

Pastoral Care and Discipline Policy

Date policy reviewed: Autumn 2021

New Review Date: Autumn 2022

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, PSHE 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 (suspended due to COVID restrictions)

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.

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

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. ECT’s (Early Career Teacher) 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. 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 Senior Leadership Team 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.

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) ~ children should not be left unsupervised in corridors.
- 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 chronologically on an individualised behaviour record form – blank proformas in SEN file.
- Request a visit from either or both parents, to discuss ways in which they can help to promote positive behaviour – Inform SLT.

- 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 SLT.

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.

If pupils are unable to maintain acceptable behaviour at lunchtime, initially a warning letter will be sent home followed by a discussion with parents and an exclusion of an agreed amount of time at lunchtime if the unacceptable behaviour is repeated. This will be managed by the SLT.

- The head lunchtime supervisor, will discuss any concerns with Class teachers, or if more serious the SLT.

If teachers encounter extreme behaviour from a pupil they should immediately refer the child to the SLT. Such incidents will be logged and staff made aware.

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.

The Head teacher, Senior Assistant Head and Assistant Head 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

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.
- Termly and yearly attendance certificates.
- Termly celebrations for best class attendance.
- RAPS Stars awards are given to pupils weekly and nominated by class teachers.
- RAPS Megastar awards are nominated by a member of staff for outstanding behaviour outside of the classroom situation.

Appendix 1

A Partnership between Children, Parents

Appendix 2

School Promise