

**St Bernadette’s Primary School and Nursery**

**Draft Positive Behaviour Policy**

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**Rationale**

****In St Bernadette’s we work in partnerships with parents to create a positive ethos and environment for effective learning and teaching. Within Curriculum for Excellence **all** staff are expected to be proactive in promoting positive relationships and behaviour in the classroom, playground and wider community. Our aim is to ensure that all young people in St Bernadette’s’ School and Nursery are:

* Safe, secure and supported
* Included and respected
* Valued and treated as individuals
* Supported to develop self-confidence and resilience

**All behaviour strategies have been designed in consultation with staff, pupils, parents and carers**

**Rights Respecting Schools**

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St Bernadette’s Primary and Nursery are working towards achieving Rights Respecting Schools status. We will do this in collaboration with children, parents, carers and the wider community.

*The following sets of Rights and Responsibilities have been drawn up by some P6/7 children – they will be shared and adapted.*

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| **Children’s Rights** | **Children’s Responsibilities** |
| To have their voices heard | Listen to others and turns  To disagree in ‘non-hurtful’ ways |
| To be respected | To respect others  To say please and thank you  To look after each other within a group  To support others and say kind things |
| To play safely | To take turns, share and be gentle  To occupy the same space co-operatively  To be a good sport |
| To be treated equally and fairly | To treat everyone equally  To acknowledge the worth of others  To treat others fairly |
| To be confident | To express support / no put downs  To encourage others |
| To participate | To allow everyone to participate equally |
| To be their self | To let others be their self  To negotiate and accept differences  To be assertive in acceptable ways |
| To feel safe and protected | To tell someone if they are having troubles  To be self-controlled and control  To resolve conflicts without violence of any kind  To behave in a way which keeps themself and others safe |
| To learn in an attractive school | To ignore distractions and follow directions  Ask appropriate questions  To attend school regularly and o be willing to work hard  To allow others to learn  To look after school resources |

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| **Staff Rights** | **Staff Responsibilities** |
| To teach | To plan and deliver exciting and fun lessons  To interact effectively with colleagues and children |
| To say what they believe | To listen to children and all adults  To disagree in ‘non-hurtful’ ways |
| To be respected and happy | To respect their colleagues  To make the best interests of every child a top priority  To treat everyone equally and fairly  To focus on positive behaviour |
| To teach in an attractive environment | To keep the school tidy  To look after school resources |

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| **Parents’ Rights** | **Parents’ Responsibilities** |
| To have guidance | To make sure children are following the rules  To work in partnership with the school |
| To see their child in school | To attend parent consultations, open evenings, workshops  To talk about school with their child  To ensure children attend regularly |
| To say what they believe | Listen to others  Take turns  To disagree in ‘non-hurtful’ ways  To talk with school staff about any concerns they may have |
| To be happy | To make their children happy  To show love and affection to their children  To keep their children emotionally safe  To keep their children physically safe  To look after and take care of their children |

**Whole School Approach to Positive Behaviour**



The management team, all teachers and support staff will use the **Dojo points system and Golden Time Rewards**.

**The Senior Management Team** will award dojo points to Classes, groups and individuals that display positive behaviour and achievements e.g.

* Walking in the corridors
* Good manners
* Special Achievements
* Positive attitudes

**Class teachers** will award dojo points to Classes, groups and individuals that display positive behaviour and achievements e.g.

* **Four Capacities**
  + **Successful Learning**
    - **Hard working attitude**
    - **Using imagination and creativity…**
  + **Confident Individual**
    - **Accepting leadership roles**
    - **Bouncing back from setbacks…**
  + **Responsible Citizen**
    - **Taking care of school resources**
    - **Looking after their local environment**
    - **Being kind and helpful…**
  + **Effective Contributors**
    - **Working cooperatively**
    - **Sharing materials**
    - **Talking about their views…**

**Support staff** will issue golden tickets during play time for children display positive behaviour and achievements. These tickets will be converted into Dojo points.

* Playing well
* Looking after playground resources
* Helping other
* Including others in their games
* Lining up when play time ends

**Dojo Rewards and Golden Time**

Class dojo points will be celebrated at weekly assemblies.

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| Class Awards | Rewards |
| Class of the week | Extra 10 minutes break |
| Class of the month | A trophy and double golden time activities |
| Class of the term | A trophy and an afternoon of golden time |
| Class of the Year | An extra class trip paid for by the school |

***The children’s focus group stated that they think children who have not behaved should not be rewarded for class of the week.***

**Golden Time Structures**

This takes place in St Bernadette’s on Friday afternoon from 2:15pm. Children currently bring toys and games from home and have access to various class activities. The children’s focus group have recently made the following suggestions for additional activities.

* Cartoon or movies in two classes
* Table tennis and football tables
* Cooking in the community room
* Dance mats
* X box
* Special golden time boxes for class of the week.

***We have agreed to look for ways that some of the above activities can be included.***

**Sanctions for children who lose golden Time**

* Additional or unfinished class work
* Write about their behaviour and how they will improve
* Mediation with trained staff member for children who regularly lose golden time

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**Staged intervention approach to promote positive behaviour**

**Falkirk Council adapts a staged intervention approach to support children. St Bernadette’s Primary School and Nursery have adapted this approach for use a class and school level.**

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| **Levels** | **Types of behaviours** | **Interventions** |
| **0** | **Minor one-off events** | **Class teacher support and intervention**   * **Lose dojo points** * **Lose some break time** * **Yellow letter to parents (from CT)** |
| **1** | **More Serious one-off event** | * **Refer to SMT** * **Orange letter (From HT)** |
| **2** | **Persistent minor events which disrupt learning**  **Verbal or physical assaults** | **The HT or PT will work with the CT, parents/carers and child to provide targets and support. We will ask for support from other agencies if required.** |
| **3** | **Where difficulties persists or escalate despite above interventions** | **The school will continue to work with the parents and young person. We will engage the help of appropriate outside agencies.** |

**Exclusion from school will be a last resort but remains as a possible option. Action of this kind will be carried out in line with Falkirk Council policy.**

All of the above strategies have been designed to ensure there is a consistent approach to behaviour management. The success of this policy will rely on a genuine partnership between pupils, staff, parents, carers, partner agencies and the wider community.

**Falkirk Council Policies and Guidelines**

<http://underground.falkirk.gov.uk/corporate/services/education/policies_strategies/docs/pupil_support_behaviour/sc10.pdf>

<http://underground.falkirk.gov.uk/corporate/services/education/policies_strategies/docs/pupil_support_behaviour/positive_behaviour_leaflet.pdf>

<http://underground.falkirk.gov.uk/corporate/services/education/policies_strategies/docs/pupil_support_behaviour/anti_bullying_policy.pdf>