



Purpose of the policy

1. To set the standard and expectations for positive behaviour and relationships at St Dominic's RCPS.
2. To provide clear guidelines on the role of Right Holders (pupils) and Duty Bearers (parents and school staff).
3. To make the logical and natural consequences of behaviour clear to all.

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".



Aim of the policy

- To create a culture of positive behaviour for all.
- To ensure all pupils are able to access their rights or are supported to access them.
- To ensure that all learners are treated fairly, shown respect and to promote positive and nurturing good relationships.



- To ensure Right Holders, Duty Bearers understand their roles in promoting respectful relationships and safe behaviour
- To help learners understand that they manage their own behaviour, take responsibility for choices and understand any consequences
- To build a community which values achievement, health and wellbeing, resilience and responsibility.

Introduction

St Dominic's RCPS has Rights Respecting School status which means that everyone puts the rights of the child at the heart of all that we do. All children have rights as detailed by UNCRC. 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.



We want everyone to share our values of **Faith, Hope, Love.**



Article 29 of the UNCRC

A child or young person's education should help their mind, body, talents be the best they can. It should also build their respect for other people and the world around them. In particular, they should learn to respect:

- *Their rights and the rights of others*
- *Their freedoms and the freedoms of others*
- *Their families*
- *The identity, language and values of other countries – including their own.*



At St Dominic's we learn about children's rights and also model rights and respect in all relationships. All staff are encouraged to use praise and reinforcement of the school Charter to help pupils to achieve their best work and to respect the rights of others.

Being Consistent

We recognise that all members of the school must accept responsibility for their own behaviour and for recognising mistakes. For this to work there has to be co-operation, communication and consistency between pupils, parents, and staff. We will develop a culture of positive behaviour across the school and recognise that a consistent approach from all is needed to achieve this.

The role of Right Holders (Pupils):

Respect



- Listen to and follow instructions
- Use acceptable language and tone
- Look after other people's belongings
- Look after school equipment and property
- Use good manners
- Treat others as you would like to be treated
- Give others privacy and personal space
- Always keep your hands and feet to yourself

Responsibility



- Keep yourself and others safe
- Dress appropriately for the learning of the day - school uniform or outdoor clothes as agreed
- Organise and look after personal items
- Have water bottle, PE kit, homework, reading books and any other required equipment
- Work to the best of your ability at all times
- Know and understand routines and what is expected
- Think carefully before you act
- Set a good example to younger pupils

Honesty

- Always tell the truth
- Be fair

Co-operation



- Take turns and share
- Include everyone
- Listen to the ideas and opinions of others
- Move safely around the school – **walk** up and down stairs and along corridors
- Stay in the area you have been asked to be in
- Work as a team
- Always be a good sport
- Be helpful
- Try to resolve disagreements or worries before looking for help with an adult, for example by visiting the friendship stop

The role of Duty Bearers (Parents):

- Model positive behaviours and focus on building relationships
- Co-operate with and support the school
- Reinforce the school's behaviour and relationships (God's Loving Plan) policies
- Support their children get in the right frame of mind- be positive about school
- Support their child by agreeing to discuss problems that arise
- Celebrate pupil's successes with us
- Build positive relationships with the school and trust that decisions are being made with their best interests in mind
- Ensure your child is ready for learning, support pupils with basic life skills such as waiting your turn, losing and winning gracefully, building resilience and eating skills
- Keep the school informed of any changes at home that may impact behaviour

The role of Duty Bearers (Staff):

- Meet and greet and welcome learners as they enter school

- Provide opportunities for emotional check-in
- Have clear expectations for the class but recognise pupils as individuals
- Model positive behaviours and focus on building relationships
- Plan lessons that engage, challenge and support the needs of all learners
- Recognise and celebrate achievement
- Refer to ‘Respect, Inclusion, Responsibility and Fairness’ in conversations about behaviour
- Be calm and give learners time to be calm before talking through a problem.
- All adults will use praise effectively and meaningfully e.g. I like how well you have listened to others in the group. You have walked quietly and safely to the hall, etc
- Follow up poor behaviour consistently and engage in reflective dialogue with learners using Restorative Conversation questions
- Communicate with parents
- The class may have their own agreed reward system. These can be changed regularly to maintain motivation.
- All staff will praise pupils, ensuring everyone’s wellbeing is taken into account
- Ensure the learning environment is safe, promotes independence and inspires learning

Class Charters and Assemblies



At the start of every academic session class teachers will work with the class to create a class charter as part of the UNCRC, which reflects the role of Right Holders and Duty Bearers and supports everyone to be ready, respectful and safe. The charter will be discussed with the class, written up and displayed on the wall. This charter will be revisited throughout the session by the class teacher and when there is a change of teacher. This charter will give visiting teachers a clear starting point for managing positive behaviour and building relationships.

Regular assemblies will review and reinforce the school values. Class work will provide opportunities to explore and discuss these in greater detail and re-enforce pupil understanding.

Classes will hold Restorative Conversations to support positive behaviour and relationships.

Consequences

We will support all our pupils to understand the consequences of their behaviour and the impact it has on their own and others learning and wellbeing. We want our learners to understand the consequences of their actions and to take responsibility when mistakes have been made. We use Restorative Approaches. Parents can be involved in the restorative process. All staff will support pupils to understand the natural and logical consequences of their behaviour.

Some consequences might be:

- When you call someone names or make fun of them you will have a conversation with them and understand how you have made them feel through a restorative conversation.
- If you are rude to others, you will be given a reminder of what good manners are and be expected to try again using good manners.
- If you hurt someone you will have to face up to those you have hurt through a restorative conversation and do something to repair the relationships.
- If you disrupt learning in your classroom you might have to work elsewhere.
- If you waste your time, you will pay back with your own time e.g. completing tasks at home or during your own break.
- If you are consistently not Respectful, Responsible, Inclusive or Fair your parents will be involved to support Restorative Practices.

Serious Behaviour

For most of our learners these steps will be adequate to deal with behaviour which is not Respectful, Responsible, Inclusive and Fair. If there are incidents of serious behaviour, the Head Teacher will be involved and will seek to work with the learner and their parents until improvements have been made.

All staff will be aware of learners whose behaviour could be challenging or those with Additional Support Needs which impacts on the ability to manage their own behaviour. Exclusion from school would only be used as a last resort and be a proportionate response for which there is no appropriate alternative. The decision to exclude would only be taken in line with the PKC Guidelines on the Exclusion of Children and Young People from Schools in Perth and Kinross.

Parents can be supported with managing behaviour at home, access to benefits and family support by our Strengthening Families Team. For further information, please contact mlmorgan@pkc.gov.uk