

St John's RC Primary



Positive Behaviour Policy

Better Relationships, Better Behaviour, Better Learning



Revised Aug, 2018



Better Relationships, Better Behaviour, Better Learning

Policy Context

Most pupils behave well most of the time. This has contributed to the atmosphere of mutual respect and cooperation which is demonstrated in line with our Catholic ethos, between staff and pupils in St John's.

We find the best way to encourage good standards of behaviour in school is through our positive behaviour policy backed by a carefully balanced combination of rewards and sanctions, applied consistently by all.

Every young person has the right to a high quality education. Positive relationships and behaviour in all aspects of school life are fundamental to enable effective teaching and learning to take place.

We aim to support every young person to be successful and achieve his/her full potential. We recognise that some of our pupils will need extra support to get it right. Interventions such as Support for Learning, working with the Educational Psychologist and mentoring are some strategies we use.

We work in partnership with Parents/carers and would encourage Parents/carers to contact us immediately if there are circumstances which may affect a pupil in class.

Expectations for Learning

Pupils are expected to:

- Follow class rules in accordance with their RRSA class charter.
- Listen to and follow instructions
- Treat others and their possessions with respect

Preparation for School

Pupils should be prepared every day.

- Pupils should always wear school uniform
- Pupils should carry a school bag each day which should contain: resources, books and equipment as required.
- Home-Learning tasks should be completed and handed in on time
- Parents/Carers should comment and sign home learning tasks and reading records.
- Pupils should ensure they arrive on time and line up on the bell, entering the school building in a quiet and calm manner.
- PE Kit: No football colours, plain shorts, house t-shirt and a change of shoes.

Classroom Behaviour

Every classroom is a **positive learning environment** where good behaviour and achievement is recognised.

Playtimes should be harmonious and pupils should treat each other fairly, adhering to playground rules.



For Your Safety

1. Walk quietly round the school.
2. Keep to the left on the stairs.
3. You need an adult's permission to enter a class during breaks or before/after school.
4. Do not throw stones or other objects as this is dangerous and could cause injury.
5. If you expect to be collected at the end of the day and no-one comes for you, you must come back into school and report to an adult who will call home for you.
6. All jewellery must be removed for swimming and gym. As accidents can be caused by jewellery, we would prefer if it were not worn to school. It is also best to have long hair tied back for gym.

For Your Work

- 1 Always try to do your best.
2. Show respect for others by not disturbing them whilst working.
3. Always pay attention and complete your work.
4. Always ask for help if you need it.
5. Homework should be your best efforts, signed by your parent / carer and handed in on time.

Behavior in and Around the School

- Pupils are encouraged to demonstrate respect , honesty and good manners at all times to all staff.
- P6/7 may bring mobile phones to school. These should be handed in to class teachers at the beginning of the school day to be returned at dismissal.
- Pupils are encouraged to use the toilets at the beginning/end of the day and during breaks. Pupils with medical conditions will be allowed to use the toilets at all times.
- Pupils must be sensible when travelling to/from the toilets and when travelling around the building.
- As an ECO friendly school we encourage all our pupils and families to use the bins and minimise litter.
- We encourage pupils to actively travel to/from school, However, all bikes and scooters should be dismounted before entering the playground.
- Pupils should bring a bottle of water every day minimising trips to the water fountain.

Positive Behaviour Strategies

As a Catholic school we strive to create and develop a Community of Faith based on the values and teachings of the Gospel. We work hard to promote an inclusive and welcoming ethos in which there is mutual respect, love and understanding of the beliefs of others. This includes:

- Good planning and organisation of the school and classroom.
- Recognition and reinforcement of good behaviour and achievements in class, newsletters, assemblies and the wall of fame.
- Pupil participation in decision making e.g. class rules, pupil council, pupil parliament etc

Restorative and Solution Focused Practice

We take, wherever possible, a non-punitive approach to resolving issues between pupils, preferring to restore good relationships where there has been conflict or harm. Through our Emotional Health & Wellbeing curriculum and through whole school assemblies, we endeavour to develop a school ethos, policies and procedures that reduce the possibility of such conflict and harm.



Building Resilience is our core programme which recognises resilience is a key factor in protecting and promoting good mental health. This whole school programme aims to look at ten different things that can help support children to develop resilience.

The programme will run over a three year period. Each theme is introduced with a launch assembly and the key messages are followed up in class activities and at follow up assemblies. A parent and carer information guide will be provided for each theme.

Recognising Good Behaviour

We reward positive behaviour. Some of the main methods we use are:

- Praise
- Reward Stickers
- Certificates
- Tea with Senior Management Team
- Achievement Assemblies
- **Golden Time**
- House Treats
- House and Class Award Systems

(see appendix 1 for full list)

Golden Time

Golden time is a positive behaviour management strategy used our school, although it

Golden time is intended to reward good behaviour, rather than learning or academic achievement.

Golden Time ensures that children who behave well are rewarded. The message we will be sending the children is if they are sensible, co-operate and work to the best of their ability, they will be consistently rewarded for their efforts.

In St John's teachers operate a system which best fits their class and agreed at the start of each session in conjunction with the RRSA class charters.

Pupils who keep their golden time are allowed a period of activity time, normally on a Friday whereby they can 'choose' from a variety of activities.

Further info can be provided by class teachers.

House Points System

Awarding House points is a tradition at St John's. Our Houses are **Abercorn**, **Brighton**, **Figgate**, **Quarry** and **Rosefield** (the 5 local parks.) House points are awarded by any member of staff and can be given out for a variety of reasons.

Each House is captained by two pupils in P7. One of the primary tasks of the House and Vice Captains is to promote and encourage good behaviour and good relationships in the school.

The Houses compete over the year with cups and trophies being awarded at the end of the year to the winning Houses. The pupils are allocated a House when they start school in P1 and remain in that House until they leave.

The House with the most points over the year wins the House Trophy which is presented at our Celebration Assembly in June each year.

Class Targets / Positive Strategies

Class teachers are given autonomy to use whatever strategies work for their particular class.

Managing Challenging Behaviour

The school recognises the need for individual teachers to have good organisation, lesson planning and preparation in order to help create the right environment within the classroom. Flexibility, choice and, where appropriate, differentiation helps minimise challenging behaviour. However, even in these conditions, some pupils will present with challenging behaviour. It is important to remember that all behaviour is communication and that staff differentiate between the challenging behaviour and the child.

We follow CEC staged intervention pathways of support. These are:

Staged Intervention

- **PATHWAY 1:** Needs are met and managed within the class through differentiation, peer support, use of positive behaviour strategies, learning assistant support
- **PATHWAY 2:** Needs are met and managed at school level through HT / DHT intervention, behaviour modification charts, working closely with parents, support from learning assistants
- **PATHWAY 3:** Needs are met and managed within school with the support of Partner Services and Agencies e.g. Inclusion Team), Hospital and Outreach Team (HOTS), Education Welfare Officer, Educational Psychologist, Additional Support for Learning Co-ordinators.. Use of ASL
- Pathways to Support Model to support such pupils School will also, where necessary, refer to NHS Child and Adolescent Mental Health Services (CAMHS) and other relevant agencies who can play a crucial role in the provision of

support for pupils. Such cases are taken forward through our solution focused child planning meetings.

- **PATHWAY 4:** Needs are met and managed through placement in a specialist setting

Partnership Working

Getting It Right for every child in Edinburgh (GIRFEC) is a partnership approach to delivering children's services. GIRFEC provides a framework and methodology for achieving a multi-agency and joint-working approach. GIRFEC aims to have a network of support in place to ensure that children get the right help at the right time. At St John's we use the GIRFEC approach in supporting children who have any additional need, including behaviour. More information about GIRFEC is available at <http://www.edinburgh.gov.uk/girfec>

Support

Support aids make an important contribution to positive relationships and behaviour.

Examples include:

- Key staff - named person for specific pupils
- Staff being available at critical times e.g. transitions, break times, staff changeovers
- Special arrangements in place for specific pupils e.g. not lining up, lunch in class room rather than hall, pupil met at door by pupil support assistant

Consequences/Sanctions

Although we aim to take a positive approach to behaviour management, there will be occasions where sanctions are appropriate. The following important considerations will always be taken into account before any sanction is given.

- a) The seriousness of the misdemeanour
- b) The extent to which the child is to blame.
- c) The child's age, state of health, capabilities etc.
- d) The duty of the authority to provide a proper school education.

What Is Classed As More Serious?

- Deliberate physical attack on another pupil or adult
- Deliberate damage to property
- Lack of respect towards staff e.g. defiance, verbal abuse, insolence (allowances may be made for pupils with additional support needs if felt appropriate to the individual pupil)
- Theft
- Bullying
- Racism/Hate Crime

- Swearing and Spitting

Loss of Golden Time

All pupils are aware that there are sanctions for inappropriate behaviour. Golden time of 10 minutes each day will be given to every child who keeps to the school and class rules. If children choose to break a rule the following protocol will be used by all staff:

- Verbal Warning
- Final Warning & Consequences shared.
- Loss of Golden Time (up to 15 mins)/Class & House Points
- Cool Down Time: Removal to another Class
- Restorative Conversation on Return to discuss a positive way forward
- Loss of break
- Contact Parents/Carers
- Senior Leadership Intervention

Exclusion

The school follows the CEC Guidelines on Exclusion but would seek to find alternatives to exclusion wherever possible. Exclusion is always a last resort.

Reporting and Recording of Incidents

Serious or persistent incidents of bullying and racist incidents are recorded and stored in school and we submit an annual return to City of Edinburgh Council.

Responsibilities:

Staff

All staff are responsible for

- Ensuring that the policy and procedures are followed
- Ensuring these are consistently and fairly applied and implemented

Parents and Carers

The school expects parents and carers to take responsibility for the behaviour of their child both inside and outside the school. They are encouraged to work in partnership with the school to assist in maintaining high standards of behaviour.

Pupils

Pupils are expected to take responsibility for their own behaviour in and out of school. They are constantly reminded of the school's behaviour policy, Golden Rules, procedures and expectations. All pupils are encouraged to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

Equalities

The school is committed to promoting equalities, inclusion and diversity and ensuring there is no discrimination in the application of our procedures. Our Catholic ethos is inclusive, with cultural differences in behaviours taken into account. Due regard is also given to the implication of a pupil's disability in the design and implementation of this policy and procedures regarding behaviour management. (*see separate Equalities / Anti-Bullying Policy for more detail*)

Appendices

1. Ideas for Promoting Positive Behaviour Strategies in the Classroom
2. Whole School Better Relationships, Better Behaviour, Better Learning approaches

APPENDIX 1: Ideas for promoting positive behaviour in the classroom

In order to keep the pupils motivated we use a variety of systems at different points over the year. Not all systems are used all of the time. Such systems include class, individual and whole school approaches e.g. star of week awarded at assembly, praise notes, house points etc.

Staff have received Bill Rogers training and always aim for positive interactions.

Below is a list of ideas which have been provided and used by class teachers. This list is not exhaustive and serves as a bank of ideas for staff. Different strategies will be used as required i.e. those most suited to the teacher, class, child involved.

- Verbal praise / discussion
- Stickers, stamps and certificates
- Star of the day / Special person
- Special cushion or toy giving them responsibility for the object for 1 day (keep this new and 'special')
- Individual behaviour charts
- House points
- Strategies appropriate to individual class – class and individual awards
- Class bead jar – children contribute to whole class jar – when full a reward is given
- Written praise
- Positive comments and feedback in jotters
- Children reading out work to peers – own class or other classes
- Peer support – children helping others with tasks
- Specific stickers for good behaviour
- Good work is rewarded by stamps
- Behavioural challenges – targets set to a specific group of children may help specific discipline problems or reinforce good behaviour e.g. not interrupting – if achieved before playtime – collect a star

- Send good work to other teachers / DHT / HT for praise
- It's My Special Day
- Sharing child's work with rest of class
- Specific 'praise' stamps e.g. 'thumbs up' stamp – children respond very well
- 'Superstar of the Week' – improved work / behaviour – one certificate a week and a star hanging over their table
- Group points / tally points (individual) for certificate
- Individual stars
- 'Special Person' (Circle Time) – positive comments from the rest of the class and cuddly toy allowed home with that person for the week
- Certificates home – for learning multiplication tables, spelling etc.
- Stamps – for good work, 'thank you', 'good manners' etc.
- Letting children know we appreciate them
- 'Brain Break' – movement in room
- 'Drum Rolls' – whole class do this to show appreciation for someone's achievement
- Highlight good behaviour
- Special errands etc. for those who complete work or are well behaved

- 'Ladder to Success' or 'Wonder Wall' – star charts for whole class / group use
- Assembly – certificates
- Knowing the children and treating them as individuals
- Lots of emphasis on the positive
- Raffle tickets – teacher gives tickets for various agreed targets which pupil puts into jar. Draw on Friday when child will win small prize
- Praise / Motivate / Recognise / Encourage
- Exhibit work
- Reading out work to rest of class
- Modelling good work / efforts in front of others
- Choice of activity e.g. computer etc.
- Gestures / body language / signals / personal interchange
- Symbol / stamp / drawing on work to show appreciation of it
- Reading each other's work – make comments on

APPENDIX 2: DE-ESCALATION TECHNIQUES (For school staff)

(Taken from CEC 'Better Relationships, Better Behaviour, Better Learning Procedures August 2013)

Physical

- Think about your position in the room – make sure you are closest to the door. But do not stand across the doorway to block someone's exit.
- Respect personal space by keeping your distance (up to 4x more than normal) and turn your body so that you are presenting at an angle to the other person.
- Be aware of your body language – try to present with a relaxed and non-threatening stance with your hands open and visible.
- Stand on the same side as their dominant hand (reducing the likelihood that they will try to grab or hit out)
- Make only intermittent eye contact – more than this is threatening
- Adopt a 'slow motion' mode to offset the natural tendency to match the other person's behaviour
 - i.e. talk slowly, walk slowly, move your hands slowly.
- Lower your voice and try to retain a warm and empathic tone
- Make sure your facial expression is congruent with what you say
- Remain calm
- Where possible separate them from the others / or remove the audience
- Get everyone to sit down – sitting helps you to calm down

Communication

- Listen
- Use the young person's name
- Give them a way out / offer 'time out' – "Would you like to take a break..?"
- Respond empathically - recognise the emotions that the young person has by naming them.
- Tell them that it's ok to have these feelings.
- Let them know specifically what behaviour is unacceptable.
- Tell them that you want to hear what they have to say – "Help me to understand what you're saying to me"
- Reflect back to them – "Can I just check? I think what you're saying to me is that you are unhappy about... Have I got that right?"
- Use problem-solving skills with the young person – "What would help right now?" (This might only be possible once they have started to calm down)
- Offer praise where you can – "Well do! You're doing really well to control yourself. Keep on taking deep breaths."
- Set limits - offer choices and make them aware of consequences.
- Ask yourself, "What is this young person trying to communicate?"

Personal attributes that will help

- Always show **warmth** and **positive regard** for children and young people
- Try to be **consistent** and **predictable**
- Be firm but **fair**
- Know your limits - don't make promises you can't keep and get help if you need it.

Feelings

Issues affecting the child / young person:

- All behaviour is a form of communication. The young person has something to communicate to you. Let them know that you want to listen to what they have to say and that it is the way they are communicating that is problematic. Make it clear that you are disapproving of their behaviour and not them as a person.

- ‘Challenging behaviour’ often meets a need for the young person. For them it is a solution – a means to an end - and not a problem.
- Under stress, the young person’s survival response will dominate their actions. They are not likely to be able to reason (i.e. engage with the ‘thinking’ part of their brain). Attempts to appeal to their more ‘sensible’ self will probably be futile.

Issues affecting you:

- In response to a potential threat your defence / survival system may also have been activated – your brain will be sending signals to you to fight, flight or freeze.
- The use of de-escalation techniques is therefore counter-intuitive. It goes against our natural instinct in a threatening situation.
- You must try to appear to be calm and in control of yourself and try to engage the ‘thinking’ part of your brain.

What’s not helpful?

Physical

Avoid

- Adopting a threatening stance or standing across the doorway to block someone’s exit
- Invading the young person’s space (unless you are moving towards them to restrain them)
- Compromising your own safety

Communication

Avoid

- Shouting, threatening, preaching, arguing etc.
- Pointing or shaking your finger
- Continuing to discuss the ‘issue’ or to ask ‘why did you do that?’
- Trying to ‘win’ or have the last word
- Interrupting e.g. “No, you listen to what I’m saying for a change...”
- Saying anything that might connect the young person to strong feelings of guilt or shame. This is not the time.

Feelings

Avoid

- Telling them you know how they feel
- Dismissing their feelings
- Taking it personally. Even when comments or insults are directed at you, they are not really about you. Try not to respond to them and concentrate on calming the situation.

