

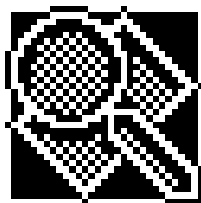
## Action on Ethos

### From Pupils to Pupils

*This case study describes how a Primary 5 class developed a positive ethos handbook for all the pupils in their school.*

*They decided what created that ethos and described and illustrated their guidelines.*

*Finally, they distributed and publicised the finished booklet to every class in the school.*



## JUNIPER GREEN PRIMARY SCHOOL

Baberton Mains Wynd  
Edinburgh EH14 3EE  
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Headteacher: Carolyn Bennett  
Project contact: Jan McAuslan (Learning Support)

### 1 Background

Juniper Green Primary school lies within the leafy suburbs of Baberton in Edinburgh. It has a roll of 420 pupils plus a nursery. The staff here are keen to further promote a positive ethos in our school. As coordinator for multi-cultural and anti-racist education I had already worked closely with staff to produce a handbook for all adults in our school. I became aware that whereas staff had considered what constituted a caring school community and had a handbook for reference, the pupils did not have a handbook of their own, surely a missed opportunity.

I believed the booklet should come from the pupils for the pupils. The headteacher agreed that this would further promote the ongoing emphasis on positive personal and social development in our school.

### 2 General Aims

- to produce a handbook for all pupils P3-P7
- to promote discussion and exploration of factors which contribute to a caring school community
- to promote respect for all others
- to promote respect for diversity
- to encourage and enable pupils to talk to someone if worried or upset about themselves or others

### 3 Methods/Strategies

The class I worked with was Primary 5. In order to have relevant discussion about values and issues which affect our school, it was necessary to assess pre-knowledge of the concept of a community and so I introduced a series of lessons to assess and inform. The focus of these lessons was upon what constituted a community. We looked at our families, our local community and our school community. We made up personal community trees. In relation to 5-14, the emphasis was on inter-personal relationships and talking and listening. The aim was to enable the pupils to voice their opinions and to discuss their views within







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## Where to now?

I hope that the booklet will be of interest to pupils and teachers in our school in further promoting a positive ethos. Teachers anticipate that if trouble arises in the playground or classroom regarding lack of respect for each other, this booklet will be on hand as a starting point for further discussion and offer simple rules to follow. Primary 5 worked extremely hard and in the process produced what I consider to be a high standard of work throughout. Now as Primary 6 pupils, I often observe them interacting well in mixed ability groups and treating each other with care and respect. Perhaps they could deliver talks to the new Primary 3? Or should another class in the upper school take on the task now?

Many thanks to P5a since without them creating this particular booklet would not have been possible.

Caring is sharing  
 sharing is caring  
 Kindness is spun when  
 helping is done  
 Listening is teaching  
 everyone.

Frazer Auld

## Extracts from the ethos school handbook

**R**espect everyone, no matter what  
**E**ach other's religion and colour of skin  
**S**hare books with others  
**P**lay with friends and don't fall out  
**E**veryone should be friends not foes  
**C**hildren having fun, not down in the dumps  
**T**he bullies never win.

Michael Hornig

### Feelings

People may feel different  
 because of colour of skin or culture,  
 People may feel different  
 because of appearance,  
 People may feel different  
 because they don't respect each other,  
 People may feel different  
 because they are bad at some things,  
 But all people must be respected  
 and we are all equal.

Keiran Jackson

### Feeling horrible

Feeling horrible  
 I feel horrible  
 when my friend is bullied,  
 I feel sad  
 when they start to push her,  
 I feel I want to kick them  
 but I don't  
 Because I know it will start  
 a bigger fight.  
 When they stop  
 I feel happy.  
 If only they had never started.

Susan Ferrier



Case Study - Number 7

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