

North Walls Community School



Positive Behaviour Policy

February 2019

'Believe to Achieve'

At North Walls every child matters. We aim to create a happy, healthy, safe, secure and nurturing learning environment where every child is included. We encourage all children to become independent, lifelong learners and achieve their full potential. We positively promote caring attitudes, respect and responsibility towards each other, the environment and the wider community.

The foundations for achieving this vision lie within our pupil constructed SMART Values:

Safety & Happiness

Mindful Learning

Achievement for All

Responsibility & Resilience

Teamwork & Trust

Aims

Our aim is to provide consistently high quality learning experiences, value the learning and achievements of all our children and promote high expectations and ambition to enable them to achieve their potential. We aim to support our pupils to develop the knowledge, skills and attributes they will need to do well in life, in learning and in the work place.

We aim to provide a nurturing and trusting environment in which everyone feels safe, included and happy.

We aim to support everyone to achieve their potential and be the best they can be.

We aim to encourage active, healthy lifestyles

We aim to encourage our learners to be mindful and resilient.

We aim to promote respect and responsibility so everyone's rights are met.

Through teamwork and communication between staff, parents and pupils we aim to develop positive relationships amongst all members of the school community.

In a small school with a family atmosphere, where the children are very much under the eye of their teachers, there is little need for authoritarian measures. We expect children to be considerate to one another and to adults, and sensible about safety issues. The pupils themselves have compiled the school SMART rules, which stress these principles; at regular intervals we give them a chance to discuss and revise the rules.

Our school SMART rules are:

- The Safety Rule - We will try to keep ourselves and others safe.
- The Learning Rule - We will be ready to learn and will try our best.
- The Respect Rule - We will be kind to people and look after property.
- The Inclusion Rule - We will include everyone.
- The Communication Rule - We will listen well and speak positively.
- The Health and Well Being Rule - We will try to make healthy choices as we look after our minds and bodies.

Rewards and Praise

All adults in the school are encouraged to give specific praise and SMARTS to children when they have demonstrated good effort, in behaviour or school work. Children in Class 1 receive a certificate to take home for every 10 SMARTS they receive in any given area and pupils in Class 2 receive a sticker to stick in their home/school diary.

Our SMART areas are:

- People SMART
- Self SMART
- Word SMART
- Number SMART
- World SMART
- Thinking SMART
- Expressive Arts SMART

Our Celebration of the Week and our High5 books are also used to praise children and promote Community building and positive behaviour.

Discipline policy

The class teacher deals with most behaviour issues (however, all members of staff are encouraged to engage with our behaviour policy throughout the school) , in the first instance by a SMART reminder/school rule reflection card warning followed by a Reflection Card if behaviour continues. In more extreme cases the head teacher may impose further sanctions, e.g. reprimanding a child formally, missing a playtime. In serious cases, parents are asked to come to the school to discuss the matter.

In the case of continual behaviour problems, which cannot be rectified by the school and parents, it may be necessary to refer a child to the Education Department's Psychological Services or Behaviour Support Tutor or to seek some other source of professional advice (e.g. Health Visitor or Children's Reporter). This is always done in consultation with parents.

In the unlikely event of an extremely serious incident, the matter would be referred to a member of the Education Department and set procedures followed, perhaps resulting in the ultimate sanction of exclusion from school.

The discipline policy managed on a day-to-day basis within the school can be summarised as follows:

Minor behaviour issues are dealt with in the first instance by a SMART reminder/school rule Reflection Card warning from the teacher or supervising adult. These could include:

- Irrelevant incessant chatting in class
- Not following instructions
- Running in the corridor
- Being careless or noisy in the dining room

If the behaviour persists after a school rule Reflection Card warning, the action taken might include:

- Reflection Card (2 cards in a day will lead to time off playtime/lunchtime)
- Short time out
- Change of seating in classroom or dining room

More serious behaviour issues usually result in immediate consequences of the type listed above (no warning). They are often dealt with by the Head Teacher and can result in parents being contacted.

Examples of this type of behaviour are:

- hurting other pupils
- swearing
- damaging school property or interfering with the property of others
- rudeness to adults
- running away from school
- bullying

Incidents, which result in children being hurt or upset, require investigation and mediation. Usually apologies are required, often on both sides.

Playground rules:

- Be kind and respect all members of our school community
- Listen and do what the playground supervisors ask. They are there to help us and keep us safe.
- Use good words
- Be friendly making sure no one is left out.

If you break the rules, you may be asked to come into school and sit in the school reception area.

Playground Supervisors will follow positive behaviour strategies and inform the class teacher. The class teacher may contact the parents to discuss the matter. If the child is in repeatedly the head teacher will call a meeting with child's parents. If the offense is serious or continues the head teacher will request a meeting with parents.

Procedures for dealing with indiscipline in the playground

In all cases staff will listen before making judgments, and aim to treat the children fairly and appropriately. We shall use restorative questions if appropriate to the situation. Staff will always try to de-escalate behaviour. Children are supervised in the playground by non-teaching staff.

Anti –Bullying policy

You can't expect to like everyone you meet, and that's okay, but turning that into actions, threats, shouting abuse or posting nasty comments is not okay.

What is bullying?

Bullying is when someone deliberately and intentionally hurts, upsets, or has negative power over another person or people

Bullying can be:

- Verbal—name calling
- Social—being left out
- Mental—threats, pressure to conform
- Physical—assault
- Material—Stolen possessions / damage
- Cyber—text, email or social media

Our aim is to make sure that all children are aware that bullying is wrong and we will not stand for bullying. This awareness is a key factor to ensuring that bullying does not take place. Anyone can be bullied. A person who is bullied will feel a variety of emotions. We encourage children to TELL SOMEONE and don't keep their emotions bottled up.

Reporting a bullying incident

Listen patiently to the child and take it seriously. Give reassurance that the problem will be solved. Investigate sensitively and patiently. Remember both the victim and the "bully" need support. Try to find out facts. Do something to stop the bullying. These are the steps we intend to take as a school in regards to the pupil who has hurt the other child/ children:

All parents of all the children involved in the incident will be informed when an incident is found to be bullying.

- Restorative approaches—where the children are encouraged to talk through their problems and find a resolution together
- Verbal reprimand
- Parental appointment, to discuss the matter in full
- Letter to parents—copy kept in pupil's file
- Mediation—between all parties
- Written consequence
- Detention—break time or lunchtime
- Police involvement
- Final warning
- Exclusion.

Depending on the nature of the report a number of these steps can be skipped and pupils can ultimately be excluded if the nature of the incident merits this course of action.

The victim and the pupil who was found to be hurting the other child may both require support. This may be done in a number of ways:

- Discussion with parents
- Support from staff, with individual planning
- Solution Focused meeting to bring support for the child through outside agencies
- Whole class focused support on friendships, feelings and conflict
- Whole class Circle Time / PSE support