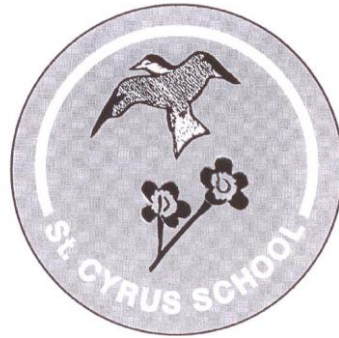


# St Cyrus School



# Promoting Positive Behaviour Policy

## Policies and Procedures

February 2024





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## RATIONALE

Our vision –

Our school and its family is a happy and successful place. A positive environment where people care for and encourage each other in order to achieve everyone's full potential.

This is underpinned by our mutually agreed values of **Safe, Together, Active, Respectful and Successful**.

To support this vision all members of staff have the responsibility to uphold our nurturing ethos and to ensure that the individual rights of every child are met.

**Article 28 (right to education)** Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights.

**Article 29 (goals of education)** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Our philosophy of behaviour management is based on a restorative approach within the principles of GIRFEC (Getting it Right for Every Child).

Our basic school rules are set by the pupils and staff and are based around common sense. These allow us to work in harmony with one another and ensure safety and wellbeing for all within the school community.

To promote positive behaviour in our school we have adopted a system of Golden Rules. These are a set of moral values which apply to all walks of life, not just for school.

### **Our Golden Rules are:**

Do be gentle, don't hurt anyone

Do be kind and helpful, don't hurt people's feelings

Do work hard, don't waste time

Do look after property, don't waste or damage things

Do listen to people, don't interrupt

Do be honest, don't cover up the truth

Do be polite at all times, don't forget your manners

These Golden Rules apply to all areas of school life, including extra curricular activities and out of school excursions.

In addition to these Golden Rules, we have **routine** rules for the safety and well being of everyone in the school.

**Whole School Rules:** - see Appendix 1

**Playground Rules:** - see Appendix 2

**Dining Room Rules:** - see Appendix 3

At the beginning of every academic session each class also establishes its own class charter. This should be linked to the school vision, values and aims and be embedded in the Well-being Indicators i.e. SHANARRI (Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included) Principles and the UNCRC.

# PROMOTING POSITIVE BEHAVIOUR - RESPONSIBILITIES

## Staff are expected to:

- treat pupils and their views with respect.
- reinforce the golden rules.
- be supportive, both academically and emotionally.
- provide positive experiences in a well – organised, safe but stimulating environment.
- instil a love of learning, promote self- discipline and the ability to forge good relationships.

## Pupils are expected to:

- treat all members of the school community with respect.
- Follow school and class rules
- treat other pupils with consideration and kindness.
- take care of other people’s property.
- work hard to fulfil their potential in all areas of school life.
- be proud of their school and their own achievements.

## Parents are expected to:

- ensure their children attend school regularly.
- ensure they arrive at school on time
- take an interest in their children’s schoolwork and show support in various ways e.g. communicating with school when required, attending parental interviews.
- enable their children to participate in extra curricular activities if possible and desirable.
- support the school in promoting positive behaviour.

## REWARDS

Good behaviour is an expectation throughout our school and will be rewarded by being acknowledged, encouraged and praised by all staff.

The use of house points brings the whole school community together in working towards a common goal. Pupils work in their houses – ‘puffin’, ‘curlew’, ‘sandpiper’ and kittiwake’, to gain points for following our golden rules and for being ‘STARS’ –Safe, Together, Active, Respectful and Successful.

Points are collated weekly and recorded on the score board (outside SLT office). At the end of term, points will be counted and the house with the most points will receive the house trophy and a house party/picnic during the last week of term.

### Additional Positive Behaviour Strategies Will Include:

- Head Teacher Awards- Special Awards will be given to pupils (1 per class) who have behaved or worked particularly hard. These will be awarded weekly and presented during assembly.
- Intrinsic rewards e.g. merit awards and stickers for positive behaviour and achievement in areas across the curriculum and outwith the school will be presented to pupils on an ongoing basis by class teachers.
- Use of ‘Circle Time’ to discuss aspects of personal and social development including positive and negative behaviour.
- Discussing whole school behaviour issues at Pupil Council meetings.
- Whole school assemblies on moral and social issues.
- Setting of personal targets for improving work and/or behaviour.

### The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning and teaching contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed- back all help allow children to develop a pride in themselves and their work. Classroom management and teaching methods have an important influence on children's behaviour. These are clearly set out in our Learning & Teaching policy.

# NEGATIVE BEHAVIOUR

The following procedure will be followed if our 'Golden Rules' are not followed.

## In Classroom

### Warning

#### **X – 5 minutes off break time**

(This time will be spent with a staff member who will have a restorative conversation with the pupil about why they have lost time)

#### **XX – 10 minutes off break time**

(This time will be spent with a staff member who will have a restorative conversation with the pupil about why they have lost time)

#### **XXX – Remove from class.**

If a child accumulates more than 15 minutes in a week a phone call will be made home so that parent/carers are kept informed of behaviour.

## In Playground

### Warning

#### **X – 5 minutes spent in quiet area/on bench**

#### **XX – 10 minutes off the following break time**

(This time will be spent with a staff member who will have a restorative conversation with the pupil about why they have lost time)



**Restorative questions P1 - P3**

Person responsible:

- What happened?
- How did you make that person feel?
- Do you agree with the consequence?

Person harmed:

- What happened?
- How did that make you feel?
- What would you like to see happen?
- 

**Restorative questions P4-P5**

Person Responsible:

- What happened?
- What were you thinking at the time?
- How were you feeling?
- Who has been affected?
- How do you feel about your actions now?
- How can we make sure that this doesn't happen again?

Person Harmed:

- What happened?
- How are you feeling now?
- What do you think needs to be done to put things right?
- How can we make sure that this doesn't happen again?

**Restorative questions P6-P7**

Person Responsible:

- What happened?
- What were you thinking at the time?
- What have your thoughts been since?
- Who has been affected by this? How have they been affected?
- What do you think needs to happen now?

Person Harmed:

- What happened?
- What were your thoughts at the time?
- What have been your thoughts since?
- How have you/anyone else been affected by this?
- What's been the hardest thing for you?
- What would you like to see happen?

Restorative conversations will be formally recorded in the behaviour book which is located in the Head Teacher's office.

If behaviours are recurring:

- Parental involvement will be sought.
- Individual targeted behaviour plans will be drawn up.
- Advice may be sought from external agencies.
- As a last resort possible exclusion procedures would be put in place as per Aberdeenshire's Exclusion Policy after adaptations to the curriculum/alternative curriculum, time out and nurture groups have all been considered.

# St Cyrus School Rules

- Do be gentle
- Do be kind and helpful
- Do work hard
- Do look after property
- Do listen to people
- Do be honest
- Do be polite at all times

# St Cyrus Playground Rules

## Golden Rules

### St Cyrus Playground

- Do be gentle
- Do be kind and helpful
- Do work hard
- Do look after property
- Do listen to people
- Do be honest
- Do be polite at all times

**In addition to these Golden Rules these expectations also help to keep us safe and well**

- Stay within the school grounds during school hours
- No climbing on the school building or boundary walls
- Always look out for others when running in the playground
- Always play fair with others
- Never throw stones or snowballs in the playground
- Don't take toys into the playground

# St Cyrus School Dining Room Rules

## Golden Rules

### Lunch Hall

- Do be gentle
- Do be kind and helpful
- Do work hard
- Do look after property
- Do listen to people
- Do be honest
- Do be polite at all times

**In addition to these Golden Rules these routine rules also help to keep us safe and well**

- Walk quietly to the hall when your year group is called
- Line up quietly for your lunch
- Remember to use good manners at all times
- Tidy away cutlery, glass and plates neatly
- Use the cloth or mop to wipe up any spills
- Always listen to the Lunchtime Supervisor