

Further Concerns

In some circumstances, Restorative Approaches may not be the most suitable, or only option, for addressing certain behaviours (e.g. repeated difficulties, child unable to accept responsibility for their actions). In these cases, further action may be required which can involve:

- telephone call/meeting with parent or carers to discuss ways in which behaviour can be further supported
- positive behaviour targets or contract
- additional support from other agencies (e.g. Inclusion Team, Educational Psychology Service, Social Work, Child Protection Services, Child and Adolescent Mental Health Service)

A pupil may be excluded from school when all other measures have been tried, or in cases of very serious indiscipline, and to allow the pupil to remain in school is likely to be seriously detrimental to order and discipline in the school.

Article 28 of the UNCRC

“Every child has the right to an education... Discipline in schools must respect children’s dignity and their rights...”

Consultation

This policy will be reviewed in consultation with pupils, parents and staff. (June 2022)

Review Date: June 2025

Parents

If you have a concern about your child:
Please contact the Head Teacher

01764 657800

For further information, please contact:

Mrs E Hunter (Head Teacher)
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St Dominic’s RC Primary School, Nursery Class & Wraparound Care Service



PROMOTING POSITIVE BEHAVIOUR

Vision

Our vision is for a harmonious and inclusive community where the rights of all are held in high regard; where Gospel values are held at the heart of our mission. We aim to develop the self-esteem, dignity and respect of all members of the community. We promote a culture of high achievement and inspire our global citizens to live in our global village. Our aim is for everyone to feel welcome and to know that we will work in partnership to ensure that all learners grow and develop educationally, socially, emotionally and spiritually.

RATIONALE

Everyone at St Dominic's is entitled to positive learning experiences, whilst enjoying positive behaviour.

All members of the school community have a responsibility to work proactively to ensure that all children are achieving their full potential. Positive behaviour should be fostered in an atmosphere of mutual trust, respect, understanding and encouragement in accordance with the religious and educational philosophy of the school.

Article 3 of the UNCRC

"The best interests of the child must be a top priority in all things that affect children"

PROMOTING POSITIVE BEHAVIOUR

Our whole-school approach to fostering a positive, nurturing and respectful ethos is promoted in the following ways:

- Class charters – created by classes at the beginning of each academic year
- Playground and dinner hall charters – created in consultation with learners
- Assemblies
- Class reward systems

HIGH EXPECTATIONS

Children will:

- Have high expectations of themselves
- Conduct themselves in a respectful manner
- Be encouraged to engage in conversations about behaviour
- Feel happy, safe and secure

Staff will:

- Set high expectations
- Reward positive behaviour, for example with praise, stickers and certificates
- Be consistent
- Be good role models
- Listen to children and value their contributions
- Give opportunities for learners to discuss their feelings with an adult (e.g. emotional check-ins)
- Work in partnership with parents to support children's behaviour

Parents will:

- Work in partnership with staff to embrace the values of our school

RESTORATIVE APPROACHES

Restorative Approaches offer a proven and effective way of helping our children and young people develop as responsible citizens and confident individuals. This approach can address conflicts and harmful situations in a way that, at the very least, does not harm relationships, and at best builds and repairs them. It also empowers those involved in conflict or harmful situations to take ownership of these and find ways forward for themselves.

In St Dominic's we fully embrace the use of Restorative Approaches to promote positive behaviour and resolve conflicts. This will involve some or all of these actions:

- a conversation between an adult and the child who has caused harm
- a conversation between an adult and the child who has been harmed
- a conversation between the children involved in the conflict
- reparations to be made
- an agreement that conflict has been resolved and should not then be used in any future conflicts

Research shows that when a person can accept responsibility for their actions, understand the harm they have caused and the feelings of the other person involved, they are more likely to change their behaviour.