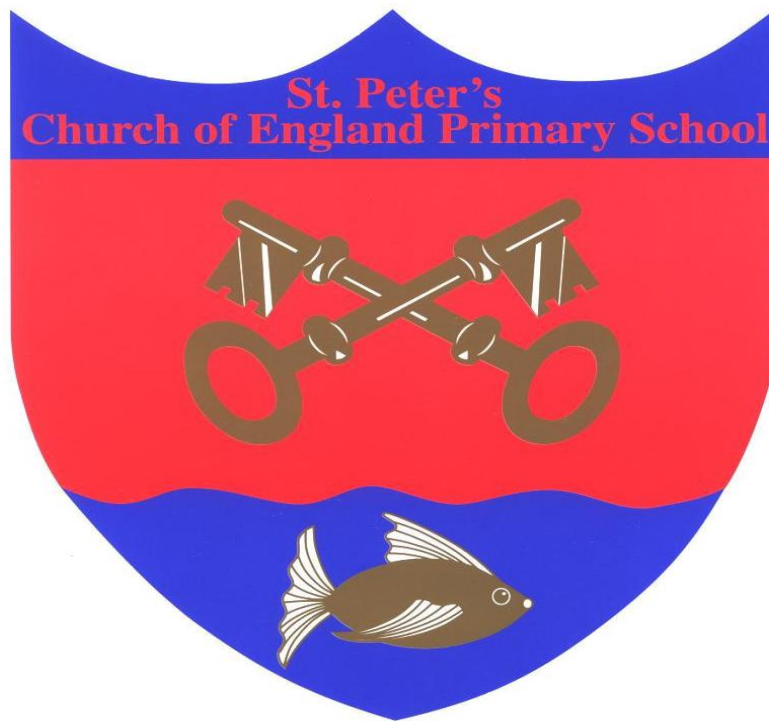


ST. PETER'S CHURCH OF ENGLAND
PRIMARY SCHOOL



BEHAVIOUR AND PASTORAL CARE POLICY

We have faith in our children

Aims

The policy should aim to establish a positive Christian ethos and promote effective learning by:

- Describing the role of all stakeholders.
- Providing clearly stated expectations of the rights and responsibilities of all.
- Outlining what parents can do to help.
- Devising processes which recognise, teach, reward and celebrate positive behaviour.
- Giving examples of effective behaviour management strategies including those used on a daily basis in the classroom.
- Describing the support for children at playtimes and lunchtimes.
- Outlining rules and sanctions to deal with the different stages of inappropriate behaviour and how pupils are supported to correct their behaviour.
- Providing regular opportunities for effective monitoring and review so the policy is supported and followed by the whole school community, governors, teachers, children and parents, therefore it is shared and owned by all.

As a Rights and Respecting School the UN Convention Rights of the Child are fundamental to effective school practice.

- **Article 15-** You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.
- **Article 19-** You have the right to be protected from being hurt and mistreated, in body or mind.
- **Article 37-** No one is allowed to punish you in a cruel or harmful way.

The role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

The role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The role of the Class Teacher, Learning Mentor and Teaching Assistant

The class teachers, teaching assistants and the learning mentor have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability. The staff treat all children in their classes with respect and understanding.

It is the responsibility of class teachers to ensure that the rights and responsibilities listed below are adhered to in their classes and if a child misbehaves the teacher/teaching assistant follows the Pastoral Support Programme and the stages of action that were devised by all staff.

If misbehaviour continues, the class teacher seeks help and advice from members of the Leadership Team and the Behavioural Learning Mentor. Parents must be kept fully informed about any behavioural difficulties the school may be having with individual children.

The class teacher and behavioural learning mentor liaises with external agencies, as necessary, to support and guide the progress of each child. They may for example discuss the needs of a child with our Getting Help Huddle team or our Educational Psychologist.

The role of Parents/Carers

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

In the school prospectus we explain the Rights and Responsibilities and how Parents/Carers can help. We expect parents to read and support them.

We expect parents/carers to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between home and school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents/carers have any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem they can contact the Chair of Governors. If the problem is still not resolved a formal grievance or appeal process can be implemented.

Rights and Responsibilities

- All members of the school community are asked to respect each other.
- All children are expected to respect teachers, teaching assistants, other adults and fellow pupils.
- To take a positive role in classroom activities and work to the best of their ability.
- To work and play co-operatively with one another, considering each other's feelings.
- To value each other's work.
- Children should tell the truth and take responsibility for their actions.
- If a child has a problem with another child, it must be reported to a member of staff who will deal with the matter.
- Children should be a good role model and behave responsibly both inside and outside school.
- Children are punctual for school.
- Homework is completed on time.
- The correct school uniform should be worn and hair should be of an appropriate style and colour.
- Suitable footwear is worn for school.
- All children are expected to respect their own and other people's property and to take care of books and equipment.
- No jewellery may be worn apart from a stud earring and this should be removed for PE and swimming.

Ways that Parents/Carers can help

- Read and support this policy including the Rights and Responsibilities section. Let your child know the standard of behaviour you expect and how hard you expect them to work.
- Read and sign the home/school agreement at the beginning of the Academic Year.
- Please do not tell your child to hit back at school. We are committed to showing them other ways of working through their difficulties and arguments.
- Make sure your child behaves appropriately when they are with you in school, on their way to and from school or on a visit.
- Help your child to be on time and to remember anything they need for school.
- Check for and read the newsletter and other letters that come home from school so you can talk to your child about what is going on.
- Make sure your child gets a good night's sleep on 'school nights'. It really helps concentration and temperament. Monitor watching TV and internet use including computer games particularly for violence.
- Talk with a member of staff if you are worried by anything your child tells you about school before it becomes a problem. Children need your confidence and understanding. Listen to your child. Trust your child but bear in mind that s/he may not give you the full story.
- Try not to react to every little upset so your child learns to get things in proportion and how to cope for themselves.
- Be positive with your child and reward them for the good things they do at school.
- No jewellery may be worn apart from a stud earring and this should be removed for PE.
- Parents should try to support the school's 'Healthy Eating' Policy therefore sweets and chocolate including gum are not allowed. This includes packed lunches and school trips.
- Please do not expect to leave all the discipline to the school. We do not expect to leave it all to parents. Home and School need to work together to give children high standards and to let them know what is expected of them.

Incentive Schemes

Whole School/Key Stages strategies to reward positive behaviour

The school holds a fortnightly Class Achiever Assembly. Staff nominate children who they feel have achieved something special or have been identified for making positive progress in their learning or behaviour. Each child receives a certificate with a description of their achievement.

House Points are awarded to pupils by staff for good work and effort as well as displaying good manners in class and around school. The House Points are collected and collated on a weekly basis and a shield is presented to the winning house at the end of each term.

A designated Lunchtime Supervisor nominates a child from each class at the beginning of each week for good behaviour during lunchtime. The nominated child is able to choose a friend to take to the Rainbow Table where they can eat lunch together with other nominated children

When a child has met their fortnightly target for the STEPs programme the child and his/her class receive an additional playtime. This is to acknowledge the child's achievement and also congratulates his/her class for supporting his/her target.

Children that complete a good piece of work or have been recognised for an improvement in performance visit the Headteacher to share their efforts before receiving a sticker or a wrist band.

Classroom Management Strategies to reward positive behaviour

Staff across school use many strategies to reward positive behaviour and improvement in performance. Individual teachers customise their system to meet the needs of the group of children they teach. The school is always looking for new innovative practice. Below is a list of strategies that can be used-:

- Effort Charts
- Table points
- House points
- Certificates
- Stickers
- Bookmarks
- Wristbands

Star of the Week chosen by teacher and/or pupils
Marble Pot
Perfect Prince or Princess
'Time to tidy up' Song
Secret Student

Playtime Supervision

There is a timetable for teachers and teaching assistants to support the children on each yard. Play Leaders support their peers by organising games they have been taught by staff.

If a child is unable to freely access the yard due to inappropriate behaviour may remain by the side of an adult in an Outside Reflection. The children discuss their behaviour with a member of staff during a Walk and Talk session.

Lunchtime Supervision

During Lunchtime, pupils are supported on the yard by Lunchtime Supervisors who work alongside the Learning Mentor and Sports Leaders to deliver activities which the children actively participate in.

The Year 6 pupils volunteer to support groups of children across school alongside members of staff. They have an invaluable role to play during lunchtime supporting Foundation Stage and Key Stage 1 pupils including those that attend the Special Needs Unit.

During lunchtime the Learning Mentor is situated on the West Yard supporting the Lunchtime Supervisors and Sports Leaders in the delivery of activities which engage the children. She is responsible for setting up and monitoring our various Play Zones.

Management of Unacceptable Behaviour

1. St. Peter's Pastoral Support Programme

Teaching and non-teaching staff have worked together to plan, implement and revise a pastoral support programme. It has 3 stages with examples of possible behaviours and the consequences and strategies which should be followed by staff in Foundation Stage, Key Stage 1, Year 3/4 and Year 5/6.

2. STEPS Programme

To support children who are regularly displaying behaviours in Stage 3 the Steps programme is introduced. This is a behaviour modification programme which is implemented at school with the support of parents. Steps can be successfully implemented across the whole primary age range, not just with the oldest children in school. It is only successful if followed consistently by all adults working in school and when supported by parents. The Headteacher plays a crucial role in monitoring, supporting and encouraging pupils following the Steps programme.

3. Individual Behaviour Improvement Plan

Where appropriate, children that have challenging behaviour in school hold an Individual Behaviour Improvement Plan. Staff including the SENCO, Learning Mentor, Parents and External agencies have a key role to play in identifying and reviewing strategies which will support a child's needs. This plan will always be shared with individual pupils.

4. Team-Teach Programme

A productive care, education and health environment is not possible if children and staff share a sense of anxiety and feel unsafe. The staff need to know what they are expected to do when they are faced with an individual in crisis. They need to know which de-escalation skills to use and what to do when these fail to bring the situation under control. They need effective techniques and strategies which are detailed in policy and supported by management. Safe work settings require staff who are competent and confident to intervene safely when an individual endangers himself or herself, other people or property. Staff and employers have a duty to cooperate to create a safe environment for all concerned. Risk cannot always be eliminated but if there is a foreseeable risk it must be assessed and, where possible, reduced. This is achieved through Team-Teach training for staff by qualified instructors on a regular basis.

Children which require the support of this programme have a Positive Handling Plan that is discussed and agreed upon by staff, parents and the pupil. The plan identifies acceptable behaviour, unacceptable behaviour, consequences of unacceptable behaviour and support strategies for all areas a child accesses in school.

"Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe."

George Matthews 21/4/08

All incidents of restraint are recorded in accordance with Team Teach policy. Any prompts, guides or escorts are recorded on our school CPOMS system detailing what happened, where it happened, how the child was moved, why the intervention was used and who was around at the time.

Bullying

Bullying is a serious form of misbehaviour. Bullying is usually characterised by:-

- Dominance of one pupil by another or group of others;
- Premeditation;
- A pattern of behaviour rather than an isolated incident.

Bullying can be unreported, make pupil's life unhappy, hinder academic progress and lead to problems over school attendance.

Prejudice Based Bullying/Discriminatory Bullying

'Prejudice-based bullying is when bullying behaviour is motivated by prejudice based on an individual's actual or perceived identity; it can be based on characteristics unique to a child or young person's identity or circumstance.'

(Definition taken from Respect Me website)

Cyber Bullying

'Cyberbullying is bullying online and any form of anti-social behaviour over the internet or via a mobile device. It is an attack or abuse, using technology, which is intended to cause another person harm, distress or personal loss.'

(Definition taken from National Bullying Helpline Website)

In cases of all types of bullying, staff must act quickly and carefully. Action must happen and be seen to happen. The school has a separate Anti- Bullying policy.

Exclusion of a Pupil

We do not wish to exclude any child from school, but sometimes this may be necessary. The school is aware of the need to follow guidance from the DfE guidance document

‘Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement’ September 2022.

Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA, the MAT and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The Governing Body has a Pupil Discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the Local Authority, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

Monitoring and Review

The Headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Headteacher keeps a record of any child who is either excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The Governing Body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance The Duty to Promote

Race Equality: A Guide For Schools, and that no child is treated unfairly because of race or ethnic background.

The Governing Body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

