

This policy applies to all staff and pupils working in Antonine Primary School.

Ethos and Culture

A positive school ethos and culture is essential to developing good relationships and positive behaviour in the classroom, playground and wider community. Using the four key areas of impact for children learning about a Rights Respecting school; wellbeing, participation, relationships and self-esteem – a values based system has been developed. Vision, Values and Aims for the whole school community has been established.

Our Vision
Dream, Believe, Achieve

At Antonine Primary School we aim to:

- 1** Provide a rich education that promotes lifelong learning.
- 2** Build a successful community that encourages inclusion for all.
- 3** Support and nurture all learners to achieve.

Antonine Primary School promotes a culture where children and young people feel included, respected, safe and secure and where their achievements and contributions are valued and celebrated. In order to create this environment for effective learning and teaching there should be a shared understanding of wellbeing underpinned by children's rights and a focus on positive relationships across the whole school community.

We have adopted the ABCDE of rights to support children further in understanding rights and relationships across the school community.

A Rights are for ALL children. UNIVERSAL	B Rights are there at BIRTH. INHERENT	C Rights CANNOT be taken away. INALIENABLE	D Rights DO NOT have to be earned. UNCONDITIONAL	E All rights are EQUALLY important. INDIVISIBLE
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We are proactive in promoting positive relationships and behaviour in the classroom, playground and the wider school community. We will:

- establish open, positive, supporting relationships across the community, where children and young people will feel that they're listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives
- promote a climate in which children and young people feel safe and secure
- model behaviour which promotes health and wellbeing and encouraging it in others
- use learning and teaching methodologies which promote effective learning
- be sensitive and responsive to the wellbeing of each child and young person

Antonine Primary School Charter

Article 3
The best interests of the child must be a top priority in all decisions and actions that affect the child.

Article 12
Every child has the right to express their views, feelings and wishes in all matters affecting them and to have their views considered and taken seriously.

Article 19
Every child has the right to be protected from violence, from being hurt and mistreated, in body and mind.

Article 28
Every child has the right to a good quality education. All children should be encouraged to go to school and do the best they can.

Article 31
Every child has the right to relax, play and take part in a wide range of cultural activities.

Respectful
Pupil Actions
Speak up and use your words
Accept differences
Look after your school
Be polite at all times
Staff Actions
Give everyone the chance to speak
Listen to all pupils
Encourage pupils to have a voice
Role-model good manners
Lead by example

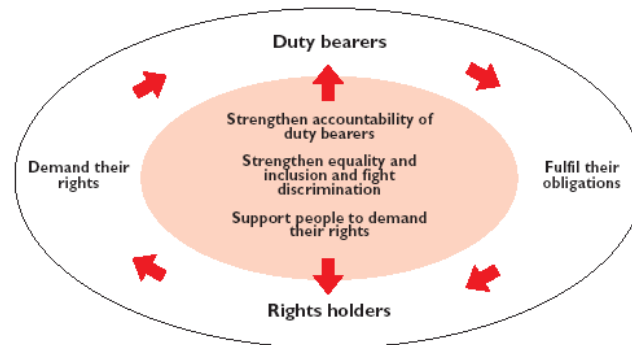
Happy
Pupil Actions
Treat others as you wish to be treated.
Stay safe around the school
Staff Actions
Ensure a safe environment
Make learning enjoyable
Have realistic, but high expectations of all pupils

Resilient
Pupil Actions
Work hard, don't give up!
Embrace new opportunities for learning
Believe in yourself
Try your best
Staff Actions
Encourage pupils to do the best they can
Encourage all talents and abilities

Nurturing
Pupil Actions
Have courage to speak to an adult if you are facing violence, abuse or mistreatment of any kind
Look after each other
Staff Actions
Be kind and supportive
Listen carefully

As part of our work with “Rights Respecting Schools” the pupils and staff have created a School and Playground Charter based on the UN convention on the Rights of the Child. Children and staff understand their rights to ensure that Antonine Primary School is a safe and happy place for everyone to work and learn. The charters have been linked to the school values which underpins our ethos and everything we do. The Early Learning and Childcare setting have adapted the charter for use in discussions with our youngest pupils. Each class at the start of every year develops their own class charter – pupil voice is essential in working together to support and encourage all pupils to be the very best they can be.

As part of Rights Respecting Schools we use two terms – Duty Bearers and Rights Holders.



Duty bearers are the staff, parents and other adults in the community responsible for upholding child rights. Their role is to respect, protect and fulfil child rights.

Rights Holders - Children are rights holders. They have a well-defined set of rights and have the right to make claims if their rights are not fulfilled. They also have the responsibility to respect the rights of others.

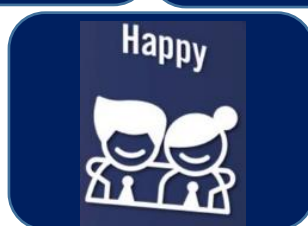
Antonine Primary School - Playground Charter



<p><u>Pupil Actions</u> Include everyone Be gentle and kind</p>	<p><u>Staff Actions</u> Be friendly Make sure no one is left out</p>
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<p><u>Pupil Actions</u> Make new friends Try new activities/games</p>	<p><u>Staff Actions</u> Help pupils to try Support with positive encouragement</p>
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<p><u>Pupil Actions</u> Share Kind hands, feet and words</p>	<p><u>Staff Actions</u> Be fair Join in Listen</p>
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<p><u>Pupil Actions</u> A tidy playground Follow instructions from adults Play fairly/Look after resources</p>	<p><u>Staff Actions</u> Encourage pupils to look after equipment Use positive restorative language</p>
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Restorative Approaches

Why restorative?

It is common for many people to prefer a form of punishment for children and young people exhibiting bullying behaviour. However, this more traditional approach can be ineffective, dangerous and breed resentment. It can also worsen the situation for all concerned as the child or young person may become resentful at the punishment; as opposed to reflecting on their actions and their impact.

What are restorative approaches?

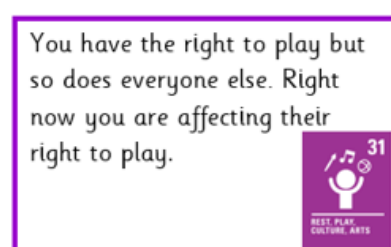
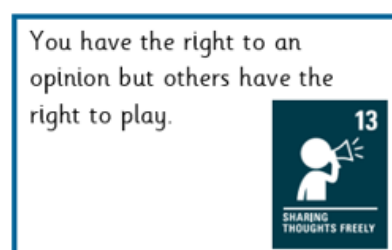
We use restorative approaches as part of a planned response to managing behaviour. Restorative approaches are based on a set of questions that help children and young people think about their behaviour and understand how they can correct it. These approaches positively alter a school environment and their effective use should help to establish positive relationships within schools.

Restorative approaches can include a restorative conversation. This can take place during the school day and the use of restorative language, linking directly to rights and questions helps to enable children and young people to understand the impact of their behaviours – both on themselves and others.

The use of restorative approaches does not mean there are no consequences.

Benefits of restorative approaches

- Embeds values which separate the person from the behaviour
- Promotes accountability
- Helps create positive forward-thinking environments
- Help children and young people become successful learners, confident individuals, responsible citizens and effective contributors.
- More effective than traditional form of punishment.



Restorative Positive Behaviour System

Every class will have a learning ladder displayed and will use this as a focus for encouraging pupils.



Antonine Primary School

Above and Beyond (+3 dojo and a certificate)
Making excellent choices (+2 dojo)
Making Good Choices (+1 dojo)
Ready to Learn
Stop and Think
Mindful Moment
Consequence

There will no names added to the ladder – it used as a discussion tool and pupils start each session of the day on “Ready to Learn”. Each step is used as a discussion point to reward positive behaviour or encourage reflection. Dojo points will be allocated as specified on the ladder. No Dojo points will be removed from any pupil.

Pupils who achieve “Above and Beyond” will get a certificate from Mrs McLaughlin and awarded 3 dojo points. When pupils make choices which are not reflective of the school Values and Charters the ladder system will allow a structured and restorative approach to managing behaviour.

1. Stop and Think

A quiet word with pupils to remind them of School Values and Charters.

2. Mindful Moments

After a quiet word at the “Stop and Think” stage, pupils may need some time to reflect. Each class will have a kit of Choices Think Sheets and reminder posters. Teacher judgement is applied and each mindful moment will be tailored to suit individual needs. Within the kits they may have sand timers, stress putty, feelings books, mindfulness sheets etc. Adults will follow this stage with a conversation.



Antonine PS Discussion Prompt Cards

- What has happened?
- What were you thinking at the time?
- Who else do you think was affected by what happened?
- How have they been affected?
- What needs to be done to make things right?
- How can we do things differently in the future?

RRS Articles 3 & 28



Antonine ELCC Discussion Prompt Cards

- What has happened?
- Was that a good choice?
- How are you feeling?
- Was that a superhero value?
- How might your friend be feeling?
- I wonder what we could do to make it better.

RRS Articles 3 & 28

3. Consequence

Pupils have reached the final stage of the ladder. A note of this will be recorded by the adult and it will be noted on the dojo record. Pupils will automatically lose 5 minutes from Dojo time and parents/carers will be notified that their child has reached the consequence stage. Consequences vary from stage to stage but can include a time out, a missed break outside, a conversation with parent/carer or a conversation with a member of the Leadership Team.

Dojo Time

Every two weeks, on a Friday, every pupil in school has the opportunity for dojo time. This is 25 minutes of free time where pupils can choose to play with class games/toys or the class votes to do a special planned activity outdoors. Pupils who been on the consequence stage will lose 5 minutes for each time they have reached a consequence. Pupils who have lost dojo time will meet with Mrs McLaughlin or Miss Ross and complete a reflection sheet which will be brought home for parents/carers to read.

Dojo Points

As well as earning points on the Learning Ladder pupils can also collect points for displaying the school values and keeping the class/school charter. Each week the teacher will add the points total and one pupil will be awarded "Star Dojo" for that week.

Pupils displaying the school values and awarded points for this will be given Values Ambassador Certificates at school assemblies. House Captains collect the week's points from each class and add them together for the Antonine PS House Challenge.

Every pupil belongs to a house and is allocated to that house when they join the school. Our houses are called:

Terra - Green

Aer – Yellow

Aqua – Blue

Ignis - Red

There is a winning house each term who have collected the most points. This house will be rewarded.

In the classroom there are also rewards for the class to work towards as a team. Pupils' individual points are collected and a class total is kept. The teacher chooses 4 amounts and the class choose a reward for each amount. The class then saves their points for a big class reward when the points total is reached. This is something the pupils look forward to.

We are committed to reviewing our policy and good practice annually.
This policy was last reviewed on: April 2024.