

# WALMSLEY C.E. SCHOOL

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HEADTEACHER: MRS. DEBRA CARR



## Behaviour and Pastoral Care Policy

Date Drafted	January 2008
Policy Written By	Jenni Brookes
Date Approved by Governors	April 2013
Date Reviewed	September 2021
Date of Next Review	September 2023
Responsible Committee	Policy Committee

As with all our policies our Behaviour and Pastoral Care policy is preceded by our Mission statement and school aims.

We intend to provide an extremely high standard of education in a secure and caring environment.

In order to achieve this we aim to:

- ★ Provide a broad and balanced curriculum which is related to the needs of individual children;
- ★ Provide a lively and stimulating learning environment enabling all children to achieve their full potential irrespective of race, gender, ability or religion;
- ★ Maintain a safe and secure environment in which children can grow in independence and confidence;
- ★ Encourage positive relationships and mutual respect within the school community;
- ★ Establish positive links between home and school;
- ★ Ensure educational continuity through liaison with our pre-schools and secondary schools;
- ★ Enhance our pupils' learning by prompting an understanding of the wider world via contacts with our local community.

## **Rationale**

Children flourish best within an orderly, supportive environment where they feel secure and where their individual needs are respected.

## **Aim**

To foster a sense of community and self-discipline within the school where children and adults treat each other with respect and courtesy; and to encourage children to carry these skills and values with them when they leave the school.

## **Objectives**

- ★ To ensure that all children are safe and happy
- ★ To give children the opportunity to develop morally, socially and emotionally
- ★ To encourage children to respect the school's Golden Rules regardless of whether an adult is present
- ★ To encourage children to become polite and well-mannered to adults and to each other
- ★ To develop self-esteem and provide opportunities for all children to experience success

★ To provide help and support for those children with social, emotional or behavioural problems who find it difficult to respond to the Code of Conduct in a positive way

★ To share the school's aims with parents and carers and seek their support in meeting these aims.

## **Our Golden Rules**

### **We are gentle**

We don't hurt others

### **We are kind and helpful**

We don't hurt anybody's feelings

### **We listen**

We don't interrupt

### **We are honest**

We don't cover up the truth

### **We work hard**

We don't waste our own or others' time

### **We look after property**

We don't waste or damage things

## **Guidelines**

### **1. Normal routines**

★ The school's Mission Statement and Golden Rules should be displayed prominently in each classroom and the children's attention should be drawn to it frequently.

★ The Golden Rules should be discussed as a set of desirable goals to aspire to, rather than a set of rules. Children who act in a way that is contrary to the spirit of the rules should be encouraged to do better next time as well as being reprimanded.

★ It is vitally important that staff are consistent in their interpretation of our rules and in the way that children who do not adhere to it are treated.

★ It is important that attention is not always focussed on those who do not follow the rules. Children who do try to follow the rules should be rewarded, either by an acknowledgement of their good behaviour and your pleasure in it, or more tangibly through the school's reward system.

★ All adults working within the school will be expected to participate fully in implementing the rules. Adults working in the school should expect the same degree of response from children regardless of their status.

★ Good manners are an important tool in promoting positive behaviour. Adults should act as role models for children by being polite and well-mannered to each other and to children.

★ Individual Education Plans (IEP's) for pupils on the school's Special Needs register will be drawn up in consultation with staff. These will reflect the rules and address the skills which children may need to acquire in order to follow it successfully.

★ The rules, together with the school's expectations in terms of good manners, will be introduced to new pupils and reinforced on a regular basis, particularly at the start of the new school year.

★ All staff are responsible for maintaining the rules and reward systems, and for introducing new members of staff (including supply staff and students) to them.

## **2. Promoting Positive Behaviour**

★ Children cannot do well unless good standards of behaviour are introduced and maintained. The school has a number of strategies for teaching positive behaviour. These include:

★ School Assemblies, where themes are often chosen to promote or teach a particular behaviour;

★ PHSE lessons, including themes on citizenship, friendship, anti-social behaviour, etc;

★ Circle Time, where children learn social skills and ways of communicating their thoughts and feelings in non-aggressive ways;

★ The Worship Box, where children can write a personal prayer which is then shared (if permission is given) during Worship Assembly.

★ Friendship Stops, these act like a bus stop and any child with no-one to play with can be 'picked up' by someone who sees them standing at the stop.

★ Playground Pals, where a team of older pupils is trained to organise games and find ways to include children who seem excluded through the roles of Problem Solver, Activity Leader and Playtime Buddy.

★ Peer mediation, where a team of older pupils is trained to try and intervene in minor disputes.

The children are trained in a very specific manner and know that they can get a member of staff at any time if there are any difficulties.

★ Circle of Friends, where a small support group is set up to help an individual child.

★ Outside speakers, such as the school nurse, the Police school liaison officer and the Life Caravan team.

### **3. Rewards and Sanctions**

#### **Rewards**

Praise - this should be used liberally to acknowledge positive behaviours and draw other children's attention to what is expected of them. However, take care that it does not embarrass children. e.g. "Oh, well done! I see Red group have tidied up already" rather than "Red group are ready again first. Why can't the rest of you be as good as them?"

Individual Stamper / stickers for good work

Daily / weekly behaviour stamper charts for children who need them.

Chance Cards – these are like a raffle ticket. Again, any member of staff has a number of these to give for helping, being kind, doing a job, acting with initiative, super work. The member of staff signs the chance card and writes on why it has been given. Ten are pulled out in our celebration assembly. These children receive a certificate which they can trade for something they want to do in school or for a treat.

Class Points – each class can earn points as whole. When a certain number of points are achieved the class can choose a collective treat such as a DVD afternoon or 70's day.

Some teachers may use a bead system.

Beads - children or groups of children are rewarded by adding beads to a classroom jar. When the jar is full, the children negotiate a reward with the class teacher. Beads should be given as liberally as possible without trivialising them. They should be used to reward children who are doing as they ought, rather than children who are being exceptional. Beads may be removed from the jar for poor behaviour, but this should be a rare occurrence.

Being selected for jobs - children should know that the major criterion for selecting pupils to help the teacher is previous good behaviour.

Head Teacher's Awards – any child who has been exceptional in either behaviour or work can be sent to see the head. Here they will receive a sticker, a certificate and a treat and a note to take home.

Star of the Week- two children from each class are chosen to go in the Star of the Week file each week and are presented with a certificate in our Friday celebration assembly.

Brilliant and Resilient- two pupils from each class are awarded a Maths Certificate for showing brilliance and resilience. This is awarded during celebration assembly.

Assemblies – in either our Vicar's assembly or our Celebration assembly many different talents are praised and shared.

## **Sanctions**

There is a hierarchy of sanctions which all staff should follow.

Children are given a 'verbal warning'.

Reprimand - children should be reminded of how you would like them to behave, as well as being reprimanded.

"Time out" in class/yard - this means moving the child to another part of the area e.g. working at the teacher's desk, sitting at another table, working in the resource area or standing by the wall (be aware of cold weather). 'Thinking Chairs' can be used.

Alternative Supervision - children who do not respond to the above may be sent to another member of staff for supervision. Some pupils may be asked to accompany duty staff at playtimes or lunchtimes. This would be appropriate for children who are persistently going out of bounds or who upset other children at break times. Pupils whose misbehaviour is classroom-based may be sent to work in another class; they must take work with them.

There may be circumstances where alternative supervision means a child will not be able to complete the same work as their peers, for example Art, Music, PE, PSHE or Technology. This is acceptable on an occasional basis, but teachers should take care that a repeating pattern does not impact on curriculum entitlement. Where this happens it must be discussed with the Head Teacher.

It may be that on very rare occasions, a whole class may lose some of their playtime due to unacceptable behaviour as a whole.

Sending to the Head Teacher - children who do not respond to working in another class will be sent to work under the supervision of the Head Teacher.

## **4. Contact with Parents**

Teaching staff would normally report on a child's behaviour at the parent's evenings and the annual written report at the end of the year. However, where a child's behaviour is causing concern (level 2+ behaviour), class teachers will try to contact parents informally at an early stage to seek their support in resolving the issue.

See Unacceptable Behaviour at Walmsley School sheet

### **Unacceptable behaviour at Walmsley CE School**

We divide unacceptable behaviour into three broad bands:

A) Level One: misbehaviour that can be effectively managed within a classroom environment by the class teacher.

B) Level Two: more serious misbehaviour that is not easily managed within a classroom environment. Class teacher may involve parents. Notifications of other staff. Informal involvement of the Senior Management Team.

C) Level Three: very serious misbehaviour or persistent Level Two misbehaviour. Formal involvement of the Head Teacher and parents. Additionally, the ESW and/or other outside agencies may also become involved.

Level One	Level Two	Level Three
Warning Lose 5 mins of Golden Time		IPM will be required
Not on task (Year 2 onwards)	Persistence of level one	Persistence of level two
Disrupting another child, chatting in class	Refusal to work	Vandalism of school buildings/property
Distraction, interruption	Defiance	Major disruption of class activity
Answering back	Deliberate destruction of another child's piece of Work.	Stealing / intent to steal (persistent)
Not taking instruction	Minor vandalism	Repeated incidences of bullying
Telling lies/getting others into trouble	Stealing/intent to steal	Violent hitting, kicking, fighting
Verbal abuse, minor bad language	Direct verbal abuse/racial abuse	Aggressive violent behaviour, causing deliberate injury
Unsafe movement around the classroom / school	Threatening behaviour	Abuse/threatening behaviour towards staff/parents
Unsafe behaviour	Isolated acts of violence - kicking, hitting, thumping etc.	Dangerous refusal to obey instruction leaving school premises without consent
Careless damage	Bullying, persistent name calling.	
Destruction of property (first time)		
Playtime incident (first occurrence)		

Where inappropriate Level 3 behaviour persists, staff in consultation with the SENCO and Head teacher will contact parents to discuss other strategies. These may include:

· setting up behaviour modification support programmes · placing on internal report · withdrawal from school trips · withdrawal from extra-curricular activities · sending home during lunch breaks · placing on the Special Needs register · setting up a Pastoral Support Programme (PSP)

Serious incidents of inappropriate behaviour will be dealt with by the Head Teacher.

A record may be maintained giving details of when parents have been contacted by or have made contact with, the school.

## **5. Pupils with Special Needs**

There are likely to be some pupils who lack the skills or awareness needed to co-operate with the Golden Rules. Where such concerns arise, parents will be contacted by the SENCO, to discuss ways of supporting such pupils. This may result in the pupil being placed on the Special Needs register.

Children on the register will have an Individual Education Plan (IEP), giving details of the strategies the school will use to try to support such children whilst they acquire the skills and habits needed to co-operate with the school's behaviour systems. Parents and teachers will need to consider ways in which home and school can work together to promote good behaviour. Staff need to be aware that some children with behaviour difficulties can be 'labelled' by other children and often get blamed for things they haven't done-the 'whole picture' is required.

## **6. Bullying**

The school takes bullying very seriously. However, the term "bullying" needs to be clarified. It is our experience that after investigation, many children who complain about being bullied have in fact fallen out with another child. This may have resulted in inappropriate behaviour, but is not bullying.

Bullying is a pattern of behaviour rather than an isolated incident (DfES 10/99). This may take two forms. The most obvious situation is where one or more children, on repeated occasions, deliberately act in such a way as to distress another child. In such cases, the bullies are identifiable and are dealt with under the school's code of practice.

There may be cases, however, where a child is subjected to inappropriate behaviour on repeated occasions, but the perpetrators change from incident to incident. In these cases, it is not always appropriate to label individual children as a bully.

The school has a number of strategies for dealing with this situation at a group, class or whole school level. They are all based on the principle of making clear that such behaviour is unacceptable and then seeking to encourage the group to empathise with the victims. These strategies include Playground Buddies, Peer Mediators, Circle Time, Circle of Friends, PHSE lessons, themed assemblies and talks from outside experts.

Once the problem has been identified and pointed out to the group, individuals who persist in their inappropriate behaviour are dealt with through the normal school channels.



## **6b. HBT Bullying**

*Homophobic, Biophobic or Transphobic bullying can be defined as behaviour or language which makes a person feel unwelcome or marginalised because of their sexual orientation or gender identity, whether actual or perceived, or because of their association with people who are, or perceived to be, lesbian, gay, bisexual or transgender (e.g children of same- sex couples).*

**C of E Education office, Autumn 2017**

Homophobic, biophobic and transphobic bullying, alongside all other forms of bullying, (as mentioned in 6a above) is a factor that can inhibit a pupil's ability to feel safe as well as their foundation for learning. At Walmsley School, HBT bullying will not be tolerated and there can be no justification for this negative behaviour. Pupils should be confident that if they report bullying, it will be taken seriously.

## **7. Racial Harassment**

The school has a duty under the Race Relations Act 1976 to promote race equality. This means that there is a duty to:

- Eliminate unlawful racial discrimination. Promote equality of opportunity · promote good relations between people of different racial groups

Although the number of pupils from ethnic minorities is very small, there is still a need to help children to understand other cultures. The school seeks to promote this through the curriculum, particularly Religious Education, History, Geography and PHSE.

Racial abuse of any kind is not tolerated in school and all incidents are dealt with immediately by the Senior Management Team. There may be some children who do not understand the significance or seriousness of their actions. Because of this, first time offenders are dealt with under normal school sanctions. However, they are made aware of the seriousness of their actions and told what the result of a subsequent incident will be.

Where a child is proved to have been involved in a further racist incident, parents are contacted immediately and appropriate sanctions are imposed.

The incident is recorded using LEA guidelines and a copy of the report is sent to the LA and any incidents are reported at governing body meetings.

## **8. Radicalisation**

Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act 2015 which means they must work to prevent children being drawn into extremism. This is known as the Prevent strategy and it endeavours to "*provide practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support.*"

Safeguarding children from **all** risks of harm is an important part of Walmsley School's work and protecting them from extremism is one aspect of that.

At Walmsley School we believe that children should be given the opportunity to explore the issues of diversity and understand Britain as a multi-cultural society. We provide a safe learning environment in which children can raise controversial questions and concerns without fear of reprimand or ridicule and being able to explore boundaries of what is acceptable will engender an open attitude to multi cultural and race issues.

Staff are given training to help them understand the issues of radicalisation, so that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information also forms part of the annual safeguarding training.

Staff and visitors to the schools must refer **all** concerns about pupils who show signs of vulnerability or radicalisation to the Designated Safeguarding Lead (Mrs Debra Carr) using the usual methods for reporting other safeguarding concerns. When there are significant concerns about a pupil, a referral will be made to the appropriate body.

## **9. Exclusion**

The Head Teacher has the duty to maintain discipline and good conduct to secure an orderly learning environment. In furtherance of this, the Head Teacher has the right to exclude children from school at her own discretion, either temporarily or permanently (DfES 10/99).

### Temporary Exclusion

The Head Teacher can exclude a pupil for up to 45 days in anyone school year. Before the decision is made, the Head will naturally consider all relevant facts and firm evidence and allow the accused pupil to give his or her account of the incident.

Exclusion will be considered where:

- There has been serious breach of the school's behaviour policy
- A range of strategies has been tried to no avail
- Allowing a child to remain in school would harm the education or welfare of themselves or other children.

Normally by this stage parents will be aware of their child's behaviour difficulties and will already have been in contact with the school on previous occasions. (See 3 above)

There are some forms of pupil behaviour, however, which will result in a child being excluded from school immediately. These are:

- assaulting a member of staff, either physically or verbally
- deliberately causing a serious injury to another pupil
- vandalism
- possessing drugs or offensive weapons.

Where the decision to exclude a child is made, parents will be contacted by telephone and a letter sent home. The LA will also be informed.

The school will also take steps to support pupils and staff who have been distressed by their involuntary involvement in such extreme forms of behaviour.

### **Permanent Exclusion**

If a child persistently fails to behave, a meeting will be held between the school, parents and child to set up a Pastoral Support Programme (PSP). If this is not successful, the child might be excluded permanently.

Permanent exclusion would not normally occur before a PSP had been tried,

## **10. Use of reasonable force to control or restrain pupils**

Following the Education Act 1996, the Head Teacher authorises teaching staff (excluding supply teachers) to use reasonable force to control or restrain pupils

· Where a criminal offence is being committed · where pupils may injure themselves or others, including adults · where the behaviour is prejudicial to maintaining good order and discipline at the school or among the pupils · where there is a risk of significant damage to property · when the action occurs on the school premises or during an authorised activity off the premises.

The degree of force must be appropriate to the nature of the incident and those involved in it.

Physical intervention might involve:

· Physically interposing between pupils · standing in the way of a pupil · holding, pushing or pulling · leading a pupil away from the incident by the hand or by gentle pressure in the centre of the back.

In extreme cases more restrictive holds might be used but should not include:

· holding around the neck or any other hold that might restrict breathing · kicking, slapping or punching · forcing limbs against joints (e.g. arm locks) · tripping or holding by the hair or the ear · holding face down on the ground

Any incidents should be reported to the Head Teacher immediately. Written records will be maintained and appropriate action will take place according to NAHT guidance PM032.

## **11. Early Years**

The Named practitioner with responsibility for behaviour management is Mrs Samantha Malley.

## **12. First Aid**

Children who require First Aid are attended to by Mr Andy McDonell, the school's qualified First Aider. All other members of staff are trained in basic first aid.

Parents/Carers must be notified of serious incidents as follows;-

- All incidents of bumped heads must be reported to parents. For minor bumps, a 'bumped head' letter must be filled in and sent home on the same day of the injury. All staff dealing with the child after the injury need to be alerted, so that the child can be monitored.
- For all other minor injuries, which only require basic first aid in school, a decision must be made as to whether the child can explain the injury to their carer. If the member of staff feels that a note home is needed, 'minor injury' reports are available.
- If the member of staff feels that the incident is more serious, the parent or carer must be contacted in order for the injury to be discussed. A decision can then be made as to whether the child is able to stay in school.

## **12. Child Protection**

Where adults in school have concerns about the well-being of a child, they should discuss the matter immediately with Mrs Carr, who is the school's Designated Safeguarding Lead. In cases of emergency, members of the SMT: Mr Catterall, Mr McGlashan, Mrs Cahill, Mrs Saxby and Mrs Greenhalgh, should contact Social Services or the Police. (Follow procedures as in the Child Safeguarding handbook.)

**13. Procedure to be followed in the event of a parent/carer failing to collect a child at the appointed time.**

- Keep the child with you at all times. Children MUST NOT be left in the care of older siblings or other adults who are not part of the staff. Contact the parent/carers by telephone and keep the child with you until they arrive. Let the parent/carer know where their child will be.
- If you are unable to stay with the child, find another member of staff who is willing to take responsibility until the parent/carer arrives. Mrs Carr, Mr Catterall and Mrs Cahill can be asked first. If they are not available, ask other members of staff.
- Children can only be released into the care of a named adult. If another parent offers to take a child, permission must be given by the child's parent or carer.
- Children from Y2 – Y6 must return into school if their parent/carer does not come to collect them at the appointed time.

**14. Procedure to be followed in the event of a child going missing – see separate policy**

- Check places where a child may be hiding e.g. toilets etc.
- Notify Head teacher or a member of the Senior management team immediately