).</li> <li>• <b>Please note, that as a small school, we will endeavour to answer your email as soon as we possible can.</b></li> </ul>
<p>Class Teacher Enquiries.</p> 	<p>Our teaching staff are highly skilled in being able to provide you will support/assurance about a range of issues where you may require clarification. As the Class Teacher is the lead professional in your child's day to day education, the SLT highly value their professional judgement and ability to ensure that your child is happy, safe and reaches their full potential.</p> <p>Issues that Class Teacher's will be able to assist you with, in the first instance of contact with the school include:</p> <ul style="list-style-type: none"> <li>• <b>Homework.</b></li> <li>• <b>Class work.</b></li> <li>• <b>Situations that have arisen in class.</b></li> <li>• <b>Situations that have arisen in the playground.</b></li> <li>• <b>Friendships and peer relationships.</b></li> <li>• <b>Issues surrounding behaviour.</b></li> <li>• <b>Responsibilities that pupil's may have.</b></li> <li>• <b>Class trips.</b></li> <li>• <b>Progress update/ Child's Plan targets.</b></li> </ul>

	<p><b>NB. This list is not exhaustive.</b></p> <p><b><u>Contacting the Class Teacher:</u></b></p> <ul style="list-style-type: none"> <li>• Homework Diary - this is an effective means of a two way written correspondence.</li> <li>• Phone call to the School Office.</li> <li>• Email to St. Fillan's enquiries.</li> <li>• Informally - in the playground.</li> </ul> <p><b><u>When you contact your Child's Class Teacher, you can expect:</u></b></p> <ul style="list-style-type: none"> <li>• Your enquiry/concern to be treated seriously.</li> <li>• Your enquiry/ concern to be treated in a professional, confidential manner.</li> <li>• Your enquiry to be dealt with in a timeously and efficient manner. (Within five working days).</li> </ul>
<p>Enquiries to the Senior Leadership Team (SLT).</p>	<p>Mrs McPherson in her role as Principal Teacher and Pupil Support Co-ordinator in St. Fillan's is happy to assist you with enquires relating to the following issues:</p> <ul style="list-style-type: none"> <li>• Pastoral care.</li> <li>• Changing family circumstances.</li> <li>• Bereavement.</li> <li>• Pupil Support.</li> <li>• Matters involving partners/ external agencies.</li> </ul> <p>Mrs Mackenzie in her role as Head Teacher has overall responsibility for the school. She is happy to assist you with enquires relating to the following issues:</p> <ul style="list-style-type: none"> <li>• Child Protection.</li> <li>• Social Work.</li> <li>• Issues relating to the Health and Safety of pupils/ staff and school community.</li> <li>• School Improvement.</li> <li>• Issues directly relating to Renfrewshire Council.</li> <li>• Changing family circumstances/ confidential issues.</li> <li>• Pastoral care.</li> <li>• Issues relating to finances/ cost of the school day.</li> </ul>

- Class structures/ staffing concerns.
- School Transport.

**When making contact with any member of the SLT, you can expect:**

- Your enquiry/issue to be treated seriously.
- Your enquiry/ concern to be treated in a professional, confidential manner.
- Your enquiry to be dealt with in a timeously and efficient manner. (Within five working days).

Contact in relation to Medical issues/ First Aid.



We have two fully trained First Aiders here in St. Fillan's Primary: Mrs June Kelly and Mrs Alison Steele.

If your child requires medicine to be administered during the school day, then Mrs Kelly will oversee this.

Please note that the appropriate 'Medicine Form' must be completed at the School Office prior to any medicines being administered.

If your child's medical status changes, then it is imperative that this information is shared with the Office Staff and Mrs Kelly. This includes changes to inhalers, eyesight, hearing, allergies etc.

Please note that you may receive a telephone call during the school day from Mrs Kelly if your child has received First Aid/ Medical attention.



It's Good to be Green - Guidance:

1. The chart should be clearly displayed on the wall in every classroom.
2. Name cards provided may be used to identify pupils/ or a symbol of choice - this is at the Class Teacher's discretion.
3. The core school values should be displayed around the chart as these are the core principles that guide our thinking and behaviour. The weekly value could be displayed in a wipe clean/ laminated speech bubble card.
4. Initially, Golden Time will be held in each individual class for a period of **30 minutes** each week. Pupils will be given the opportunity to choose from a selection of activities from the beginning of the week. They must commit to this choice and be willing to select a variety of choices as the weeks progress. The choices should be identified through discussion with the pupils and should be engaging with the CT taking part in one of the group activities. There should be a visual display/chart either outside the classroom/inside with the choices available and the pupil's selection.

Card	Consequence
<p><b>Blue Card</b> - Stage 1 Intervention.</p> 	Verbal warning is given and blue card displayed on the chart.
<p><b>Yellow Card</b> - Stage 2 Intervention.</p> 	5 minutes off Golden Time with the opportunity to 'win' back time by the end of the week. We would like to see the undesirable behaviour change. CT to update the laminated wipe clean yellow card.
Card	Consequence
<p><b>Red Card</b> - Stage 3 Intervention.</p>	10 minutes off Golden Time (as the pupil would have been on a yellow prior to this card being issued). This stands and cannot be

	<p>earned back. CT to update the laminated wipe clean red card.</p>
<p>Letter Home - Stage 4 Intervention.</p>  <p><b>Letters to Parents</b></p>	<p>When pupils have achieved three or more red cards (three strikes) within a term/block of time. A standard letter will be sent home to parents to advise them about this and encourage them to work with their children to improve their behaviour.</p>
<p>Phone Call Home - Stage 5 Intervention.</p> 	<p>This stage can occur at anytime for various reasons for behaviour which is of a more serious nature. Any member of staff may call home to report to parents.</p>

5. There will be a 'fresh start' everyday with each pupil returning to green. However, it will be clear to see any time that has been deducted from the yellow and red wipe clean cards.

6. **On a Friday morning**, the green ring binder will be sent around each class. The Class Teacher should mark the grid for each class and the ring binder should be returned to the HT. This will give an indication of pupils who will be missing some/all of their Golden Time and who will be joining the SLT in the 'Reflection Zone' on a Friday afternoon.

7. A bell will ring at **2.20pm** on a Friday afternoon indicating the start of 'Golden Time.' Those with time off will be sent to the designated 'Reflection Zone.' Primary 1-3 to the Dinner Hall and Primary 4 - 7 to the Gym Hall. They will be sent back to class following a restorative session with either the HT or PT. Primary 4-7 will complete 'Reflection Sheets' and Primary 1-3 will discuss with the SLT and their reflections will be scribed for them.

8. At the end of the term, we will have a 'Golden, Golden Time' where classes can have a special 'themed' Golden Time - for example, board games, ready, steady bake! etc.



## Restorative Behaviour

Restorative Behaviour is built on four main principles:

RESPECT - for everyone by listening to other opinions and learning to value them.

RESPONSIBILITY - taking responsibility for your own actions.

REPAIR - developing the skills to identify solutions that repair harm and ensure that behaviours are not repeated.

RE-INTEGRATION - working through a structured, supportive process that aims to solve the problem and enables children to return to the classroom environment.

Restorative approaches encourage pupils to think not only of the consequences of their behaviour on themselves, but also to consider the impact of their actions on others, and on the wider community.

### The process is based on 5 key questions:

1. What happened?
2. What were your thoughts/feelings at the time and now?
3. Who has been affected/harmed by the choices that have been made?
4. How can we meet everyone's needs and find a way forward together?
5. How can we do things differently in future and learn from the choice we have made?

Pupils are given the opportunity to reflect on their actions and the opportunity to make things right through mediation and discussion. Restorative processes focus on the need to take responsibility for finding a constructive way forward for all concerned and the practice is inclusive, taking into account the views of everyone involved.

The impact of this approach is evident in the positive relationships that are forged throughout the school. The strategies involved, which include quality listening, respectful discussion and taking ownership of behaviour, result in a positive ethos.

### *Moving Forward Together:*

The five key questions for discussion are displayed in all classes and are used by staff as a point of reference to facilitate discussion.



### **Growth Mindset/ Resilience:**

From January 2017, **St. Fillan's Primary School** staff has been encouraging our children to develop a *Growth Mindset* approach to learning and teaching in conjunction with Values based education. In doing so, we endeavour to develop our children and young people's emotional intelligence when they encounter challenge or adversity in their learning.

It is worth emphasising that a *Growth Mindset* is not a new course but simply an approach to learning in school and life beyond.

As you can imagine, a key part of developing such a mindset is in hearing a consistent message from everyone involved. Staff across the school will be using techniques to encourage children to think this way but it is important that the message is heard at home and throughout our whole community.

### **How to use praise to encourage a growth Mindset**

Parents and teachers want children to be successful. However, often their helpful comments, examples and motivating techniques send the wrong message to our children. In fact, every word and action sends a message. It tells children how to think about themselves.

As a staff, we will be aiming to praise your children for their effort, process and commitment rather than talent or intelligence. Phrases and approaches that staff at St. Fillan's Primary School will be aiming to use are:

- ✚ You really worked well to prepare for your literacy circle and your improvement shows it.
- ✚ I like the way you tried different strategies until you finally got it. You thought of different ways until you got it to work.
- ✚ I like way you took on that project. You worked well as part of a team, researching your task and working well together to produce an informative presentation. What have you learned from this task, which you can use again in the future?
- ✚ What do we need to do to help your progress, what values do you think we could try?
- ✚ I know you used to find schoolwork easy and worry that bits are difficult now. However, the truth is you were not using your brain to its full power. I am excited that you are stretching yourself now and working to learn hard things.
- ✚ That homework was really difficult and long. I admire the way you went about finishing it.
- ✚ How did you feel when you completed that difficult piece of work?

- ✚ I like the effort you put into that piece of work, but let us work together some more and see if we can figure out what you did not understand.
- ✚ We all have different learning curves. It may take more time for you to catch up this and be comfortable with this material but if you keep working hard at it, you will.
- ✚ Everyone learns in different ways. Let us keep trying to find the way that works for you.

### Phrases staff will be trying to avoid:

Staff will be trying to avoid praise like, **“Well done you did that so quickly”** or **“Look, you didn’t make any mistakes!”** This can send the message that speed and perfection are what is prized most. However, speed and perfection can be the enemy of difficult learning. Children can think, “If you believe I’m smart when I’m fast and perfect, I’d better not take on anything challenging” when in fact some of the best learning comes from learning from mistakes and the process of how to develop from there.

Pupils often worry about failure in school and feel doing poorly in one piece of work means they simply cannot and will never be able to do something. The message to them is that they may not be able to do it **YET**.

Children love praise. They especially love praise about their intelligence and talent. It really gives them a boost and a special feeling... but often only for a short time. The minute they hit a snag, their confidence can be destroyed and motivation hits rock bottom. If success means they are smart, then failure can mean they are dumb. This does not mean staff will not praise their pupils. Not at all! It just means that we need to try to stay away from certain kinds of praise that only focuses on intelligence and talent rather than effort.

### What approaches will the school be taking to develop a Growth Mindset with children?

Being very open and frank about the approach. i.e. making everyone aware of what they can achieve by adopting the mindset.

- ✚ Using feedback/praise designed to promote and highlight Growth mindset.
- ✚ Showing pupils that their brain and body can physically achieve more through training and effort.

- ✚ Giving clear and inspirational examples of others who have used their *Growth Mindset* to great effect.
- ✚ The opportunity for pupils to think about and write about their mindset.
- ✚ The opportunity for pupils to learn about how their brain is developing.
- ✚ Discussing how our children and young people are feeling when they are finding learning challenging.
- ✚ Using our school values to promote children's understanding of developing a *Growth Mindset*.