

Richard Avenue Primary School

Pastoral Care and Positive Behaviour

Date policy reviewed: Autumn 2022

New Review Date: Autumn 2023

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. It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. Towards achieving these aims, staff will provide a safe and stimulating environment; a challenging and inclusive curriculum built resilience principles and strategies with humour, positivity and the highest expectations for all children, in all classes, to achieve their full potential.

We aim to promote positive behaviour throughout our school. We encourage cooperation, consideration and good manners, all of which link in to how we promote British values for strong citizenship. In order for children to thrive, they need to feel appreciated, safe, secure and understand clear boundaries. Each child is valued as an individual and respected by all staff. We practice and promote positive, considerate and respectful behaviour; staff are encouraged to regularly use praise and positive reinforcements to ensure that children gain a sense of their own value and self-worth.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. All staff use positive strategies for handling any inappropriate behaviour by helping children to find solutions in ways which are appropriate for the child's age and stage of development. For example acknowledgment of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so they can learn a more appropriate response in the future.

Staff will always try to divert children's attention positively before conflict occurs. If there is conflict, or unacceptable behaviour does occur, the child will not be humiliated or isolated, and staff are mindful of the child's individual circumstances, their level of development and any other contributing factors.

We believe that a child showing inappropriate behaviour must be given the opportunity to consider their actions and be able to choose to behave appropriately or accept the consequence should they continue to misbehave. The consequences given to the child will vary according to age and the type of inappropriate behaviour observed.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Please refer to our Anti- Bullying Policy.

Staff will encourage children to develop skills that allow them to communicate, negotiate and influence those around them in a positive manner. We encourage children to understand their own and others' feelings. Often children display unwanted behaviour in order to gain attention from an adult – where possible and appropriate such behaviours will be ignored. Instead the staff will focus and praise all the wanted behaviours to encourage the child to change their behaviour to gain the positive response and praise. If a child is hurt in a conflict a member of staff will immediately comfort the child who has been upset/hurt.

A staff member (usually the staff member that witnessed the incident) will talk to the child that hurt another child to discuss why they have displayed such behaviour. The staff member will encourage the child to make a decision on how they will resolve the conflict. Interventions may include talking through a child's behaviour, discussing how their actions have made us and the children feel and considering what we might do to make our friends feel better. The word sorry is not emphasised as being important however we focus on showing them how to solve the problem and role model ways of showing an apology. The staff do not use any form of physical punishment as a method of dealing with unacceptable behaviour, nor do they raise their voices inappropriately.

All staff discuss the expectations with children. Whole School Rules are written annually by our Student Council, and presented to the whole school for discussion. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of inappropriate behaviour, all staff discuss these with the whole class, groups or individually as appropriate.

It is the responsibility of all staff to ensure that the school expectations are followed in their class, and that their class behaves in a responsible manner during lesson time.

All staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. Staff treat each child fairly and follow agreed rules consistently, treating all children in their class with respect and understanding wherever they may be – i.e. educational visits, residential etc.

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 and 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.

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. Newly arrived children and families 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.

We set clear boundaries to help children identify acceptable and unacceptable behaviour. To support and implement these boundaries, we use these broad promises to establish individual class behaviour charters:

- We promise to be kind and gentle to each other.
- We promise to share and take turns.
- We promise to listen to each other.
- We promise to take care of our books and toys.
- We promise to use our walking feet indoors.

The children are encouraged to listen to and follow these rules consistently throughout the setting and are referred to regularly to ensure all children are familiar with the promises.

The powers within this policy are at the discretion of the Head.

Steer's aspects of school practice that, when effective, contribute to the quality of pupil behaviour

1. A consistent approach to behaviour management, teaching and learning
2. School leadership
3. Classroom management, learning and teaching

4. Rewards and sanctions
5. Behaviour strategies and the teaching of good behaviour
6. Staff development and support
7. Pupil support systems
8. Liaison with parents and other agencies
9. Managing pupil transition
10. Organisation and facilities
11. Pupil's conduct outside the school gates
12. Confiscation of inappropriate items
13. Power to use reasonable force - *reasonable force will be used where students are at risk of injuring themselves, others, school property or infringing the right of other students to learn. A number of the staff team have been trained in the Team Teach approach.*

Steps to take if behaviour remains unacceptable.

Steps taken 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:

- Explain that he/she has a choice as to whether to do the right thing.
 - If the child does not make different choices at step 1, staff will continue to remain positive, re-encouraging the child to make a fresh start.
 - Repeat step 2 once more whilst celebrating examples of positive behaviour choices from other children in the class.
 - Leave the child to think about making a change and welcome them back should they make the right choice at this point.
- If necessary:
- 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 CPOMS
- Request a visit from either or both parents, to discuss ways in which they can help to promote positive behaviour – inform SLT.
- Possible next steps include removal from yard, isolation for 1 day, placed on a daily report, exclusion.

If the process has little impact or parental support is not forthcoming then refer to SLT.

If pupils are unable to maintain acceptable behaviour at playtime, steps should be taken to manage pupils choices. 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 phone call to families will be made followed by the issuing of a warning letter and a further discussion with parents. An exclusion of an agreed amount of time at lunchtime will be given 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

