Policy for Behaviour and Pastoral Care

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Responsible Committee: Teaching and Learning
Policy for Behaviour and Pastoral Care

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
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 Behaviour Plans (IBP'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) 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;

★ Question boxes, where children can write a personal note to the class teacher which is then dealt with on a one-to-one basis;

★ 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;

★ 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.

★ SEAL curriculum and support.
★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?"

House points – All children are in a house. All staff can give any number of points which are collected each week. The winning house receive an end of year treat. These points are mainly given for work.

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.

Golden Book - two children from each infant class are chosen to go in the golden book each week and are presented with a certificate in our 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.

Where inappropriate 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 Behaviour Plan (IBP), 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, 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.

This to be used alongside the anti-bullying policy.

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 Deputy. 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. 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 teacher 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 LEA 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,

9. 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.

10. First Aid

Children who require First Aid are attended to by Mrs Crowther or Mr McGlashan, the school's qualified First Aider.

11. 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 Child Protection Officer. In cases of emergency, the senior member of staff should contact Social Services or the Police. (Consult Section B6 and C1 of the Child Concern Handbook on the top shelf in the Head teacher’s office.)