

Pastoral Care and Discipline Policy

Date policy reviewed: Annual Autumn 2019

Over Arching Principle previously known as the 'Mission Statement'.

At Richard Avenue Primary School it is our purpose to create and sustain an environment in which every child will feel secure, happy and valued. In order for this to be fulfilled it is necessary to create an orderly community, which will enable each pupil to develop self-discipline. In such an atmosphere of mutual respect, effective teaching and learning can take place. Pastoral care and discipline cannot be regarded as a separate part of the curriculum, but is inherent within every lesson of the school day and, indeed, from school opening until its close. It is the responsibility of every single member of staff at Richard Avenue Primary School.

Expectations

It is critical that the expectations we have of pupils are extremely high. These expectations should be made very clear to pupils and teachers should constantly seek to maintain these expectations at the very highest levels.

Around the School

- Pupils are expected to move quietly and carefully around the school so as not to interrupt the activities of others.
- They are encouraged to take great care of equipment or property as it belongs to all in the school and misuse will deprive others of its use.
- Pupils are expected to keep our school clean and tidy as this reflects the overall ethos.

The classroom is the most important place for the development of social skills, and the class teacher is the initial catalyst for such developments. Teachers should clearly explain the expectations that they have of pupils and the manner in which they expect pupils to respond. In particular, pupils must be aware that:

- It is never acceptable for pupils to show rudeness, disrespect or insolence towards teachers or any other adults or pupils involved in the function of the school.
- Any reasonable request from a teacher or any other adult should be carried out at once without argument.

On the Playground

- The overriding principle we adhere to in all aspects of pupils` play activities is that they should enjoy their play but must never spoil or disrupt the play of others.

Our school Promise

This shall be promoted in Assemblies, PSHCE lessons and R.E. so that children understand what it means. **(See School Promise- whole school)**. The importance of good behaviour will be emphasised continually in all aspects of school life and the importance of this in society. The school promise will be displayed in classrooms.

A Partnership between Children, Parents

The Home School Agreement is known as 'A Partnership between Children, Parents'.

This is given all new starters in Nursery and Reception, parents take this home and talk about it with their child. The parent will sign it, and in Reception some pupils may sign it with their parent at home. At the beginning of every new academic year the class teacher will go over the contents of the 'Partnership' with pupils and discuss it as part of what we do/who we are at /how we go about our learning at RAPS.

The 'Partnership between Children, Parents' will be stored in the class 'Assessment Trolley'.

It will be made available at Autumn Parents Evening (staff to have spare blank copies available on seats outside the classroom for parents to look at, whilst waiting for their appointment.)

In Y3 the 'Partnership' will be re-issued and re – signed as pupils enter KS2.

From Y1 to Y6 all parents and pupils are expected to sign it.

All newcomers will be given 'A Partnership between Children, Parents' and expected to sign it.

Staff Induction and training

All staff will be inducted into the school, part of this induction will explain the standards of pastoral care and discipline that are expected and how these are maintained. NQT's will also receive specific guidance on 'behaviour management' strategies. Support and guidance will also be given to staff, as required.

Pupil support

Pupils are supported through a clear, firm and fair approach – Pastoral Care and Discipline. We promote the value of learning and the need to work appropriately. This includes rewards and sanctions, individual pupils may have 'personalised' approaches to behaviour i.e. behaviour monitoring sheets and will receive specific feedback and guidance as necessary. Our Nurture group also exists to provide pupils with a warm and nurturing understanding of social norms and expectations. The staff collectively take the responsibility to ensure that pupils conform in a happy, peaceful and caring environment. Staff meet with parents as required and if appropriate the Headteacher and Deputy Head teacher will discuss pupil needs and school expectations with parents. If necessary outside agencies will be involved as part of the dialogue with parents.

Sanctions to be used if behaviour is unacceptable (see - Assertive Discipline Posters: whole school)

Sanctions used by teachers should be seen as consistent and fair. It is essential that the child fully understands that it is his/her behaviour that is unacceptable and not him/her as a person.

For isolated incidents of a minor nature it is recommended that teachers use the following sanctions:

- A verbal reprimand, if possible, out of the hearing of others.
- Change of seat or position in the classroom
- Change of class for a short period (10mins)
- Teacher to speak with parents when they collect the child.

For repeated unacceptable behaviour or a major isolated incident, it is important that teachers should:

- Record all incidents on a social profile form – planning file

- Request a visit from either or both parents, to discuss ways in which they can help to promote positive behaviour – Inform Head.
- Possible sanctions – Removal from yard, withdrawal of privileges, isolation for 1 day, placed on a daily report, exclusion.

If the process has little impact or parental support is not forthcoming then refer the problem to the Head, Deputy, Assistant Head.

If pupils are unable to maintain acceptable behaviour at playtime, then the privilege should be withdrawn. Supervision of these pupils should be carried out by the teacher, taking the time to discuss the behaviour with the pupil, though the Assistant Head, Deputy Head Teacher and Headteacher.

Pupils are made fully aware that it is a privilege to be allowed to stay for a meal over the lunchtime period, unacceptable behaviour results in this being withdrawn. Ultimately this to be handled by the Headteacher/ Deputy Head/ Assistant Head/, initially sending a warning letter home, followed by an exclusion at lunchtime if the unacceptable behaviour is repeated.

- The head lunchtime supervisor, will discuss any concerns with Class teachers, or if more serious the Head, Deputy or Assistant Head.
- Any minor incidents are recorded and reported to the Headteacher at the end of the week, these are then followed up by the head on Friday with individual pupils.

If teachers encounter extreme behaviour from a pupil they should immediately refer the child to the Headteacher/Deputy Head teacher Assistant Head. Such incidents will be logged and staff made aware.

All classrooms shall have Assertive Discipline Posters visible and this system will have a high profile within the school.

Exclusions

(LA guidance shall be referred to as a matter of course)

1) 5 School days or fewer in 1 term:

- The HT will inform parents, the Chair of Governors and the LA, if a child is to be excluded. School will provide work for the duration of the time and parents/ carers are responsible for their education for the duration of the exclusion. School WILL BE responsible for marking the work.
- Return to school interviews will take place on the 1st day of return, with HT, parents and pupils.
- Pupils will be monitored closely and parents fully involved, to ensure a smooth integration and a reduction in the risk to be re-excluded.

2) 6 to 15 School days in 1 term;

- The LA is statutorily responsible for ensuring that full time education is provided.
- School needs to work in consultation with the LA.
- School responsible for setting work for first 5 days. School WILL BE responsible for marking the work.

3) More than 15 days in one term

- The LA is statutorily responsible for ensuring that full time education is provided.
- School needs to work in consultation with the LA.

- School responsible for setting work for first 5 days. School WILL BE responsible for marking the work.

4) **Permanent Exclusion**

- The LA is statutorily responsible for ensuring that full time education is provided.
- School needs to work in consultation with the LA.
- School responsible for setting work for first 5 days. School WILL BE responsible for marking the work.

Positive Handling – (See policy)

Under ‘Duty of Care’ of pupils, any member of staff can restrain a pupil, they do not have to be trained to restrain.

Mrs.Todd and Mr.Cunnington have been trained in de-escalation and TEAM TEACH techniques which have been risk assessed and are subject to ongoing review. Whilst some physical injury potential can be reduced, there always remains some risk that injury may occur when two or more people engage in and force is used to protect, release or restrain.

All such incidents MUST be reported to the Headteacher and recorded.

Rewards System (see also Assertive Discipline posters)

It is critical that the school adopts a consistent approach to the promotion of good behaviour. This involves all adults in stressing the positive aspects of pupils` behaviour. This can be done in a number of ways:

- Publicly praising good quality work, homework, contribution to lessons, behaviour and manners.
- Use of the **Learning Behaviours Reward System** –
 - i) 1 group per set per week resulting in weekly assembly celebration.
 - ii) 1 group per set per set with the greatest progress in points Half termly, run by a member of the SLT team.
- Termly and yearly attendance certificates.
- **‘Well Done Postcard’** – cards sent home throughout the year by class teacher for Reading, Writing, Maths, being a Superstar and Behaviour. An average of 10 postcards sent home/per class/per year.
- End of year rewards.

Appendix 1

A Partnership between Children, Parents

Appendix 2

Assertive Discipline

Appendix 3

School Promise