

# The Wallace High School Preparatory Department

*'Creating Confident Children'*



## Positive Behaviour Policy

# **Positive Behaviour Policy**

Part of growing up is about learning what is acceptable and unacceptable and gradually taking responsibility for one's own behaviour. Our approach to discipline is to encourage and celebrate good behaviour. The class teacher will make every effort to reinforce good behaviour and a sense of achievement within their classrooms.

In addition the following procedures will be adopted:

- ✓ a quiet word of encouragement;
- ✓ a positive written comment in a book;
- ✓ special praise for better effort or improved behaviour;
- ✓ good work being taken to another teacher or Head of Department for commendation;
- ✓ public praise in class or assembly;
- ✓ weekly and annual merit awards which celebrate good behaviour;
- ✓ parents informed by letter, newsletter, end of year school report etc., of specific special action or achievement deserving praise.
- ✓ use of the end of year school report to comment on behaviour and general attitudes.

*The Wallace High School  
Preparatory Department*

# **Code of Conduct**

## **Children are expected to:**

- arrive at school on time;
- wear the school uniform;
- show respect to adults and other pupils;
- be truthful, well mannered and kind;
- listen and co-operate with their teachers;
- do all their work in school and at home to the best of their ability;
- set a good example to other children;
- exercise self-control;
- take care of the school buildings, equipment;
- look after their books and other belongings;
- walk sensibly and quietly when in the classroom and corridors;
- keep the school tidy and free from litter;

## **Responsibilities of pupils**

We expect our pupils to:

- ✓ recognise the good behaviour is essential to enable them to reach their potential and facilitate the smooth running of the school
- ✓ behave in accordance with the code of conduct
- ✓ recognise behaviour that is unacceptable and do all they can to avoid it
- ✓ understand and accept the consequences of behaving poorly

### **Parental Involvement**

We, in Wallace Preparatory Department acknowledge the formative influence of parents on their children's behaviour and we seek to engage their support in promoting good behaviour.

Parental consultation has the triple advantage of being a sanction – since many pupils dislike having their parents involved; throwing more light on the problems behind misbehaviour, and hopefully of providing joint, consistent action between school and home.

### **Responsibilities of Parents**

We expect our parents to:

- acknowledge that supporting us in ensuring their child follows the school policies and the 'Code of Conduct' is a key ingredient to ensuring good behaviour.
- Take an active interest in both the academic progress and pastoral well-being of their child recognising that problems in either or both of these can have an adverse effect on the behaviour of their child.
- maintain an open channel of communication with the school to keep us informed of significant factors or changes in a pupil's health or circumstances which may impact on their behaviour or progress
- attending parental interviews.

### **Responsibilities of Staff**

We expect our staff:

- create a classroom environment in which pupils are encouraged to learn.
- celebrate pupil success in all aspects of school life.

- help to promote a school environment in which mutual respect is a priority.
- be clear, fair and consistent when issuing sanctions for unacceptable behaviour.
- regularly reinforce the school's expectations of what constitutes good behaviour as stated in the 'Code of Conduct'.
- Promote the importance of taking care of the school environment.

### **External Support**

The main sources to support schools in promoting good behaviour are the Educational Psychology Service (EPS), Education and Library Board's Curriculum Advisory and Support Services (CASS), the Education Welfare Service (EWS) and the SEELB Area Behaviour Support Team.

Links with these agencies aid:

- staff development in aspects of discipline and classroom management;
- ability to diagnose and interpret pupil behaviour.

### **SANCTIONS**

Should children breach the school's 'Code of Conduct' then all teachers will implement a range of sanctions consistently.

The severity of the offence will determine which sanction is imposed. It is important that all children understand the code of conduct and endeavour to adhere to it.

The quality of education and safety of all children in the school will be the over-riding consideration in all breaches of the school's 'Code of Conduct'. Should this be jeopardised over a period of time, the Board of Governors will not hesitate to suspend or expel an offending pupil, following DENI and SEELB set procedures for suspension and expulsion of pupils.

A one-off lapse in conduct will not be dealt with in the same manner as a continuation of persistent, unacceptable behaviour.

The school reserves the right to impose any sanction listed below if an incident is serious enough to warrant it.

### **Level 1 – Minor Offences**

#### **No written record required**

- A quiet word or look by the child's teacher often will prevent more major problems from developing.
- Reprimand by the class teacher. Where it is considered that reprimand is appropriate, it will be constructive in its approach and include advice on how to improve behaviour.
- Children may be expected to finish classwork at home.
- Isolation in class – for a set period only and within the teacher's vision and direct control.
- Removal of privilege i.e. time-out at break time or lunchtime

### **Level 2 – Moderately Serious Misbehaviour**

#### **A written record is kept of the incident for a period of three months.**

- Removal from the class to another class for a short period.
- Child may be sent to: (i) Another teacher

(ii) Head of Key Stage

(iii) Head of Department

- Completion of a task or tasks at break or lunch time appropriate to the seriousness of the breach of the school's 'Code of Conduct', to be used to isolate children causing problems at break or lunch time.

### **Level 3 – Serious or Persistent Misbehaviour**

#### **A written record is kept.**

If all previous sanctions fail, or in the case of very serious misconduct, then a **formal interview with the parents** will be arranged (Parents may be involved informally at an earlier stage at the discretion of the class teacher) and a formal record made of the outcomes which will be selected from the following:

#### **Placement in**

**Another Class:** For short periods only.

**Isolation:** For short periods only. Child is removed from the class and completes work under the supervision of the Head of Department.

#### **Withdrawal**

**of privileges:** e.g., exclusion from after-school activities, school trips, school sports' teams etc.

**Code of Practice:** If appropriate the child may be placed on S.E.N. Code of Practice.

### **Level 4 – Serious and Persistent Misbehaviour**

#### **A written record is kept.**

If appropriate, one or more of the sanctions listed below will only be invoked if all other measures fail.

**Referral:** Child may be referred to the SEELB's Psychology Department. This may lead to support from the Primary Behavioural Support Service, or the child being issued with a statement for behavioural difficulties.

**Debarment:** Debarment during the lunch break. (In the case of a pupil whose conduct during the lunch break is becoming unacceptable, the Head of Department may exclude the pupil during this period.) The parents will be sent a written notice to include the times during which the pupil is not allowed on the school premises.

**Suspension:** Suspension for serious breaches of the school's 'Code of Conduct' the school may follow the Procedures for the Suspension and Expulsion of Pupils in schools as outlined by the Department of Education for Northern Ireland.

In accordance with guidance from the Department of Education for Northern Ireland, the Board of Governors of Wallace High School reserves the right to impose sanctions on pupils for incidents directly related to school, which occur off the school premises or outside of school hours.

Incidents of this nature may include:

- Bullying or fighting on the way to school, on the way home from school or when wearing the school's uniform.
- Verbal abuse to pupils, parents or other adults on the way to school, on the way home from school or when wearing the school's uniform.
- An attack on the property of a member of staff or school governor after school hours.
- Verbal abuse or physical abuse of a member of staff or school governor after school hours.

We acknowledge that sustaining good behaviour creates a need for continuous assessment of the effectiveness of approaches to behaviour management in our school. We will review and make changes to our discipline policy, encouraging innovation and flexibility in interacting with our pupils.

It would be hoped that through the adoption of this discipline policy, with the teachers, pupils and parents working together, we will provide a safe, secure, happy and structured atmosphere for effective learning.

### **Review of Policy**

In accordance with school procedures this policy will be reviewed every three years during which pupils, parents and staff will be consulted.

## **ANTI-BULLYING CHARTER**

Bullying of any sort is totally unacceptable in Wallace Preparatory Department. Bullying is, 'the intention to hurt, frighten or intimidate another person'.

The following steps are undertaken to ensure that bullying should rarely happen and is stopped immediately:

- **Recognition:** Bullying involves teasing, singling out a child for ridicule, encouraging others not to play with an individual as well as threat or physical violence.

Children who are bullied do not always tell those in authority, so our teachers will be aware of the signs of bullying:

- withdrawn, isolated behaviour;
  - unwillingness to come to school;
  - complaining about missing possessions;
  - refusal to talk about the problem;
  - damaged or incomplete work;
  - being easily distressed.
- **Caring Atmosphere:** Children are reminded regularly of the importance of working together in harmony and all reports of bullying are taken seriously. Bullies are made aware of the total unacceptability of their actions.
  - **Positive anti-bullying procedures:** The teaching staff use every opportunity to reinforce the anti-social nature of bullying and the consequences in terms of suffering.
  - The atmosphere in the school is such that bullying is seen as unacceptable and all incidents of it are dealt with promptly. Children are asked regularly if they are able to play happily in the playgrounds.
  - Supervisors and teachers look out for children not playing with others and identify the reasons.
  - Assemblies are used to reinforce the importance of looking after younger children and of reporting any incidents of bullying promptly.
  - A list of instructions is displayed in prominent locations both in the classrooms and the school corridors informing children what to do and who to speak to, if they are unhappy in school.

When a pupil or parent makes a disclosure, or supervisors or teachers identify bullying, the case will be dealt with promptly and fairly.

A written record will be kept outlining the incident, investigation and outcomes.

In all cases of bullying, parents of both the bully and the bullied will be informed.