



Promoting Positive Relationships: Positive Behaviour and Anti-Bullying Policy



Everyone at St Dominic's is entitled to positive learning experiences, whilst enjoying positive behaviour. **Article 3 of the UNCRC** *"The best interests of the child must be a top priority in all things that affect children".*

All members of the school community, including families 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.

The Parent Council, a parent/carer focus group, staff collegiate meetings, Pupil Council; as well as the whole pupil community through Class Charters and discussions at School Assemblies have helped form and shape our Positive Behaviour Policy.

Rationale

This policy sets shared expectations about positive relationships, behaviour and anti-bullying in our school, with an understanding that children, parents and staff all have their part to play, within a framework of agreed rights, responsibilities, rules and routines. Our Catholic ethos underpins the rationale, whereby we are committed to establishing an inclusive ethos, which aims to honour the life, dignity and voice of each person, made in the image of God (SCES, 2016).

Guiding Principles

"Social, emotional and behavioural skills are key skills for learning, life and work. Readiness to learn, and ongoing positive relationships and behaviour, depend

upon social and emotional wellbeing. Health and wellbeing across learning is a responsibility for all. Children and young people should feel happy, safe, respected and included in the learning environment and all staff should be proactive in promoting positive behaviour in the classroom, playground, and wider learning community. (Scottish Government, 2010: 2).



- We support children to make the right choices; respect the rights of others and provide additional support for this where needed. (*UNCRC Article 28 and 42: You have the right to an education and to know about your rights*).



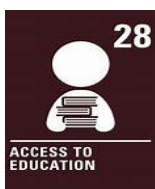
- We ensure consequences for poor behaviour are dignified, fair and proportionate, allowing children opportunities to reflect and improve. We will use rights-respecting language when discussing behaviour. We ensure that we promote physical and emotional safety for all children. (*UNCRC Article 19 and Article 37: Violence against a child is never acceptable and no-one is allowed to punish you in a cruel or harmful way*).



- We promote an awareness of individual needs, whether they are learning, physical, social, emotional or health needs, and we support these within our school community. (*UNCRC Article 23: You have the right to specialist educational provision and care if you have additional needs*).



- We are clear with children, staff and families about expectations and consequences for behaviour and work closely with families to promote positive relationships and behaviour. (*UNCRC Article 42 and 9: You have the right to know about your rights and the right to live with a family who cares for you*).



- We encourage all to take pride in their school, class, learning and learning environment. (*UNCRC Article 28: Your right to a good quality education*).

Values

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 protected

rights as detailed by UNCRC. Our vision is for a harmonious and inclusive community where the rights of all are held in high regard and 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 children grow and develop educationally, socially, emotionally and spiritually.



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

Faith: An inclusive ethos which aims to honour the life of dignity and voice of each person made in the image of God.

Hope: For our future, through the highest quality of education, demonstrating a hardworking and caring attitude.

Love: We are generous, helpful and thoughtful. We look out for everyone in our school and community.

Respect: We are honest and show consideration and fairness to everyone, by striving to be polite and well-mannered.

Each value has a set of associated behaviours that children and staff devised to demonstrate how we would live our values, in line with Gospel teaching. These are highlighted across the school, particularly during weekly assemblies.

Behaviour for Learning



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 continue 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 our own and 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

Respecting Behaviours



- Be kind to those around you
- 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
- Seek help if feeling emotional

Honesty

- 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 (Adults, including families):

- 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 children 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 children
- Recognise and celebrate achievement
- Refer to 'Respect, Inclusion, Responsibility and Fairness' in Restorative Conversations.
- Be calm and give children 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 children 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

UNCRC 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, clarifying expectations, rules and routines, which in turn 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.

Celebrating Success

Intrinsic motivators – which stem from a personal desire to learn, explore and build self-efficacy – are our approach to promoting positive relationships and behaviour. However, we also value and embrace a range of other strategies in order to encourage children, acknowledge effort and celebrate individual success, as detailed in the Curriculum for Excellence's 4 capacities, for all children to become: Successful Children, Effective Contributors, Responsible Citizens and Confident Individuals.

Among those used in St Dominic's RCPS are:

- Class reward systems that focus on celebrating kindness and good work ethic.
- Verbal praise, which encourages everyone to celebrate an individual's success
- Wider achievements shared in class and in our Celebration Achievement Sways
- Certificates presented in class awarded by class teachers.

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 children

to understand the consequences of their actions and to take responsibility when mistakes have been made. We use [Restorative Approaches](#) and this supports children to see a consequence as an opportunity to learn something constructive about their behaviour and how it may impact others. Families can be involved in the restorative process. Our Teaching Staff have been trained to use Playback Ice Pack, Bounce Back and Social Stories. All staff will support pupils to understand the natural and logical consequences of their behaviour.

When rights-respecting rules are broken, the emphasis is on responsibility for one's behaviour. We seek to make the consequences fair and related to our rights and school values. We believe it is crucial for children to see the 'connectedness' between behaviour, choice and outcome. We understand that some children will need more support to understand this and we are committed to supporting all children, particularly through significant 1-1 support from the Class Teacher, Principle Teacher or Head Teacher. We seek at all times to preserve positive, respectful relationships and maintain mutual respect.

Class teachers and Support Staff deal with minor breaches of discipline in a caring, supportive and fair manner, using a restorative script and conversation, where appropriate (appendix 1). Each case is treated individually. Children are made aware that they are responsible for their own actions and that, if rules are broken (appendix 2), there are consequences.

Level 1 Consequences:

- a verbal reminder of expected behaviour, delivered sensitively to the pupils involved
- moving seats
- 'time out', to reflect on the consequences of the behaviour, in a specific place in the classroom
- sending work home (work sent home that is not considered to be regular homework)
- letters of apology
- writing reports/reflections on the reason and consequence of their poor behaviour

- loss of privileges

Level 2 Consequences: Children with repeated inappropriate behaviour will be given opportunities and support to change their behaviour over a specific period of time. If their behaviour choices continue to be outside of our expectations, then this will be escalated to a point 3 (see below).

Level 3 Consequences for Major Breaches of Discipline: family invitation to attend meeting

For most of our children 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 and Class Teacher will be involved and will seek to work with the learner and their family until improvements have been made.**

All staff will be aware of children 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.

Family Support

The school works in close partnership with families to encourage children to develop confidence and self-control and to work and play harmoniously with others. Parental co-operation helps us to maintain the high standard of behaviour we expect.

Families contribute to the success of our policy by:

- discussing the school's expectations and guidelines with their child, emphasising their support of them.
- attending Parents' Evenings and by engaging in informal contact with school as and when the need arises.
- recognising that learning and teaching cannot take place without a respectful ethos.

- trusting staff to deal with behaviour problems patiently and positively, in a way that consistently meets children's rights, as outlined in UNCRC

Playground Behaviour

Children spend approximately 20% of their school day in the playground or inside the building for their breaks and conflicts/challenges can arise over space, friendships and property. Expectations and routines are discussed regularly with the children during class Health and Wellbeing curricular activities and Assemblies. Our Health and Wellbeing and RERC programmes of study continually reinforce expectations.

Everyone in the playground has a responsibility to take care of others and must seek help from Support Staff if they notice that someone has been hurt or if they are concerned about anyone's behaviour.

Support Staff supervise the children and enforce the safety rules. If school rules or playground safety rules are broken, there is a staged procedure:

1. Verbal reminder about the guideline and expected behaviour.
2. The pupil may be directed to a 'time out' area/bench to cool down and think about their behaviour.
3. Support Staff will inform Class Teacher(s) of incidents that may require more discussion in class.
4. In the event of physical violence, verbal or racial abuse the incident is referred immediately to a member of the Senior Leadership Team.

Anti-Bullying Policy

Please read appendix 3 of this document.

Monitoring and Review of Promoting Positive Relationships: Positive Behaviour and Anti-Bullying Policy

Evaluation and review of the policy Promoting Positive Relationships: Positive Behaviour and Anti-Bullying Policy takes place during audits within the School Improvement Plan cycle.

Appendix 1 – Restorative Practice

Restorative approaches help teachers ensure that pupils, staff and families can be part of a fair process, while helping all involved to understand the impact of their behaviour on others.

Restorative Practice works to resolve conflict and repair harm. Pupils seek fairness from adults who are dealing with disciplinary issues. Whether they are being hurt or the person doing the hurtful behaviour; their focus is not on winning or losing, but on trusting in a fair process. It encourages those who have caused harm to acknowledge the impact of what they have done and gives them an opportunity to make reparation. It offers those who have suffered harm the opportunity to have their harm or loss acknowledged and amends made.

Restorative Practice is based on 4 principles:

- **Respect:** listening to other opinions and learning to value them
- **Responsibility:** taking responsibility for your own actions
- **Repair:** discussing how to repair harm
- **Re-integration:** working through a process that solves the problem

The following questions are designed to resolve conflict restoratively and form the basis of all interaction between staff and pupils.

Restorative Questions	Restorative Approach
What happened from your point of view?	Welcome
What were you thinking at the time?	Listening to the past
How are you feeling right at that moment?	Summarise / reframe
Who else do you think was affected by this?	Listen to second / reframed story
What have you been feeling since?	Clarification / Translation
How are you feeling now?	Identify needs
What do you need to do?	Closure
What needs to happen now?	

Restorative Approaches can be employed at different levels in school:

- As a preventative measure and in promoting positive relationships within the whole school community.
- As a response when difficulties arise.
- As part of support and intervention strategies for more long-term and persistent difficulties.

Appendix 2

All pupils must display the school values of **Faith, Hope, Love, Respect**. Failure to adhere to the school values will incur verbal warnings.

Level 1 Verbal warnings will be issued for disrespectful behaviour such as:

- Answering an adult back in a rude/cheeky manner
- Eye-rolling
- Not listening or refusing to follow an adult's instruction
- Being dishonest and/or disrespectful
- Being unsafe
- Being unkind to peers and staff
- Swearing

Level 2

Repeated inappropriate behaviours listed above. Opportunities and support to change their behaviour over a specific period of time.

Level 3 – instant referral to Senior Management Team to contact families for a meeting

Culmination of the above and/or physical aggression or assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to engage in tasks or activities and disruptive behaviour in class.

Class Teacher to arrange a meeting as soon as possible between families and Senior Management Team.

Appendix 3 - Anti-Bullying

It is every child's right not to be bullied. Although the UNCRC does not specifically mention 'bullying', bullying behaviour does breach a number of the articles:



- 'All organisations concerned with children should work towards what is best for each child'. (UNCRC Article 3)
- 'Children have the right to protection from all kinds of violence, both physical and mental. They must be kept safe from harm and must be given proper care by those who look after them'. (UNCRC Article 19).



Further details can be found at: <http://respectme.org.uk/bullying/childrens-rights/>

Our Approach

Our response to bullying has the value of restoring and repairing relationships at its core. It emphasises tolerance, care and respect for other people. Our whole school community has the responsibility to help create a secure and safe learning environment, where children, staff and parents can be confident they will be treated with respect and compassion. We strive to create a climate at St Dominic's where everybody encourages respect, values opinions, celebrates differences and promotes strong relationships. This will make it unlikely for bullying behaviour to flourish or be tolerated. Bullying is unacceptable, and all adults and children should be aware of the role they play in addressing bullying behaviours.

Early intervention and prevention are key elements of our approach, focused on ensuring we get it right for all of our children and young people. In St Dominic's we ensure that the ethos of anti-bullying is embedded in day-to-day practices that are in step with *Respect for All* (Scottish Government, 2017), including implementation of Class Charters underpinned by UNCRC; learning activities within the classroom; visual reminders; discussions; role-modelling and restorative conversations. We know that children and young people will fall out and disagree with each other as they form and build relationships. This is a normal part of growing up and most children and young people have the ability to bounce back and build resilience from this type of behaviour.

What is Bullying Behaviour?

Bullying behaviour breaches children's rights and it should never be tolerated or accepted.

- It can be physical, emotional or psychological.
- It can be rooted in ignorance or disrespect.
- It can make people feel frightened, distressed, fearful, anxious, depressed or demeaned.
- It can be something which is intentional or unintentional.
- It can be something which happens once or on a number of occasions.

'Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online'. (Scottish Government, 2017: 10)

Examples of Bullying

Bullying can take place in **person or online**:

- Verbal bullying – such as mimicking, putting people down, saying horrid things about families, clothes or appearance, name-calling, anonymous notes, social networking sites, texts, blackmail, and deliberately embarrassing or humiliating others
- Physical bullying – such as hitting, pushing, hurting, hair pulling, pushing people around, kicking, deliberately disrupting work or play and extortion
- Indirect bullying – such as spreading rumours, isolation, exclusion and getting others to be hurtful or unkind
- Psychological bullying – such as intimidation, threats and looks to make another child feel uncomfortable or fearful

What should be done?

If a pupil feels they are being bullied, they should:

- Try not to respond physically or deal with the problem alone.
- Talk to a parent, teacher, friend or trusted adult in the school as soon as possible.

If a child sees someone being bullied, they should:

- Not confront the bully.
- Encourage the person being bullied to report it immediately and offer support.
- Tell an adult what you have seen or heard.

Staff should:

- Give support to the victim.
- Treat all reported incidents seriously and investigate them.
- Gather evidence from other people if possible.
- Consider sensitively what action should be taken.
- Report any concern/ allegation of bullying to the DHT/ HT.
- Try to use curricular opportunities to raise awareness of bullying and what action to take.
- Give support to the alleged bully, who may be unaware of how his/ her actions are affecting others.
- Adopt a restorative approach.
- Notify parents if patterns of bullying behaviour persist.
- Record incidents, so that patterns or repeated behaviours are picked up quickly.

Where appropriate, the Senior Leadership Team should:

- Notify both the victim's parents and the bully's parents.
- Keep a written record of incident interviews and actions taken.
- Obtain written apology from bully/bullies to victim.
- Consider appropriate consequences against bully/bullies, with respect for all children's rights.
- Encourage and support the bully to change his/her behaviour.
- Inform relevant support staff of the need to monitor those involved.

Families

If parents/ carers have any suspicion that their child is being bullied, or is bullying others, they should:

- Tell us immediately if they notice any changes in their child's behaviour.
- Discuss any worries with their child and let us know about these.

- Try to avoid advising their child to 'hit back'. This can often make a situation worse.
- Try to be patient while we work together to resolve the problem. This sometimes takes a long time, to ensure that relationships and trust have been restored and that incidences will not recur. Try to work closely with the school in responding to the problem.
- Work with us to encourage children to rebuild damaged relationships.

Children and young people who are exhibiting bullying behaviour will need help and support to:

- Identify the feelings that cause them to act this way.
- Develop alternative ways of responding to these feelings.
- Understand the impact of their behaviour on other people.
- Repair relationships. In line with our Catholic vision and values, we encourage all children to apologise and seek forgiveness as part of the relationship-repairing and rebuilding process.

We need to help children and young people who demonstrate bullying behaviour by providing clear expectations about behaviour as well as providing a range of ways to respond. This can include taking steps to repair a relationship, and where appropriate, supporting them to make amends. We need to challenge prejudice and offer the opportunity to learn from and change behaviour. Consideration should be given to any factors that may impact upon a child or young person's wellbeing, including whether any additional support for learning is required, as highlighted in The Additional Support for Learning (Scotland) Act 2004 (as amended).