

Bell's Brae Primary School

Citizenship Policy

November 2007

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1. Introduction and Rationale

This document provides support and defines the activities and approaches that occur within Bell's Brae Primary School with regard to citizenship. It is based on the Education Service Guidelines on "Education for Citizenship", April 2005.

1.1 Rationale

There are three main documents that direct the delivery of citizenship in schools:

1) The Curriculum for Excellence, Scottish Executive, November 2004.

This document lays out four capacities of an excellent curriculum.

Citizenship is one of these four capacities:

"To enable all young people to become successful learners, confident individuals, effective contributors and **responsible citizens**."

They should become responsible citizens showing

- Respect for others
- Commitment to participate responsibly in political, economic, social and cultural life.

and who are able to:

- Develop knowledge and understanding of the world and Scotland's place in it
- Understand different beliefs and cultures
- Make informed choices and decisions
- Evaluate environmental, scientific and technological issues
- Develop informed, ethical views of complex issues."

2) The Scottish Executive's National Priorities (NPs) for Education

There are five National Priorities in Education, which define the context within which learning through the curriculum takes place. The five priorities are: Attainment and Achievement (NP1), Framework for Learning (NP2), Inclusion (NP3), Values and Citizenship (NP4) and Ambition and Creativity (NP5).

National Priority 4 is defined as

"To work with parents to teach pupils respect for self and one another and their interdependence with other members of the neighbourhood and society and teach them the duties and responsibilities of Citizenship in a democratic society."

3) HMle's Publication of How Good is our Citizenship, a self-evaluation guide

This publication is a tool to aid with planning for improvement within the definition of citizenship outlined above. It quotes the position of the Advisory Council of Learning and Teaching Scotland on Education for Citizenship:

"Key elements of education for citizenship can be defined as a series of learning outcomes associated with:

- Knowledge and understanding
- Values and dispositions
- Skills and competencies
- Creativity and enterprise.

Education for Citizenship should provide pupils with clear opportunities for: Participation and Action".

This policy develops advice and guidance from these key documents and aims to support Bell's Brae Primary school in achieving these broad aims. It is recognised that citizenship in pupils cannot be developed entirely in schools, and recommends within the policy, suitable links with partners and other agencies.

2. Aims of Citizenship

These broad aims can be broken down into smaller, more measurable and manageable aims to enable learning and teaching of citizenship throughout the educational experience of each pupil. As children's knowledge, understanding and skills develop, there will be a progression, building on citizenship within the school and local community towards a global perspective although this is neither age nor stage specific. It is also important to ensure that pupils are willing and able to make decisions based upon the learned knowledge, skills and understanding, and to be able to act on them thus ensuring active citizenship.

The aims of citizenship are to enable pupils to:

- Develop self-respect
- Develop respect for others and the world we live in
- Understand their rights and responsibilities
- Uphold the rights of others
- Have their own rights upheld
- Be independent and responsible members of the school, community and the global community
- Be positive and active members of a democratic society within and outwith school
- Develop self-confidence and self-esteem
- Have opportunities to exercise choice
- Make informed choices regarding personal and social issues

- Take action based on these choices and decisions
- Co-operate with others in work and play
- Understand what makes for good relationships with others in school and the wider community
- Develop good relationships with other members of the school and the wider community
- Develop environmental responsibility
- Understand about local and global issues
- Learn about decision making processes in society
- Aspire towards leading a healthy lifestyle
- Develop a sense of history

Fundamental to how Bell's Brae Primary School can meet these aims are the values held by the school and the ethos of the school. An ethos of mutual respect for all, where the differences between people are recognised and valued and interaction with the local community is encouraged, will help pupils develop a sense of responsibility and confidence in their ability to contribute to their community.

3. *Citizenship in the Curriculum*

We use three main methods of ensuring coverage of all aspects of citizenship in the curriculum:

- The formal curriculum – through various programmes of study
- The informal curriculum – ethos, expectations, code of conduct etc
- Cross-curricular and extra-curricular activities such as whole-school events, assemblies, performances, pupil committees, etc.

Citizenship is already embedded in the formal 3-5 and 5-14 curricula of Bell's Brae Primary School in the following documents.

"A Curriculum Framework for Children 3-5" recommends:

- Linking children's learning with their experiences at home and in the community;
- Planning opportunities to develop social awareness and willingness to cooperate;
- Ensuring an inclusive ethos;
- Helping children be aware of differences between individuals and valuing them.

The 5-14 Guidelines ensure citizenship is experienced in all aspects of the curriculum through:

- Personal and Social Development (PSD), Religious and Moral Education (RME) and Health Education. These subjects enable children to become healthy, independent and responsible members of society who understand and value the diversity of cultures throughout the world;

- Environmental Studies, through its various components, giving opportunities to develop an understanding of political, social, economic and cultural issues, knowledge of citizens in other times and places, skills of scientific investigation, critical thinking and an exploration of local and global environmental issues;
- Maths through problem solving, creative thinking and group working;
- Language, especially through encouraging opportunities for creativity, individuality, self-expression, collaborative and cooperative working as well as an appreciation for the work of others;
- Expressive Arts encourage pupils to express their feelings, ideas and thoughts in a variety of ways, thus developing self-esteem and self confidence and teamwork as well as communicating with a variety of audiences;
- Social subjects allow opportunities for citizenship issues to be explored both locally and globally.

Through the informal curriculum, extra-curricular activities and school events, we encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self worth. Adults in school are important role models for pupils and have a professional duty to ensure their behaviour is fair and unbiased. Our pupils are active citizens today not active citizens in waiting. They are given opportunities to play an active role in the life of the school through membership of the Pupil Council, Eco Committee and Buddy Group.

“The citizens of tomorrow will develop most effectively in a vibrant school community that is rooted in openness and mutual trust. That community will have strong links with parents, with the broader community and with society at large, both nationally and internationally. Education for Citizenship is a personal, parental, school and community responsibility.”

HGIOS Education for Citizenship, 2003.

4. Forward Planning

Learning outcomes are laid out in Education for Citizenship in Scotland audit materials.

At Bell's Brae Primary School, we audit current practice in Citizenship. This shows how skills, knowledge and understanding in citizenship has developed. It also identifies the opportunities for active citizenship. From this, a structure for learning can be outlined addressing any gaps. Opportunities are planned for pupils to be active citizens by taking part in charity work, visits, linking with other schools, etc.

We encourage representatives from the police, NHS, charities and other agencies to enhance our citizenship programme. These are planned and related to work in topics or to address specific issues relevant to our school.

Rather than produce a separate forward plan for citizenship, the specific outcomes are highlighted on topic plans wherever relevant. This allows for monitoring by the class teacher and Management Team without any substantial increase in workload.

4.1 Links with other Initiatives

Awareness of the cross curricular nature of other initiatives to citizenship is important and recent initiatives such as Health Promoting Schools, Enterprise Education, Active Schools and Eco Schools all have a significant part to play in pupils' exposure to citizenship issues. As "A Curriculum for Excellence" develops these initiatives will be further embedded into the curriculum.

We consult with staff members involved with these wider curriculum activities when considering audit materials to determine citizenship currently ongoing in the school.

5. Teaching and learning styles

We use a wide range of learning and teaching styles. Our teaching strategies focus on developing pupil-centred learning through a variety of approaches such as: Circle Time; role-play; discussion; investigations, problem-solving activities; ICT; and games.

The ability to integrate thoughts, ideas and experiences is at the heart of effective and purposeful citizenship within our school. Young people see, and learn to make use of, connections between:

- Knowledge and skills associated with different areas of study
- What they learn in formal settings and their experiences in the wider world
- Acting locally and thinking globally.

We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour.

The table below gives examples of the criteria that our school uses and examples of good learning and teaching practice.

Criteria	Examples of Good Practice
<p>A range of teaching styles are used which are appropriate to pupils' age, ability, level of maturity and learning style</p> <p>Recognition is given to different styles of learning and opportunities are offered to enable all access to the curriculum</p> <p>A safe and supportive teaching environment is established where pupils and teachers can effectively work together to promote citizenship</p> <p>Pupils' views influence teaching and learning</p>	<p>Circle Time, debating forums, individual and group activities, interactive and didactic lessons</p> <p>Content is relevant to pupils' needs ("starting where pupils are")</p> <p>Practical experience in the community and in work</p> <p>Differentiated levels of work Formative Assessment strategies Single and mixed gender groupings</p> <p>Peer support is encouraged Buddy system is established Co-operative learning Classroom rules/ground rules Classroom layout is planned to support effective learning Teachers and pupils involved in joint planning Support staff included in training activities</p>

5.1 Citizenship for children with Additional Support Needs (ASN)

Citizenship is included in the curriculum for all children, regardless of their ability. We provide learning opportunities matched to the individual needs of children with Additional Support Needs. When teaching citizenship we take into account the targets set for the children in their Individual Education Plans (IEPs). We provide regular opportunities for all pupils to take part in whole school events.

5.2 Assessment and Recording

Through citizenship activities, it is the capacity to be an active citizen that is being developed and this is difficult to assess. Teachers assess the children's work in citizenship through observation, discussion and consideration of any completed projects.

All recording must be manageable and helpful for the purposes of reporting to pupils, parents and other staff members. The use of a digital camera and evaluations by the pupils are useful methods of recording whole school events. A folder recording school events and records of visits and visitors is one way of providing a very good record of whole school citizenship opportunities.

Reporting on whole school events is carried out through our school newsletters, our website, display boards within the school and by local media.

5.3 Modes of Delivery

Many aspects of a child's environment and experiences have their part to play in the development of citizenship, and the encouragement of self-discipline and shared values. In planning the scheme of work and the delivery of citizenship, account is taken of three different factors affecting the child's environment, experiences and development of citizenship.

1) The Family

Our school and the pupil's family work together, developing and reinforcing a sense of citizenship. We encourage an understanding of the nature of family life in all its forms.

- By stressing the importance of the family for physical and spiritual well being, parenthood, child development and the fulfilment of emotional and physical needs;
- By making pupils aware of the challenges facing family units, e.g. separation, divorce, domestic disputes, chronic illness, bereavement, unemployment, terms of imprisonment, financial difficulties;
- By valuing differences between families in the areas of ethnic origin, colour, religious beliefs, social standing in the community, financial differences and cultural influences.

2) The School

Bell's Brae School promotes citizenship by:

- Creating and promoting a caring ethos which promotes the values-related, social and moral aspects of citizenship;
- Encouraging caring attitudes and a desire to participate in events happening in the world around them;

- Recognising and valuing the contributions made by the pupils and other members of the school community by highlighting achievements in class, at assemblies, in newsletters and on school notice boards;
- Encouraging close working relationships between staff and pupils;
- Encouraging and practising mutual respect, tolerance and open-mindedness, using positive management of behaviour in an environment of mutual respect which allows pupils to feel safe and secure and promotes their self-esteem;
- Direct teaching of citizenship and addressing citizenship issues in other subjects.

3) The Broader Community

Events, organisations and individuals from the wider community have much to offer in the development of citizenship within our school. For example, pupils visit homes for the elderly and local businesses; community police officers visit the school. By using the community the pupils:

- Develop political literacy and an understanding of political systems;
- Acquire knowledge about how schools, unions, firms, businesses, banks, pressure groups and international organisations operate;
- Understand their roles and responsibilities and know about democratic, moral and legal rights, etc;
- Learn about, and pursue, some of the many opportunities they have to involve themselves responsibly and effectively in the local community.

6. Monitoring, Evaluation and Quality Assurance

6.1 Monitoring by the Education Service

The Authority has a responsibility to ensure that the overall quality, range and scope of citizenship in each school is consistent with local and national advice. Quality Improvement Officers work with staff to evaluate programmes and practice.

6.2 Monitoring by the School

Using the Audit Tools

The audit tools that are available on the Learning and Teaching Scotland website (www.ltscotland.org.uk) provide a basis for establishing citizenship programmes. Use of the audit materials will precede use of the self-evaluation guide 'How Good Is Our School Education for Citizenship', which is designed to help evaluate the quality of provision.

The audit pack contains materials appropriate to each stage (early years, primary, secondary) and familiarises staff with the framework, questionnaires to audit current practice, and materials to engage children and students in discussion of education for citizenship.

Completion of the audit will allow the school to:

- Link existing practice with the national framework
- Identify existing strengths and areas for development
- Provide a sound basis for development planning.

7. Roles and Responsibilities

7.1 Education Service

a) *Communication*

The Education Service is responsible for ensuring that national advice and guidance relating to Citizenship within the curriculum, across the curriculum and outwith the school day is communicated to schools.

b) *Provision of Staff Development*

The Service will provide appropriate in-service training opportunities to enable staff to deliver Citizenship within and across the curriculum.

c) *Policies*

The Education Service will ensure that the Citizenship policies in schools reflect the wider policies for Community Services and Integrated Children's Services.

d) *Joint Working*

The Education Service encourages joint working in partnership with other agencies. Examples of these are Police, National Health Service, Fire Brigade, the locally elected Council members, the Scottish Parliament, the European Parliament, and voluntary agencies, such as Shetland Community Drugs Team. A full list of suggested contacts can be found at Appendix 2.

e) *Monitoring*

Citizenship is one of the Five Priorities in Education, and as such, the Education Service Management Team has a responsibility to monitor its delivery in schools.

7.2 Role of School Management Team

Overall responsibility for the curriculum rests with the Head Teacher.

- a) *Resources*
The School Management Team contributes sufficient resources to enable the delivery of curricular subjects within budgetary constraints and the priorities identified through school development planning. They ensure these resources do not reinforce stereotypes.
- b) *Staff Development*
The School Management Team is responsible for identifying training needs and for communicating these needs to the CPD Co-ordinator. It is responsible for ensuring that appropriate staff development takes place and has an impact in the school. The SMT will support colleagues in the teaching of citizenship, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school.
- c) *Monitoring and Evaluation*
The School Management Team is responsible for auditing, monitoring and planning the delivery of citizenship within the school's review and development cycle. It is responsible for monitoring the standards of children's work and the quality of teaching.
- d) *Communication*
The Head Teacher will keep parents, the Parent Council and the Education Service informed of citizenship events. He/she recognises the efforts of the pupils as publicly as possible, using a variety of media.

7.4 Role of Class Teachers

- a) *Programme Planning*
Class teachers have a central role to play in the planning and delivery of citizenship, as well as in the creation of an ethos within the school that embraces the ideals of citizenship.
- b) *Programme Delivery*
Class teachers may deliver some programmes that are directly linked to a citizenship curriculum, i.e. within Environmental Studies, or may create opportunities within the school day for "active citizenship" to take place, e.g. a fund-raising event. A non-exhaustive list of examples of citizenship activities can be found at Appendix 2.
- c) *Recording*
Records of activities and cross-curricular citizenship input are kept, in the form of portfolios, photograph displays, newspaper cuttings, and children's work.

7.5 Role of the Parent Council

- a) The school keeps the Parent Council informed of activities in which members may wish to take part.
- b) It is good practice for the Parent Council to invite representatives of the Pupil Council to participate in some part of a Parent Council meeting
- c) The Parent Council supports the Head Teacher and school staff in providing and participating in opportunities for citizenship.

7.6 Role of Parents

- a) We work in partnership with parents, encouraging participation in any relevant events, such as activities outwith the school day.
- b) We encourage good two-way communication between home and school thus enabling the ideals of citizenship to be embedded in all of a child or young person's day, not just in school hours.

7.7 Role of Pupils

- a) Citizenship activities and topic delivery occur throughout a pupil's school life. Pupils are encouraged to contribute positively to discussions and respect the views of others.
- b) Pupils are encouraged to take responsibility for their own learning. Using the knowledge and understanding gained they are able to make informed decisions about responsible behaviour and active involvement in society.
- c) Pupils will be encouraged to take part in elections from time to time. Examples of these are mock national Scottish Parliament elections, or elections to vote for their representatives on the School's Pupil Council. Pupils are assisted to become actively engaged, and are provided with Shetland-wide opportunities for further involvement.
- d) Pupils are encouraged to get involved in wider curriculum whole school events such as fund raising activities, after school clubs and community events.

7.8 Partnership work with Community Development

Community Development actively promotes Citizenship Education, primarily through the Youth Service and Youth Issues Unit, and working in partnership with the Education Service.

8 Pupil Participation

The Standards in Scotland's Schools etc. Act 2000 places a statutory duty on schools to involve pupils in the consultation processes of the school. We ensure our pupils are involved in the democratic and consultation process in everyday school life through the work of our Pupil Council, Eco Committee and Buddy Group.

8.1 Pupil Council

The Bell's Brae Pupil Council consists of two representatives (a boy and a girl) from each P4-7 class, making a total of 16 pupil representatives. Pupil representatives are elected annually and can serve for two years on the Pupil Council. Pupils cannot be members of both the Pupil Council and the Eco Committee at the same time. Pupils receive training from the teacher who assists the Pupil Council. Meetings are held on a regular basis during class-time.

The Pupil Council has an agreed constitution which was discussed with pupils and staff. This is appended at the end of this document.

8.2 Eco Committee

The Eco Schools programme aims to promote environmental awareness in a way that links to most, if not all, curriculum subjects. In particular, many cross-curricular issues such as citizenship, education for sustainable development, PSE, health education, social and environmental justice and the global dimension can be tackled through involvement in Eco Schools. It is a recognised award scheme that accredits schools who make a commitment to continuously improve their environmental performance. The Eco Schools programme involves the whole school – pupils, staff, parents and members of the local community.

Bell's Brae Primary School achieved its first Eco Flag in June 2005 and its second flag in June 2007.

An Eco Committee has been set up which consists of a pupil representative from each Primary 4-7 class, a class teacher, a parent, the DHT and the school caretakers. The Committee meets on a regular basis during class-time. An agenda is drawn up beforehand and minutes taken which are shared with classes and displayed on the Eco Board.

The constitution of the Eco Committee is appended at the end of this document.

8.3 Playground Buddies

The playground buddy system was set up during session 2005-06.

The buddy scheme aims to provide opportunities for P6-7 pupils to be active citizens by giving them some responsibility for looking after the younger children at lunchtimes. Buddies encourage children to play new games and use different equipment. They look out for any child who is unhappy or not being included in games.

Pupils from P6 and 7 volunteer to be playground buddies and receive some training from staff. Buddies meet regularly with a teacher and the school auxiliaries during class-time. During these sessions any issues relating to the buddy scheme can be raised. These meetings also provide an opportunity to discuss any general issues relating to the playgrounds with pupils.

A working group consisting of teachers, supervisors, Headteacher and the Active Schools Co-ordinator meets occasionally to oversee the buddy scheme and to carry out any administrative tasks in relation to the scheme.

A Buddy Constitution was developed through consultation with pupils and staff and is appended at the end of this policy.

The Citizenship Policy will be reviewed in November 2010

Appendix 1: Citizenship Activities

The following activities are regularly carried out in Bell's Brae Primary School. Some activities are relevant for particular stages of the school.

Participation by young people in decision making

- Pupil Council
- Eco Committee
- Selection of reading book for group use
- Golden Time choices
- Deciding on how they learn best
- Choosing what task to do first
- Choosing what to research
- Choosing wheel (tasks)
- Consulting with pupils eg about playground markings and equipment
- Choosing snacks and lunches
- Choice within curricular areas eg voting on colours and motifs of Up Helly Aa shields; choosing group novels
- Choosing library books
- Vote following class debate
- Classroom rules
- Pupils given responsibilities within classes
- Choosing friends/partners or working groups
- Buddying
- Brainstorming for project
- Involved in drawing up targets
- Involved in review meetings
- Giving and respecting choices
- Teaching consequences of choices

Formal curriculum (including cross curricular links)

- Anti Bullying Programme
- PSD/RME Programme – awareness of differences; tolerance of different cultures
- Health Promotion including Health Education Programme
- Making informed choices which affect their health and wellbeing
- Environmental Studies
- Environmental Education including conservation and recycling and working towards third Eco Flag
- Planting trees and bulbs; growing plants from seed
- Historical topics eg Victorian Days
- Learning about UK, Europe, the World
- Enterprise Education
- Paired reading
- Older pupils working with younger ones
- Eco Schools
- Talking and listening
- PE, Art and Music
- Circle Time

- Social stories
- Celebrations eg birthdays and festivals
- Assemblies
- Musical productions
- Behaving appropriately in a range of social settings
- Cycling Proficiency Training

Extra curricular links

- Sports – various after school clubs
- Music – choir, samba band, fiddle group
- After school clubs organised by the Parent Council eg Jammin' Fitness, Spanish, Craft

School-community links

- Harvest Thanksgiving – pupils donate fruit and vegetables which are distributed to the elderly folk in the community
- Red Nose Day – global citizenship
- Children in Need fundraising
- World Book Day Sale
- Nursery Toddle in aid of Barnardos
- Concerts
- Providing entertainment at community events
- Up Helly Aa
- Visitors from local community
- "People who help us" topic in Primary 2
- Voar Redd Up
- Class trips
- Visits within the local environment in connection with projects
- Visits to local churches
- Holocaust Day – P6
- Tooth brushing programme
- Use of the school for community events eg Old Folks Christmas Dinner and Brass Band Carol Concert at Christmas
- Use of Clickimin Centre for swimming and PE
- Links with other schools eg after school hockey with Sound School
- Family Nights organised by the Parent Council

Appendix 2: Links with Other Agencies

- 1. Alcohol Advice Centre – 01595 695363**
- 2. Association of Shetland Community Councils – 01595 693816**
- 3. Citizens Advice Bureau – 01595 694696**
- 4. Dogs against Drugs – Shetland Drugs Project – 01595 696698**
- 5. Eco Schools – via Mary Lisk – Lerwick 744818**
- 6. Energy Recovery Plant – 01595 690448**
- 7. Head of Schools – Helen Budge - Lerwick 744000**
- 8. Health Board – 01595 696767**
- 9. Health Promotion Department 744086**
- 10. Library – 01595 693838**
- 11. Outdoor Education - Pete Richardson – Lerwick 744052**
- 12. Police – Sergeant Finlay MacBeath, Lerwick 01595 692110**
- 13. RSPB – Pete Ellis – 01950 460800**
- 14. Scottish Fire Brigade – Lerwick 01595 692318**
- 15. Shetland Action against Drugs and Alcohol Team – Margaret Birnie – 743089**
- 16. Shetland Amenity Trust – 01595 694688**
- 17. Shetland Archives – 01595 696247**
- 18. Shetland Coastguards – 743500**
- 19. Shetland Community Drugs Team – Gillian Hession--Lerwick 01595 692076**
- 20. Shetland Enterprise - Mark Georgeson – Lerwick 01595 693177**
- 21. Shetland Environmental Protection Agency – 01595 696926**
- 22. Shetland Field Studies Trust - Harry Rose, Fort Charlotte, Lerwick 01595 695321**
- 23. SSPCA 01595 840321**
- 24. Shetland Times – 01595 693622**
- 25. Shetland Youth Information Service – Lerwick 01595 692002**
- 26. The Swan Trust – Tel: 07818 230421 or 07712 557801**
- 27. The Town Hall (for Council Members) – 01595 693535**

Appendix 3 - web based resources

www.ltscotland.org.uk/citizenship (lot of excellent resources)

www.antibullying.net

www.britkid.org

www.ecoschoolsscotland.org

www.education-quest.com

www.ethosnet.co.uk

www.generation-europe.org

www.highlandschools-virtualib.org.uk

<http://www.oxfam.org.uk/coolplanet/teachers/globciti>

www.spellbindereducation.co.uk

www.ssla.org.uk

www.redcross.org.uk

APPENDIX 4 – PUPIL COUNCIL CONSTITUTION

Rationale

‘Schools should ensure that there are formal mechanisms in place to allow all pupils to regularly share their views with teachers and other pupils and to participate in decision-making on matters which affect them directly.’

“Better Behaviour-Better Learning” 2001

Aims

- To promote responsibility and build self-esteem by involving pupils in decision-making.
- To build positive relationships within the school through staff and pupils working together in partnership
- To work closely with the Parent Council to encourage parental involvement
- To encourage ownership and active participation in the democratic processes
- To provide real opportunities for active citizenship
- To encourage pupils to become partners in their own education and make a positive contribution to the school environment and ethos
- To build a culture of co-operation where pupils know and understand their rights and responsibilities
- To develop the knowledge, understanding and skills associated with democratic processes and active citizenship.

Setting up the Pupil Council

The Bell’s Brae Pupil Council consists of two representatives (a boy and a girl) from each P4-7 class, making a total of 16 pupil representatives.

Pupil representatives are elected annually in June and can serve on the Pupil Council for two years. Pupils cannot be members of both the Pupil Council and the Eco Committee at the same time. Pupils standing for election should give a short talk to their class about why they want to be a member of the Pupil Council.

Pupils receive training from the teacher who assists the Pupil Council. On completion of this initial training, the Pupil Council elects the office bearers of secretary and chairperson.

Class Teachers

The class teacher has a vital – but not time consuming – role to play supporting the Pupil Council. Class teachers should:-

- carry out a class election
- allow class representatives to attend Pupil Council meetings
- encourage and support class discussions which may identify issues for the class representative to raise at council meetings
- allow the class representative to feedback briefly to class members shortly after the meeting, or at an appropriate time
- demonstrate a commitment to the existence of a pupil council
- discuss issues raised by the Pupil Council at staff meetings

Pupil Council Members should:-

- be willing to give the views of their class at Pupil Council meetings
- be willing to listen to others' viewpoints
- be able to accept decisions made by the Council, even if they disagree with them
- carry out any duties in relation to the Pupil Council

Meetings

- Pupil Council Meetings will be held regularly during class time and will last for approximately 30 - 40 minutes.
- Meetings will be led by pupils.
- Agendas will, for the most part, be set by the pupils. Pupils and staff can put items on the agenda through Pupil Council members or by putting suggestions in the suggestion box.
- Feedback from Pupil Council meetings is given by representatives to classes and/or at assemblies. (Members may take notes to assist them in reporting back to their classes)
- Minutes are taken and copies distributed to Pupil Council members and the Management Team. Minutes are displayed on the Pupil Council notice board.
- The Headteacher and the Chair of the Parent Council will be invited to some meetings.
- Members will contribute to a Pupil Council Newsletter which will be distributed to all pupils and parents on a regular basis.

Constitution developed during 2007-08

APPENDIX 5 – ECO COMMITTEE CONSTITUTION

Rationale: The Eco Committee was set up to inform and promote eco friendly practices in the school.

What are the Eco Committee's aims?

- To involve the whole school community in developing and maintaining a shared understanding of how to be an eco friendly school
- To improve communication structures within the school
- To encourage pupils to become partners in managing their environment and make a positive contribution to the school environment and ethos
- To promote responsibility and build self esteem by involving the pupils in decision making

How is the Eco Committee made up?

- One pupil from each class P4-7, nominated by their class teacher in P4 because they have an interest in the environment
- One class teacher
- One member of the support staff/parent
- The caretakers
- One member of the management team

How often does the Eco Committee meet?

- The Committee meets once per month on Monday afternoons from 1.30 – 2.00pm.

What does the Eco Committee do?

- The Eco Committee can help in decision making to improve the school environment, identifying problems and suggesting solutions
- It can organise activities including fund raising to purchase equipment
- It can be responsible for informing members of the school community of its activities through class and Assembly presentations and through regular updating of the Eco board
- It can develop action plans and co-ordinate audits to achieve “Green Flag” status

Constitution developed during session 2006-07

APPENDIX 6 – BUDDY CONSTITUTION

The playground buddy system was set up during session 2005-06.

What do buddies do?

- Encourage children to play new games and use different equipment
- Encourage children to mix with others
- Look out for any child who is unhappy or not being included in games
- Look after the playground equipment
- Act as good role models to the younger pupils

Who can be buddies?

All P5 pupils can apply to be buddies in P6. The buddy system will be reviewed during January and buddies given the option to leave at this time if they wish. Pupils who enjoy being buddies can continue into P7.

There may be other opportunities during the year for P6-7 pupils to join the buddy scheme.

Buddies must abide by the Playground Golden Rules.

Playground Golden Rules

Do be gentle	Do not hurt anybody
Do be kind and helpful	Do not hurt people's feelings
Do play well with others	Do not spoil others' games
Do care for your playground and equipment	Do not damage or spoil anything
Do listen to people	Do not interrupt
Do be honest	Do not cover up the truth
Do keep to the playground safety rules	Do not break the playground safety rules

Responsibilities of buddies

Buddies should not try to resolve arguments or attend to anyone hurt – they should inform a playground supervisor.

Any incidents of bullying should be reported to a supervisor.

Buddies must report for duty on the correct day. They should inform a supervisor if unable to attend.

Continuing to be a buddy

Buddies act as good role models for the younger children so may be asked to leave the buddy scheme if

- Their behaviour in the school is unacceptable eg using bad language
- They have been in detention twice in one term (for bad behaviour)

Pupils can reapply to be buddies at a later date.

Support for buddies

- Training is provided for buddies before they take up the post
- Regular meetings will be held with a support teacher
- Supervisors can provide support in the playground

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