



New Machar School

Promoting Positive Behaviour/Anti-Bullying Policy



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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:

**Achieve
Include
Motivate**

Our school motto is:

#beyourbestself

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**
- **Restorative Approach**

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
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<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
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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 SLT.

Restorative Approach

Restorative practice is a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all the parties involved.

Many people may believe that children and young people who bully others must be punished for their behaviour. This type of response can be ineffective, dangerous, breed resentment and make situations worse as a child or young person can be resentful of punishment rather than reflective of their actions. Children and young people require the opportunity to hear about and face up to the harm and distress they have caused others.

Restorative approaches are built on values which separate the person from the behaviour. They promote accountability and seek to repair any harm caused in a situation.

Research - Restorative Practices in Three Scottish Councils - shows that restorative approaches help schools create peaceful learning environments for children to become successful learners, confident individuals, responsible citizens and effective contributors.

Exclusions from school can only be carried out when an incident meets the legislative criteria. All schools have a responsibility to protect those being bullied but also to educate all pupils including those who bully or those with behavioural problems.

What are restorative approaches?

Schools may use restorative approaches as part of a planned response to relationship and/or discipline difficulties. This is a more effective response than traditional punishments. Restorative approaches can change the emotional atmosphere in a school and lead to more positive relationships between pupils and between pupils and staff. A restorative approach may include having a 'restorative conversation'. These conversations may happen during the school day and practitioners will use restorative language and questions to allow children and young people to understand the impact of their behaviours.

More serious incidents may require practitioners to hold a formal meeting and involve parents or families where appropriate. Examples of questions used in a formal meeting include:

- What happened?
- What were your thoughts at the time?
- What have been your thoughts since?
- Who has been affected by what happened?
- How have they been affected?
- What do you need to happen now?

Developing positive, supportive relationships is key and these can be developed through activities such as circle time and peer support.

As part of the restorative approach, schools will decide on an appropriate timescale to review incidents, check that issues have been resolved and that children and young people are happy and progressing well.

How can I help?

If your child's school is using restorative approaches you can support them by:

- Talking to your child about how their school manages pupils' behaviour
- Understanding that children learn developmentally, including how they behave and how their behaviour affects others
- Understanding that everyone learns best when they feel good about themselves. Punishments, whether right or wrong, can make children feel bad about themselves. This can hinder their ability to engage in their learning, including about their behaviour
- Encouraging your child to see things from other people's points of view
- Encouraging your child to be a good friend
- Supporting your child to be a peer mediator
- Learning more about children's rights, including their right to human dignity, regardless of their behaviour
- learning more about shame and the impact of shame on children's readiness to learn.

Although appropriate action will be taken by practitioners, it is important that parents work with their child's school to help resolve situations in the best interests of their child or young person.

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. This may be in the form of a phonecall, Group call message or a note via Seesaw. It is also important to remember that we do deal with a number of smaller issues in school that may not always be reported to parents/carers as they will be dealt with during restorative conversations.

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.
- Being sent to another teacher for praise
- Being sent to Depute Head Teacher or Head Teacher for praise
- House Points
- Included in our "Incredible Work"

Consequences

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

In cases of persistent challenging 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. During current COVID-19 restrictions – communication may be limited to email/Video Conferencing until further notice.

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.

Playground Game of the Week

Each week, we will include a Playground Game in our weekly assembly to encourage positive play with all pupils. This will also be shared with Parents/Carers via our Assembly so they can encourage their child to play this when at school. Rewards will be given to classes/groups of pupils who demonstrate our chosen game safely in the playground.

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.

Classes will be timetables into our multi-purpose pitch where they can choose to play Football – during current restrictions, our Mutli-Purpose is used to accommodate classes when the grass is wet.

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

At break time, we would like all children to:

1. Play safely
2. Be respected by others
3. Be happy in the playground

Children are expected to:

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 attitude
4. Keep to the playground rules

It is important that pupils know exactly where the boundaries are/

Stages of consequences

1. Reprimand by an adult and/or loss of class points
2. Reflection time in school during a break/lunch – both with parental notification
3. Behaviour Management meeting with staff and parents
4. 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:

	<p>A verbal warning would be given to a pupil by a member of staff for general low level misbehaviour. For example, playing rough in the multi/grass.</p>
	<p>Should the misbehaviour continue after more verbal warnings, pupils may be asked to “sit out” for a period of time in the playground where they should reflect on their behaviour. Class teachers will be made aware of this and may follow up in class with a discussion.</p>
	<p>Should the misbehaviour still continue on that day, <i>the pupil will be referred to a member of the Senior Leadership Team.</i> The way in which the senior leadership 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. A restorative approach would be used in this instance. 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 can result in a direct conversation with a member of the senior leadership team. An example of this kind of behaviour might be swearing or an act of violence towards another pupil.</p> <p>If deemed necessary, we will make contact with parents/carers to inform them that an incident has occurred. If your child receives a head bump/eye injury, we will follow our school procedure by informing you via a Groupcall text. In the event a child requires further medical attention, the school would call parents/carers immediately.</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 SLT.

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 restorative conversations with the Head Teacher and/or Depute Head Teachers to 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. Consultations will begin to change the behaviour.

Appropriate actions will be taken where appropriate, following discussion with the parent of the bullying child. This 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.