

St John's Primary School



Promoting Positive Behaviour Policy 2017-18



Rationale

The United Nations Convention on the Rights of the Child (UNCRC) have agreed 54 articles which protect and uphold the rights for all children. Our school is a Level 2 Rights Respecting School and we have been focusing on these articles, embedding them into our everyday running of the school and into the curriculum. Here is a selection:

Article 12-we have a right to be listened to

Article 14-we have a right to practise our own religion

Article 24-we have a right to a clean, safe place

Article 28-we have a right to an education

Article 31-we have a right to play

The Rights Respecting School's Committee led a consultation with the school pupils and staff to look at what could be done in our classes and playgrounds to make sure these rights were in place. As a result of the feedback, we piloted a card system in our classes which we hoped would promote our right to learn. The feedback from this was positive and as a result of this we rolled out the card system throughout the school and in the school playground.

Our behaviour policy has been discussed with and agreed by pupils.

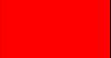


In the classroom

As part of being a Rights Respecting School, every class must have a class charter which is discussed, agreed and displayed at the start of each school year and reviewed throughout the year if needed. This shows the rights which are being promoted in each class and it models rights and respect in all relationships between teachers/adults and pupils, between adults and between pupils. All children start each day on a green card - 'It's Good to be Green'. If children do not respect the rights of others, the following steps are taken:

 **Yellow card:** this is a verbal warning. The teacher will use this if a child is taking away the right to learn or to be safe by talking or by disruptive behaviour. This is the first step.

 **Orange card:** this is used after the yellow card and it means that the child has not listened to the teacher. As a result, they will lose 5 minutes from their reward time. More time can be lost if a child receives an orange card again throughout the week.

 **Red card:** this is used after the orange card and it means that even with two chances, the child has not listened to the teacher and is still not respecting the rights of others. If a red card is given, the child will lose some time from their morning interval time and will complete a Think! Respect! sheet under the supervision of a member of the SLT. If a red card is issued in the afternoon, the child will complete the Think! Respect! sheet at the following interval.

In line with our **Dyslexia Friendly School Policy**, Think! Respect! Sheets will reflect the learning needs of all pupils.

This sheet will go home to inform parents/guardians and must be signed and returned to school as soon as possible. The Think! Respect! sheets will then go to a member of the SLT to be kept as a record/log of behaviour.

Think! Respect! sheets help to reflect on the consequences of taking away other children's/adult's rights. Sometimes, a red card might have to be used straight away if behaviour is deemed to be very serious, for example, swearing or physically hurting another person. If that happens, then the leadership team can be consulted and there can be a phone call/meeting with a parent/guardian or a letter home if needed. As a last resort, there could be a period of exclusion.

Cards start afresh each day; however time taken from interval can be carried over to the next day if a red card is given in the afternoon session. Loss of reward time is recorded and added throughout the week. Reward time happens on a Friday afternoon. Every class chooses different activities for reward time as is agreed with each class and their teacher.

In the Playground

If children do not respect the rights of others, the following steps are taken:

 Yellow warning-this is a verbal warning. The playground assistant will use this if a child is removing the right to a safe place to play or saying things which are upsetting to others. This is the first step.

 Orange warning: this is used after the yellow warning and it means that the child has not listened to the playground assistant. As a result, they will have time out in a specified area of the playground according to age and stage of child.

 Red warning: this is used after the orange warning and it means that even with two chances, the child has not listened to the playground assistant and is still not respecting the rights of others. If they are given a red warning, they may be sent in to a member of the SLT and will complete a Think! Respect! sheet at next morning interval.

This sheet will go home to inform parents/guardians and must be signed and returned to school as soon as possible. The Think! Respect! sheets will then go to a member of the SLT to be kept as a record/log of behaviour. If two red warnings are given in a week, a member of the leadership team will be consulted and if needed will support the supervision of behaviour in the playground.

In line with our [**Dyslexia Friendly School Policy**](#), Think! Respect! Sheets will reflect the learning needs of all pupils.

Think! Respect! sheets help to reflect on the consequences of taking away other children's/adult's rights. Sometimes, a red card might have to be used straight away if the child's behaviour is deemed to be very serious. If that happens, then the leadership team can be consulted and there can be a phone call/meeting with a parent/guardian or a letter home if needed. As a last resort, there could be a period of exclusion.

If a child requires more support to stay on a green card without receiving constant warnings, which seem to have little or no effect, individual behaviour plans will be put in place both in the classroom and/or in the playground.

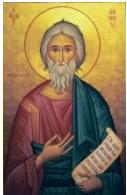
Dinner Hall Charter

Pupils agreed and made a dinner hall charter which is displayed in the dinner hall.

House Points

In order to reward positive behaviour from pupils, House points will be available. Children from all stages are divided into 4 houses.

Houses are as follows:



St. Andrew's House
(Blue House)



St. Margaret's House
(Yellow House)



St. Ninian's House
(Red House)



St Patrick's House
(Green House)

Each house will have a P.7 pupil as House Captain, a House Vice Captain and 2 prefects. They will have staff representatives from both teaching and non-teaching staff. Children will receive points during each term for positive behaviour, for respecting school values and following the RRS ethos both during assembly and throughout the week.

Points may also be awarded to houses/individuals for class work, achieving or working on targets, dinner hall and playground behaviour, manners and for class and playground lines.

House captains will be responsible for counting these points at the end of each week which will be announced at both departmental and whole school assemblies. An end of term house reward will then be given to the winning house.

House and Vice captains are responsible for reminding their house to follow class and school charters in relation to RRS.

Assemblies

Children will sit in their houses at weekly assemblies and will be awarded points for positive behaviour and achievements. Our Principal teachers will take departmental assemblies every week, apart from the last week in every month, when the Head and/or Depute Head teacher will take a whole school assembly.



Stage Assemblies



Every term, each stage will have a stage assembly, where parents/guardians will be invited into the school. During this time, children will share learning, successes and achievements with parents/guardians. Members of the leadership team will always be present to give out termly certificates for work and behaviour.

Teachers can award certificates across the 4 contexts of the curriculum:

Ethos and Life of the School
Curriculum Areas and Subjects
Interdisciplinary Learning
Opportunities for Personal Development

Bearing in mind the **4 capacities of CFE**:

Successful Learner Confident Individual Responsible Citizen Effective Contributor

And in accordance to the **school values**:

- (1) Responsible
- (2) Honest
- (3) Faith filled
- (4) Respectful

School values were chosen through our RRS work where parents, children and staff were involved in the selection process.

