



San Anton School

Nurturing Positive Behaviour and Well-Being Policy

Preamble

San Anton School believes in a policy whereby children develop their own sense of right and wrong and are encouraged to do good for the benefit of the school community and other communities. This policy is a guide to all members of staff. It outlines our approach to promoting staff and student mental health and well-being. It should be read and understood alongside other relevant school policies.

Mission Statement

San Anton School strives to prepare its students for life to reach their full potential in all aspects related to academics, behaviour and responsible citizenship.

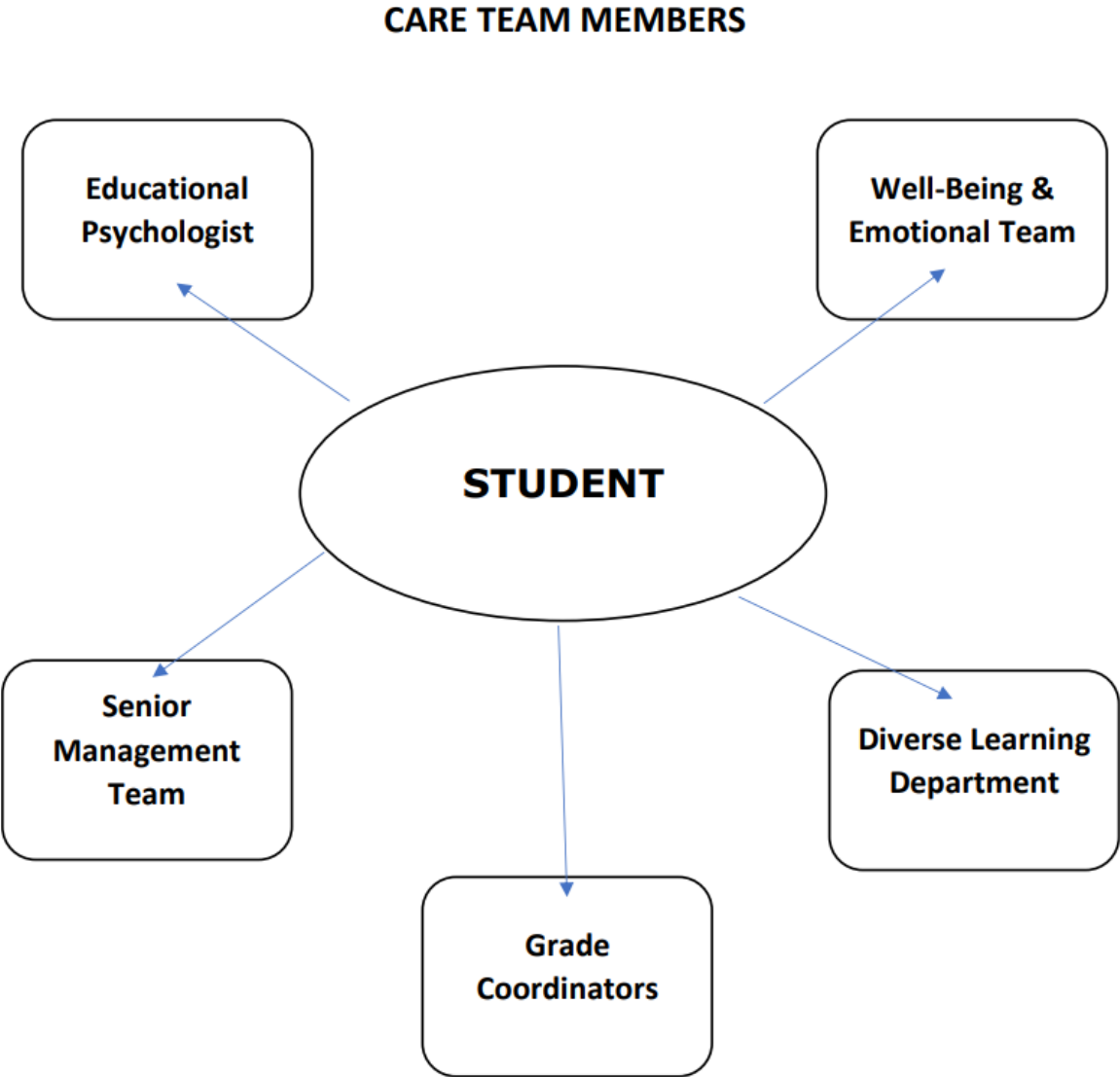
Policy Aims

- To promote human dignity and recognise that all members of the school community are of equal worth and are treated with respect.
- To encourage the participation of all parties of the school community in the promotion and creation of an environment for positive behaviour at San Anton School.
- To develop in students a strong sense of responsibility and a clear understanding of the consequences of their decisions and actions.
- To guide the educators to encourage positive behaviour through well-judged praise and recognition of achievement.
- To encourage and support parents' understanding of the link between behaviour in school, student attainment and mental health.
- To foster a diverse and differentiated environment which promotes individual students' self-esteem, resilience and opportunities for personal growth.

Policy Strategies

- The care team will meet regularly to monitor and action records of concern (academic and/or behavioural) from all parents and educators.
- The care team will address all the ROCs (records of concern) with the understanding that in some cases, misbehaviour is a manifestation of emotional or learning challenges.
- On-going communication between members of the care team and parents will be maintained. This includes aspects of behaviour, mental health and academic concerns.

Diagram of Care Team



*Grade coordinators applicable only in the senior sector.

Discipline Strategy

- The overall responsibility for discipline within the school lies with the Educational Leadership Team (ELT) and all educators. A student will be referred to the Grade Co-Ordinator (GCO) in Senior Sector and the Class Teacher in Early Years and Junior Sector for breaches of behaviour standards as a first point of reference.
- The Head of Sector will ensure that all members of staff are carrying out their duties in relation to the policy and that proper processes and procedures are in place and are being followed.
- The Head of School supports all educators, GCOs, and the Heads of Sector and facilitates the proper carrying out of their duties.
- The San Anton community is to be regularly updated on the discipline policy and procedure.
- Student/Parents' handbooks to be distributed and updated annually.
- Positive Behaviour will be addressed within the PSCD lessons.

Positive Reinforcement

- Every effort will be made by all members of staff to adopt a positive approach to the students' behaviour. San Anton School places great emphasis on rewards rather than on sanctions, in the belief that this will benefit the students. Systems of encouragement, positive affirmation and reward will be in use in all sectors as shown below.
- Celebrating the talents of students during sector assembly
- Praising the students for positive behaviour, acts of kindness, leadership qualities, extra-curricular achievement
- Keeping a record of achievements
- Rewarding the class for exceptional effort and participation in school activities
- Informing parents of students' positive achievements
- Displaying students' work

Procedures

The involvement of the school and its staff in terms of these Policies is limited to cases where an act or omission which is detrimental to the student's wellbeing, self-respect and/or right to learn is committed:

- on school premises;
- on school transport (which is construed as an extension of the school premises);
- while the student or stakeholder is on any school activity held outside the physical confines of the school premises (locally or abroad), regardless of whether the student is in school uniform or not;
- outside school premises and hours by a student wearing items which identify him/her as a San Anton student.

All members of staff are expected to:

- challenge unacceptable behaviour which undermines any of the school's rules;
- refer issues requiring disciplinary action to the Class Teacher (EY/JS) and GCOs (SS)
- take record of behaviour (positive/ negative);
- assist in maintaining the safe and orderly movement of pupils around the school;
- foster a positive environment that is conducive to effective teaching and learning;
- follow the policies and procedures per sector.

Consequences of serious breaches will be determined at the discretion of the respective Head of Sector and Head of School.

Early Years Intervention

In the Early Years we encourage a positive approach to behaviour for all students to nurture and develop qualities such as independence, honesty, kindness, trust, sharing and empathy. We aim to foster a positive atmosphere where children are rewarded for the above-mentioned traits. These rewards are shared in class and during assembly and displayed for all to see.

The actions encouraged are positive ones thus teaching the children what they should do rather than what they shouldn't. Should there be any actions that go against this then the child will be treated consistently and fairly and educators will help the child understand what was not right about the action and how the action can be changed/modified to become a positive one.

Junior Sector Intervention

Each class will have a list of positive behaviours, agreed upon with the children themselves, which will be awarded by a point system. Each term there will also be a school-chosen value to abide by, and children who work especially hard to do this, will be acknowledged and awarded. Similarly, class rules are drawn up in discussion with each class teacher and displayed in class in a prominent place. Each child signs this display and commits to abide by it.

Children who break any of the school or class rules, in a very grievous way, or do so repeatedly, will be reported by phone-call to their parents. In the case of a gradual escalation, educators/ SLT will give a verbal warning to the child only, and then proceed to report if the behaviour is repeated. Sanctions may be applied if necessary. Each occurrence must be taken on its own merits, and there cannot be a hard and fast rule as to when to take action with the parents.

Likewise, children who show particular respect to the school rules and community, and commit a good deed, will be celebrated to their parents.

Educators will be trained in the use of restorative actions, which are a healthy means for students to process any incidents or misdemeanours that occur. Through Restorative Actions, students can find a way forward, and learn from their mistakes.

Senior Sector Intervention

All educators will establish a positive work ethic that is reflected in a cooperative approach with fellow GCOs, educators, students and parents in order to effectively achieve the aims and standards of this policy.

The senior sector will be making use of the MySchool portal to record behaviour – both positive (Achievement points) and negative (Behavioural event).

Achievement points can be recorded by all educators, whereas the grade coordinator (GCO) in senior sector is the first point of reference in the case of any misdemeanour. Behavioural events will be reported to the respective GCO who in turn will record the event.

Parents and guardians will be notified in real time of the negative discipline events via email.

The running record of all inputs will remain on the portal.

Well-Being Strategy

Prevention

Our PSCD curriculum is developed to give students the skills, knowledge and understanding they need to keep themselves mentally healthy. It is tailor-made for our students to feature topics directly related to the classic personal and social education but also to wellbeing and resilience development as depicted in the table hereunder.

Relationships	Self-Care	Sex Education	Mental Health	Self-Awareness	Social Awareness
Families Family Dynamics Friendships Conflicts Communication Empathy Team work Bullying Cyber-Bullying Assertiveness	Leisure Coping mechanisms Hygiene Nutrition Habits/ Addictions boundaries	Intimacy/ emotional and physical Grooming Puberty LGBTIQ identity issues Safety	Anxiety Stress Personality Disorders Mood Disorders Self-Harm Suicide Ideation Dealing with Crisis Helping Skills Psychosis	Recognizing feelings/ emotions Spirituality Attachment Identity Mindfulness Self-efficacy Decision-making	Diversity Community Spirit Rule & Order Civic Education Children's rights Manners

We will regularly review our PSCD curriculum and lesson content to ensure that they are meeting the aims outlined in this policy and are in line with national standards. Circle time in all sectors can be also used to start the day with mindfulness exercises and other tips on mental health by trained staff members.

Parent training and support is being and will continue to be offered through the counselling parent support service and the annual webinars for parents regarding children's wellbeing and mental health on emerging relevant topics identified by the wellbeing team. Parent focus groups on varied topics will also be encouraged.

This will also apply to teacher training and support features during PD days in the form of wellbeing support sessions and professional development on key topics regarding skills on how to support one's own and students' mental health and wellbeing.

Open channels of communication and collaboration between parents and educators remain an important feature of promoting a culture of collaboration, no-blame and support amongst the adults caring for our students.

Detection and Outreach

PSCD is to function as a safe space and first point of reference for reaching out to students across sectors. For this reason, PSCD is regarded as a core part of the school curriculum.

School community activities coordinated by the School administration and the Youth Work service are a fundamental aspect of building a sense of a united and caring community.

For members of staff, awareness initiatives are to be encouraged.

Intervention

Counselling and Psychotherapy services offer a safe and confidential space for students presenting with a range of issues that may be impacting students' mental health and wellbeing. At San Anton these services are provided by fully qualified and warranted professionals who are committed in receiving regular supervision and training. The Counselling and Psychotherapy services offers person centred, cognitive, behavioural, emotional, play-based, trauma informed and systemic interventions according to the students' needs. Students may access the service by contacting the Counsellors directly or through referral by a care-giver or member of staff. All students are provided equal access to this service.

Members of staff can also make use of the counselling service for a limited number of sessions and according to availability.

Roles and Responsibilities

All staff members have a responsibility to promote the mental health of students and each other. However, certain staff members have a specific role in the process.

Well-Being Team

Counselling and Psychotherapy Team

Human Resources

If a member of staff is concerned about the mental health and wellbeing of another member of staff, they should speak to the Human Resources Department.

If a member of staff is concerned about the mental health and wellbeing of a student, then in the first instance they should speak to members of the Well-Being Team.

The Grade Co-ordinators in the Senior Sector should also be kept informed of such student concerns either by staff members or by a member of the Well-Being Team. These students will be followed up during the regular Well-Being meetings.

The Head of Sector will be regularly updated with concerns and informed immediately with urgent cases and when referrals are made.

Terminology/ Roles & Responsibilities

ELT: Educational Leadership Team (Head, Heads/Assistant Heads of Sectors)

GCO: Grade Co-Ordinator (in senior sector)

HOD: Head of Department (in senior sector)

Supporting Documents

Addictive Substances and Behavioural policy

Anti-Bullying Policy

How to deal with cyberbullying

Crisis Response Protocol

Junior Sector Student Handbook

Senior Sector Student Handbook

Early Sector Parent Handbook

Junior Sector Parent Handbook

Senior Sector Parent Handbook