

**Ballater School Behaviour Code**

The following behaviour code has been drawn up by pupils and staff and parents at Ballater School in line with the United Nations Convention on the Rights of the Child.

**Our School Values**:

Ambition, Enjoyment, Honesty, Resilience, Respect

underpin the ethos of this behaviour code.

We have identified the Articles which we believe are the most important to promote positive behaviour in our school. These can be found on page 4 of this document.

We believe that everyone in Ballater School and our community should be treated with respect. Good behaviour has a high priority in our school.

Ballater School is committed to providing a caring, friendly and safe and supportive environment so that pupils, staff and parents can learn and work together to enhance all learning.

Everyone is valued, respected and celebrated. We promote, encourage and recognise good behaviour.

We recognise the positive behaviour displayed by all our pupils in many ways including our Reward Shop incentive scheme, Achievement Assemblies, Positive feedback, Sticker charts, Achievement Certificates, House Points, Prizes, Team bonuses and other rewards suggested by pupils. The vast majority of our learners respond well to this system but any inappropriate behaviour will be dealt with quickly, firmly and fairly and pupils will be supported to reflect upon and modify their behaviour in future.

It is important that the following Rights Respecting Behaviours and our school values are reinforced by parents and carers in order to provide consistency and support to our children inside and outside the school environment

* Following school charters
* Contribute to your school
* Having a go at new things
* Completing learning tasks, including homework
* Work hard
* Showing tolerance of others
* Being a good friend
* Take care of your own and the property of your school and other people
* Good listening
* Try your best
* Follow instructions
* Show kindness towards other people
* Take turns
* Show consideration towards other people
* Sharing resources and space
* Speaking politely and at the correct volume
* Moving around the school safely and calmly

The vast majority of our pupils at Ballater School, work hard to behave in a positive manner and ensure our school is a welcoming and friendly place.

Pupils and staff have agreed that the behaviours below are not rights respecting or in line with our school values and as a result will not be tolerated at Ballater School.

Pupils who have not behaved in the manner expected of them will be supported to reflect on and amend their behaviour.

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| Our School Value | Behaviours we would not expect. |
| Honesty | Being untruthful,  Cheating in tasks,  Stealing from others |
| Resilience | Not working hard,  Not taking part in opportunities offered  Not following school/parent expectations |
| Enjoyment | Cheating,  Showing a poor attitude towards others  Making fun of others  Bullying others  Spoiling opportunities for others |
| Achievement | Not working hard,  Not taking part in opportunities offered  Not being willing to try new things  Not being prepared to learn |
| Respect | Damaging property or resources  Hurting others- (hitting, kicking, pushing, fighting, throwing things)  Being unkind to others  Being rude to others (shouting, name calling, not taking turns)  Answering people back  Not respecting myself. |

**If we see these any of these behaviours,**

**we will not join in and will tell an adult.**

Pupils who do not demonstrate Rights Respecting Behaviour will have the following sanctions applied.

**Low level inappropriate behaviour**

**Verbal warning given**

**Class teacher to keep a note in planning diary of behaviour**

**Class teacher at pupil and pupil meet at a break time to discuss next steps.**

**Middle level inappropriate behaviour – or repeated low level**

**An amount of break time will be assigned for the pupil to reflect on their behaviour.**

**The amount of time will reflect the seriousness of the behaviour/incident**

**Class teachers will inform parents of the loss of break if the pupil loses a full break or there is a pattern of behaviour emerging which is cause for concern.**

**Pupils may be allocated a task to complete depending on the nature of the behaviour eg to write an apology or to remedy their action.**

**Class teachers should make a note of patterns of behaviours or more serious incidents on Seemis.**

**High level Inappropriate behaviour or repeated low/ mid level**

**Pupil sent to Head teacher**

**Parents contacted**

**Restorative session with other individuals involved.**

**Check in meetings as required**

The sanctions below are only used in extreme situations where other strategies have not worked.

**Playground Exclusion** – in place for set period

**Support Sought from outside agencies** (eg Social Work, Police)

**Exclusion from school**

Any cases of bullying behaviour will be dealt with by the Head teacher following Aberdeenshire Guidelines and will be recorded within the appropriate Seemis Module.

Cases of inappropriate behaviours will be recorded and held on pupil files.

In addition to the above sanctions, in line with Aberdeenshire Council Policy, Restorative sessions may take place between the pupils upset and those who have caused the upset.

These sessions will always be led by trained staff. A record of the session with any agreed targets will be shared with parents of all pupils involved.

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**United Nations Articles we have based our Behaviour code on:**

**Article 2**

All children have these rights, no matter where they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

**Article 3**

All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

**Article 12**

You have the right to give your opinion, and for adults to listen and take it seriously.

**Article 13**

You have the right to find things out and share what you think with others, by talking, drawing, writing, or in any other way unless it harms or offends other people.

**Article 15**

You have the right to choose your own friends and join or set up groups as long as it is not harmful to others.

**Article 16**

You have the right to privacy.

**Article 19**

You have the right to be protected from being hurt and mistreated, in mind or body.

**Article 23**

You have the right to special education and care if you have a disability, as well as all the rights in this convention, so you can live a full life.

**Article 28**

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

**Article 29**

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

**Article 31**

You have the right to play and rest.

**Article 39**

You have the right to help if you have been hurt, neglected or badly treated.

**Article 42**

You have the right to know your rights! Adults should know about these rights and help you learn about them too.