

St Martin's RCPS Positive Behaviour Policy

"As a community of faith and learning we go **Over and Above**"

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| <p>Section 1: Positive Behaviour Policy Aims At St Martin's we are:</p> <ul style="list-style-type: none"> *Ready *Respectful *Safe <p>Whole School Expectations</p> <ul style="list-style-type: none"> • Meet and Greet • Manners Matter • Listen and Learn - hand signal used universally • Travelling Ready, Respectfully and Safely | <p>Section 2: Community Commitments Behaviour management is the responsibility of all staff, parents and carers. We promote positive behaviours through our adult consistencies.</p> <p>We do:</p> <ul style="list-style-type: none"> • Model positive and respectful behaviour • Meet and Greet • Praise in Public - Using meaningful, specific praise for work and behaviour e.g. 'I can see you are using wonderful manners when speaking to your friends'. • Reprimand in Private- Talk about the behaviour at the right time, in the right space with the right tone. <p>We say:</p> <ul style="list-style-type: none"> • I noticed... • Thank you for... • It would be even better if ... | <p>Section 3: Naming & Faming Positive Behaviour</p> <ul style="list-style-type: none"> • Class Recognition Board - a designated area within the classroom to celebrate success. • Super Achievers class teachers will identify one child per week to be presented with a certificate. • Head Teacher Award - the Head Teacher will set a whole school target each week related to ready, respectful and safe. One pupil from each class will receive a medal for consistent effort. • House Point Tokens - awarded in 5, 10 or 20 denominations by adults for behaviour that is over and above. • Thank you Thursdays! - Events of appreciation and celebration planned for pupils consistently showing read, respectful and safe. • Positive Referral System - teachers are able to send postcard to members of management and home where pupils show behaviours that are over and above. |
| <p>Section 4: Interventions</p> <ul style="list-style-type: none"> *Pupil Self-Referral - Time to Talk *Wellbeing Concern Form - these can be written by any adult where there is a concern about a pupils wellbeing needs. 1. Re-direct - Gentle encouragement is given about expected behaviours. 2. Remind - A reminder of the expectations Ready, Respectful and Safe is delivered privately to the pupil. 3. Caution - A clear verbal caution is given privately. 4. Time Out - Children are directed to a school safe space to reflect away from others. 5. Referral - 'Time for Tea' card is used to request additional assistance. A call will be made home by the class teacher at this stage. 6. Reparation - A restorative conversation is had privately to reconcile relationships and pupil actions agreed. 7. Formal Meeting - A meeting with the teacher, learner and a member of SLT will be arranged. Targets will be recorded and monitored over a period of 2 weeks. A phone call will be made home to discuss this with parents by a member of SLT. | <p>Section 5: Restorative Conversation</p> <p>These are the five questions we use to help children think and reflect on what has happened. They should be used as close to the incident as possible by the nearest available responsible person.</p> <ol style="list-style-type: none"> 1. What happened? 2. What were you thinking at the time? 3. What have you been thinking about since? 4. Who was affected and how? 5. How can you make things better?  | <p>Section 6: Serious Breaches</p> <p>Where a child has been physically violent or abusive to any adult or child within the school the following actions may be taken.</p> <p>Actions and Next Steps Meeting - A formal meeting will be held with the pupil, parent/carer, class teacher and a member of management to discuss the pupil actions and to agree clear targets and next steps.</p> <p>Feedback Meeting - A feedback meeting will be held within two weeks with the pupil, parent/ carer, class teacher and a member of management to review the progress with agreed targets and next steps.</p> <p>Exclusions - We do not wish to exclude any child from school however in situations where all reasonable strategies and adjustments have been made to support inclusion this may be necessary. In these cases the school will follow East Lothian Council policy procedures.</p> |

