



New Machar School

Promoting Positive Behaviour/Anti-Bullying Policy



June 2017 (Draft)

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Our Vision and Values

At New Machar School we set out to foster and emphasise the following values in all we do:

Commitment and Co-Operation
Respect and Responsibility
Achievement and Ambition
Friendship and Fairness
Teamwork and Trust

Our school motto is:

#aimtobeawesome

This Behaviour Policy enables us, as a partnership with pupils and parents, to fulfil our stated aims by providing an appropriate ethos for a successful educational environment.

Introduction

We are very fortunate at New Machar School that discipline and behaviour is of a high standard.

As a partnership with pupils and parents, we work together to develop a caring, considerate environment in which all children are entitled to learn effectively.

As self-discipline is at the heart of effective learning, pupils at New Machar School are encouraged to be responsible for their own behaviour and actions.

The responsibility for pupil's pastoral care and behaviour lies mainly with the Class Teacher in conjunction with the Head Teacher and Depute Head Teachers. This responsibility is also shared with Pupil Support Assistants, Early Years Practitioners and all support staff.

Parents are actively encouraged to share responsibility for the behaviour of their child. They are able to contact the Class Teacher or Senior Management, just as the school will contact them in the same circumstances.

Framework for Good Behaviour

Throughout school there is a framework of rules which operates to promote a happy, flourishing ethos for our children. This framework allows for the slightly differing approaches they need to accommodate behaviour in and out of classrooms.

We have 2 main tools to promote good behaviour across our school community:

- **Rights Respecting School**
- **It's Good to be Green**

Rights Respecting School

We are aiming to be a Rights Respecting School and demonstrate the values of the Convention on the Rights of the Child (CRC) at its heart. We encourage positive behaviour through our class charters, created and followed by each of our classes.

What does being a Rights Respecting School mean for pupils at New Machar?

Pupils at New Machar School regularly have opportunities to learn about the Convention on the Rights of the Child. This convention states all the rights to which children in the world are entitled to. Pupils learn about the places in the world where children are not fortunate enough to enjoy their basic rights to things like food and clean water. It helps everyone to appreciate how fortunate we are and allows us to consider what we need to do in order to protect these for ourselves and for others.

Articles 28 and 30 of the Convention state that all children have the right to an education and to learn, and Article 12 states that all pupils have the right to participate and be included. In order to protect these rights, staff and pupils will continue to try to:

Pupils	Staff
<ul style="list-style-type: none"> • Give our best in all we do • Ask for help if we need it • Have and show respect for all • Respect the property of others' • Be kind • Have a positive attitude 	<ul style="list-style-type: none"> • Help make sure pupils are safe • Know their pupils well • Meet the needs of all learners • Help pupils if they are struggling • Help pupil with friendships • Treat everyone fairly and with respect • Encourage everyone to join in • Have a positive attitude

The Rights Respecting School Committee ensure we continue to deliver the rights of all of our pupils across our school by meeting regularly with a member of the SMT.

It's Good to be Green

- A consistent and fair approach to behaviour management
- Clear systems to reward good behaviour and sanctions for inappropriate behaviour
- A system that allows children to take ownership of their behaviour and their rewards

Good to be Green principles

- Each day is a new day.
- Each class has a behaviour chart and each day all children begin on green to demonstrate the expectation that each day will be a positive one.
- Children can earn a platinum award for good behaviour and manners.
- Children know that there are consequences when making inappropriate behaviour choices – this will be a 5 minutes loss of Masterclass time, Reflection time during break/lunch or an alternative consequence deemed suitable by the class teacher.

At New Machar School we aim to create a positive atmosphere in which staff and parents work together for the wellbeing of the children. We expect our children to behave well and take responsibility for their actions. We recognise that parents / carers should be fully informed about their child's behaviour and every effort is made to ensure that there is good communication between home and school.



How does our Good to be Green System work?

- All pupils have a pocket with their name on.
- All pupils start with a green card in their pocket every day.
- If pupils make positive individual choices about their behaviour or effort the teacher will reward them with praise/raffle tickets/house/table points as appropriate.
- If pupils make negative choices regarding their behaviour, class teachers/PSAs/SMT will verbally encourage them to make more positive choices. If pupils choose to ignore this on 2 occasions, their green card will be tilted (turned).
- If pupils continue with negative choices, and after another 2 warnings the teacher or PSA will change the card to yellow. At this point, if behaviour is redirected and children make positive choices, the card can be returned to the previous position of the green card.
- However, if a pupil continues to make negative choices and are given another 2 warnings, their yellow card will be tilted.
- Only after another 2 warnings will their card be turned to red. (6 warnings altogether before being turned to red – **however there may be times when it is necessary to turn cards straight to yellow/red.**)
- This acts as a clear indicator to children that they will need to consider their behaviour, and make positive changes to get back to green.
- If inappropriate behaviour continues, the teacher/PSA will move the card to yellow and then red if necessary.
- Yellow and red behaviours are recorded on the class behaviour log.
- If a pupil is on a red card before break or lunch, they will be kept indoors as a consequence.
- At the end of the day, pupils on a red card will be given a letter home to inform their parents. This should be signed and returned the following day. Returned slips will be passed on to SMT, who will follow the consequence up with a restorative conversation as well as put the note in the pupil's chronology file. Parents may also be notified of the letter home through a Groupcall text.
- Parents of pupils who receive 5 or more red letters home in a term, will be invited into school to discuss their child's behaviour.
- Pupils who remain on a green card for the whole week, may be given a sticker on their class good to be green reward chart. Pupils who continue to stay on green for the whole term will be awarded house points.
- Pupils may be awarded a Platinum Award. A Platinum Award results in an invite to the Café Awesome and a house point. Platinum awards can be handed out by Class Teachers/PSAs/SMT.

Warning 1 (verbal to tilted green) → Warning 2 (tilted green) → Warning 3 (verbal to change to yellow) → Warning 4 (Change to yellow) → Warning 5 (verbal to change to tilted yellow) → Warning 6 (tilted yellow) → Warning 7 (verbal to red) → Warning 8 (change to red)

Class warnings/consequences

Warnings are considered to be verbal instructions given to a pupil by any member of staff. Pupils who choose to ignore any warnings on 2 occasions will have their green card tilted. The warning should give pupils the opportunity to reflect, consider and review their behaviour. If the pupil chooses to ignore the first two warnings and continues to break class rules/adults instruction etc. their card will be changed to yellow. If a child is already on a yellow warning card, and they have to be told again of inappropriate behaviour, then there are consequences, such as moving to a red card which results in 5 minutes lost from their Masterclass time. Pupils who continue to display undesirable behaviour and are already on a red card will be referred to SMT who will then take appropriate action.

Masterclass Time

To reward and promote the positive and good behaviour the majority of our pupils engage in, most of which can go unnoticed, **all** children are awarded 30 mins Masterclass Time. This is a special time where a range of interesting and motivating activities are provided by teachers as a reward for good behaviour.

Only in exceptional circumstances would a pupil not receive their entitlement of 'Masterclass Time' e.g. illness, extreme/violent behaviour

Children can earn Masterclass Time back in agreement with the teacher/adult involved.

Teacher's own incentives and class management strategies

Class teachers will also have a variety of incentives to encourage pupils and to reward good behaviour, this may include:

- Use of 'Do Not Disturb' Sign – to allow children to work undisturbed
- Use of reward system – table points/secret student/VIP table
- Use of reminder tickets – as an '*aide memoir*' to assist pupils in keeping on course
- Use of achievement ladders – to note success
- Responsibility chart - classroom helpers

Rewards

Rewards for pupils who keep these rules are many and varied:

Verbal praise - a quiet word, a public word, positive written comments

- Non-verbal – a smile, thumbs up etc.
- Certificates, stickers etc.
- Full Masterclass Time allocation
- Being sent to another teacher for praise
- Being sent to Depute Head Teacher or Head Teacher for praise
- House Points
- Being invited to attend Café Awesome

Consequences

- Verbal Warning
- Loss of Masterclass Time
- Loss of playtime – supervised by SMT
- Being sent to another teacher
- A letter/telephone/text being send/made to parent
- Being moved in class
- Being sent to the Depute Head Teacher or Head Teacher

In cases of persistent bad behaviour the school will arrange meetings with parents, teacher and a member of the school management team in order to discuss next steps. There is an expectation at this time that the partnership work together to change the pupil's behaviour.

External help may be sought to ease the concerns. At this point the behaviour would be viewed as a serious concern and steps would be taken to engage in a formal programme designed to improve behaviour.

It is also important that the adults within the school community, staff and parents, set a good example for our children and treat each other with courtesy and respect.

Café Awesome

Each week, one person from each class will be rewarded with the Platinum Award card from their teacher. This will entitle them to attend our Café Awesome where they will be joined by the house captains from either Alpha/Bravo/Charlie/Delta. House captains will provide the invited pupils with a drink and a snack as a reward for displaying positive behaviour throughout the week. Pupils on a red/yellow card may still be chosen to attend Café Awesome if they have worked hard to redeem their previous negative behaviour. PSA's/SMT may also hand out 1 Platinum Award per week – therefore on occasions there may be more than one pupil per class attending Café Awesome.

In the Playground

PLAYGROUND RULES

The use of the playground during the school day is an important feature of school life. Children need the space and time to play, interact in a social setting and to run off excess energy. Playtime should be healthy and fun for all our children.

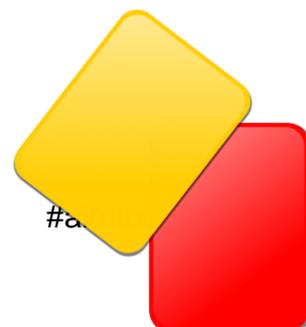
Playground rules are important to ensure that all pupils can benefit positively from playground activities.

At break time, children can expect to:

1. Play in a safe environment
2. Be respected by others
3. Be happy in the playground

Children are expected to:

New Machar School



1. Keep hands, feet and objects to themselves
2. Only say things that are kind, helpful or friendly
3. Follow the directions of adults without arguing/use of negative a attitude
4. Keep to the playground rules

It is important that pupils know exactly where the boundaries are the consequences should these rules be broken in the playground. As a school we have been working to develop a consistent approach to playground consequences. Anyone who breaches the playground rules will be subject to the following consequences:

Stages of consequences

1. 2 verbal warnings
2. Yellow Card
3. 2 verbal warnings
4. Red Card (**stage 3**)
5. Referral to Senior Management
6. Referral to Head teacher

At stage 3 pupils can expect the following sanctions to be put in place.

1. Reprimand by an adult and/or loss of class points
2. Loss of Masterclass Time
3. Reflection time in school during a break/lunch and/or red card letter home – both with parental notification
4. Behaviour Management meeting with staff and parents
5. Implementation of school discipline and Aberdeenshire Council exclusion procedures.

It is essential that adults in school encourage good behaviour and caring attitudes amongst our children so that they all benefit fully from happy and enjoyable playtime experiences.

This is a brief description and an example of a behaviour for each stage of this process:

1. Verbal Warning (stage 1)	A verbal warning would be given to a pupil by a member of staff for general low level misbehaviour. For example, pushing or playing rough in the multi/grass.
2. Yellow Card (stage 2)	Should misbehaviour continue after 2 verbal warnings have been given, a yellow card would then be issued. A record of the pupil’s name and the repeated misbehaviour would be logged in our yellow book.
3. Red Card (stage 3)	Should the misbehaviour then continue after 2 more verbal warnings, a red card would be issued. This would mean a loss of 5 minutes Masterclass time and a record of the pupil’s name and the repeated misbehaviour will be logged in our red book. Everyone starts with a clean slate everyday i.e. if a red card was given on a Monday, this does not mean the pupil is on a red card for rest of the week.
4. Referral to	Should the misbehaviour still continue on that day, or should a

<p>Depute Head Teacher (stage 4)</p>	<p>pupil's name appear in the yellow or red record books more than once in the same week, the pupil will be referred to Mr Carle or Miss McPherson. The way in which the senior management team deal with this behaviour will vary depending on the circumstances. It may be that we need to speak to the pupil involved and another pupil / group of pupils. We will certainly make contact with parents to make you aware of the fact a pupil has reached this stage. It may be that we need to consider how able a pupil is to cope with certain activities in the playground. For example, if someone is consistently losing their temper and being aggressive on the football pitch, they may not get to play football for an agreed period of time on the basis that we need to make sure everyone else is safe. The pupil will then receive support and have the chance to prove he / she can cope with playing football without being aggressive before he / she can return to the pitch.</p> <p>Please note certain behaviours in the playground result in jumping immediately to stage 4. A red card will be issued, 5 minutes loss of Masterclass time and the pupil will be referred to senior management. An example of this kind of behaviour might be swearing or an act of violence towards another pupil. Pupils will be very aware of this.</p>
<p>5. Referral to Head Teacher (stage 5)</p>	<p>Persistent behaviour which results in stage 4 will result in the pupil being referred to the Mr Rooke who will then look to take appropriate further action.</p>

Sudden and Extreme Behaviour

On rare occasions a child may display behaviour that disrupts the normal functioning of the class:

1. Refusal to obey his/her teacher's instructions
2. Violence
3. Abusive behaviour

Then the following procedure should be adopted:

1. Send for the Head Teacher/Depute Head Teacher
2. Remove child from class
3. Investigate the incident alongside the Depute/Head teacher
4. Log the incident and notify the parents
5. Take appropriate sanction

In some circumstances the incident may be so serious as to warrant exclusion either on a fixed term or permanent basis.

The Head Teacher or in his/her absence the Depute Head Teacher, has the authority to sanction this course of action. If this is the case then policy and procedures as laid down in 'Guide to Exclusion' Aberdeenshire Council 1996 should be followed. Particular attention should be given to 'Aberdeenshire Council Policy on School Discipline and the use of Exclusion' issued in 2000.

However It should be remembered that

"Aberdeenshire Council's Education and Recreation Service is committed to an inclusive approach for school pupils which focuses on Achievement for All and promoting positive behaviour."

**'Policy on School Discipline and the Use of Exclusion'
Aberdeenshire Council 2000**

Additional Support Needs

For some children the standard discipline procedure may not be appropriate. In this case, an Individual Behavioural/Educational Plan may be used to meet their needs. This would be in collaboration with all adults involved in the pupil's wellbeing.

NEW MACHAR SCHOOL ANTI –BULLYING POLICY

Bullying

Bullying is deliberate, repeated behaviour which uses power to hurt, frighten or cause unhappiness to others.

This Behaviour includes:

- **Physical:** kicking, hitting, punching, pushing, tripping and other forms of unwanted physical contact
- **Verbal:** threats, name calling, spreading rumours, persistent teasing about personal features, teasing about family or domestic situations, shouting, swearing, hurtful comments
- **Emotional:** taking friends away, tormenting, hiding, stealing or damaging property, using threatening gestures, exclusion from friendship groups, "ganging up" on people, sending offensive/threatening texts or e-mails
- **Racism:** threats or gestures against race, colour, creed or culture

- **Threats:** any threat to beat up; demand money or other form of intimidation, extortion
- **Isolation:** deliberately not including an individual in activities, exclusion from friendship groups

Procedures

At New Machar School we take any allegations of bullying seriously and these will be fully investigated by staff and SMT.

NEW MACHAR SCHOOL ANTI –BULLYING POLICY

The following guidelines are in place. These will ensure that any incident of bullying is responded to. We will work to reduce or eliminate occurrences of bullying at New Machar School.

The priorities are to stop the bullying and to change the bullying behaviour.

Any pupil who has been involved in an incident of bullying will have consultations with the Head Teacher and/or Depute Head Teachers and show that they understand the meaning of the term bullying.

Any child must report to the teacher if they are being bullied or if they see anyone else being bullied.

The pupil reporting the bullying will, at all times, be taken seriously. Staff will listen sympathetically to those involved in the incident.

The school will inform the parents of the pupils involved in persistent bullying. They may already be aware of the concern as a result of contact with the school, on previous occasions. They may also have had feedback from the Class Teacher through loss of Masterclass Time. Consultations will begin in order to change the behaviour.

Consequences will be given out, where appropriate, following discussion with the parent of the bullying child. This may involve the use of other 'Masterclass Time' strategies or may include loss of playtimes, withdrawal from school clubs/teams, extra supervision by teaching staff, more contact with parents or some other action.

Parents are asked to contact the school if they become aware of any incidence of bullying or have any concerns about bullying.



The value of the overall approach to and the benefits from the implementation of this policy will be fully reviewed in session 2017 –2018. Consultation on this policy as draft, was with New Machar School Parent Council, New Machar School staff and New Machar School parents and pupils.

Our Senior Management Team welcomes feedback on this document

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