



Behaviour, Discipline and Pastoral Care Policy

This policy was drawn up through discussion with children and staff. Where possible the children's actual words have been used. It is expected that everyone in the school community will follow the policy. All adults are expected to model the behaviour we expect from the children.

Main School Rules

- ✓ Look after everybody and everything
- ✓ Kind hands, kind words
- ✓ Always try your best
- ✓ Smartly, safely, sensibly

Aims

We aim to:

- Encourage children to reflect on their behaviour, take responsibility for it and make informed choices.
- Create a positive, safe and engaging environment in which children feel happy and can grow and learn.

Guidance for all Staff

POSITIVE REINFORCEMENT OF GOOD BEHAVIOUR IS MORE EFFECTIVE THAN SANCTIONS

- ❖ Although there are agreed sanctions for children who misbehave, the encouragement of good behaviour is far more important than punishment. Staff should praise children who behave politely, kindly, sensibly, etc. Verbal feedback on behaviour should be given a high priority in and out of class. Good behaviour and positive attitudes should be discussed in lessons and assemblies. Staff use Fab Friday time, stickers, certificates, quick notes home, phone calls, housepoints, Star of the Week, etc. to acknowledge and reinforce positive behaviour as well as academic achievement.
- ❖ A calm, controlled environment is conducive to positive learning as well as good behaviour. All children should be treated sensitively to maintain their self-esteem. Criticism should never damage self-esteem; censure should focus on behaviour not the child.
- ❖ All staff in school are encouraged not to shout but remain calm when dealing with children.
- ❖ There is a clear line of escalation for behavioural issues throughout the school; the headteacher, deputy headteacher or assistant headteacher should be consulted when behaviour causes concern.
- ❖ When unacceptable behaviour has been observed or investigated, action should be taken according to the agreed response to inappropriate behaviour.

IMPLEMENTATION OF THE BEHAVIOUR, DISCIPLINE AND PASTORAL CARE POLICY AROUND SCHOOL AND IN THE CLASSROOM

All staff should maintain high expectations for good behaviour, apply the school policy consistently and set an example of calm, polite and friendly relationships.

- Children are reminded regularly of the school rules through ongoing interaction, assemblies and planned lessons in PSHE.
- The school rules are displayed in all classrooms and prominently throughout school.
- The school 'values' system is also used to reinforce positive values such as caring, responsibility, etc.
- Children are reminded that behaviour is their own responsibility and they can make choices about how to behave.
- Positive choices about behaviour are recognised and rewarded with positive feedback, housepoints, stickers, Star of the Week and Lunchtime Awards.

Appropriate Awards for Good Behaviour

- Quiet word, smile, acknowledgement, positive signal e.g. thumbs up.
- Written comment on work.
- Stickers.
- Praise in front of peers.
- Visit to another member of staff/headteacher.
- Written note from teacher to parent.
- Certificates.
- Housepoints awarded.
- Star of the Week

Reward System

- ✓ *Housepoints:* All children are organised into a House team with staff representatives. Housepoints are given when children make the right choice about their behaviour and their attitude to work.
- ✓
The Stars of the Week are awarded housepoints for their House. Housepoints are counted and celebrated at a weekly Celebration/House Meeting, which takes place on Friday afternoons.
- ✓ *Fab Friday:* Children's positive behaviour is rewarded with a 'Fab Friday' afternoon for which teachers organise activities for those who have kept "Fab Friday time"
- ✓ Children will lose a block of 10 minutes Fab Friday time for each occasion that a sanction has been applied after a verbal warning from an adult or for a more serious incident. All children have an opportunity to redeem themselves **within each school day** and earn back their Fab Friday time when they make the right choices about their behaviour. All children who have kept their Fab Friday time at the end of the day are recorded by staff.
- ✓ On Fridays, children who have kept their Fab Friday time earn housepoints for their House and are rewarded with their Fab Friday activity. Children who have lost Fab Friday time will discuss how they can improve their behaviour in the future with an appointed member of staff during Fab Friday. This is recorded in the class behaviour log and analysed weekly by the

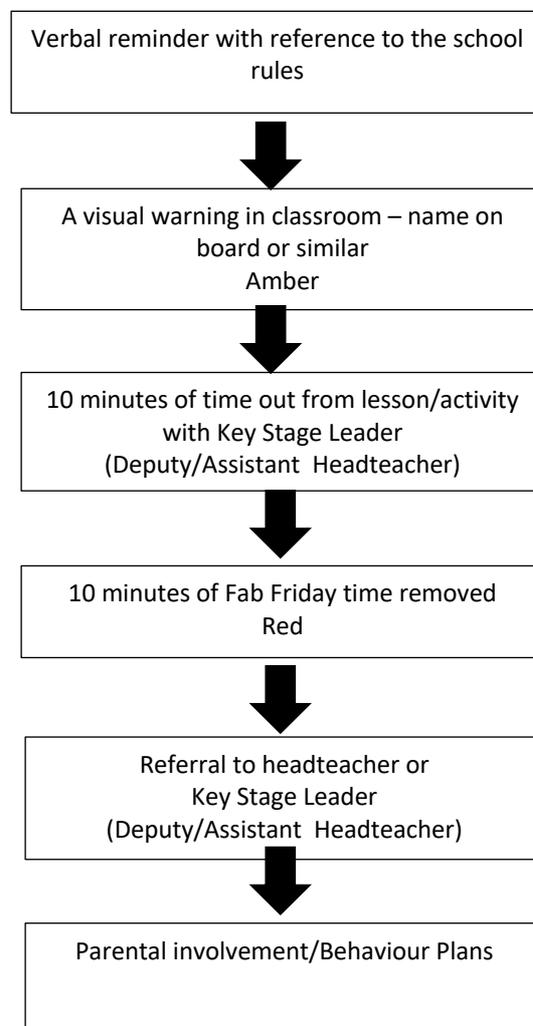
Headteacher. If a child misses a total of 30 minutes Fab Friday time within one half term, their parents will be informed.

At the end of each term, children receive a certificate recording how much Fab Friday time they have earned. This is also intended to give parents an indication of good behaviour in school.

Sanctions

We use a colour coded system for behaviour Gold, Silver, Green, Amber, and Red. All children start on Green and children can move up and down the colours with children on Silver receiving 5 housepoints and children on Gold receiving 10 housepoints. These results will be collated and analysed to monitor behaviour.

When elements of the school rules are breached the following steps should be taken:



The steps given here are for general guidance; severe behaviour or concerning 'one off' incidents may mean that certain steps are missed out to indicate the severity of the behaviour to children. In instances such as these, the Key Stage leader or headteacher/deputy headteacher, in consultation with the class teacher, may decide to use sanctions such as:

- Contacting parents
- Withdrawal from class for longer periods
- Organising mediation and counselling sessions
- Putting children on a weekly reward/individual behaviour plan

Repeated refusals to follow instructions or deliberate physical harm towards another pupil is always referred to the headteacher. The Headteacher is the Behaviour Lead.

GRADUATED APPROACH TO SEND

Please see Appendix B of The Special Needs Policy for a summary of our School's graduated approach to identifying children who need SEND Support.

For children who have Special Educational Needs and Behavioural, Social and Emotional Difficulties an individual behaviour plan will be put in place. This will involve a multiagency approach.

Specific Guidance for the Playground

- The school rules should be applied consistently and children reminded of the rules regularly. When disputes arise, all children involved should be given a chance to explain their case without interruption. They should be encouraged to find a solution. No blame should be given to one child more than the other until the facts have been determined. When a child is clearly angry, time should be given to calm down in a quiet environment before the incident is discussed, the library may be used for this purpose. It is more appropriate to talk to this child individually and not in the group situation until the child is calm.
- Children should be asked to reflect on their behaviour and say how they will behave differently. They should apologise when upset has been caused and make friends after disputes.

There are also Lunchtime Awards where welfare staff nominate seven children for a certificate. These children are rewarded for their good behaviour, helpfulness, etc. by being able to sit at the 'Star Table' in the dining hall for a week.

At the end of every term, the winning team with the most house points receives a special reward/treat after the holidays.

Playground supervisors can use the following sanctions if, after a verbal warning, inappropriate behaviour continues:

- A short 'time out' on the playground e.g. sit out of a game; sit on a bench; stand next to me; etc.
- Removal of a child's Fab Friday privilege may be sanctioned after consultation with the class teacher.

- Persistent inappropriate behaviour or serious incidents such as fighting, bullying, name calling or showing disrespect to adults should be reported to the deputy headteacher, assistant headteacher, headteacher or appropriate class teacher.

Damage to Property

Damage to school property through misbehaviour, whether it is to the building or items such as books that are defaced or damaged, will be reported to parents and, where appropriate, a request for a voluntary contribution to the cost of repair or replacement will be made.

Exclusions

The **Headteacher** decides whether to exclude a pupil, for a fixed term or permanently, in line with the school's behaviour policy, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Parents have the right to make representations to the governing body (or discipline committee) about an exclusion and **the governing body** must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel.

Exclusions may be considered in accordance with the DfE and LEA guidelines. Exclusions would be the consequence of:

1. Continual long term problematic behaviour which compromises 'good order'.
2. A single serious incident which prejudices the safety of individuals.

There are a range of actions that the school can take to tackle inappropriate behaviour. The school will decide which are appropriate and reasonable in the light of the severity of individual incidents. Possible actions include:

- Parental involvement
- Discussion between all parties
- Opportunities to reconcile their action – written or verbal apology
- Removal of privileges e.g. Fab Friday, etc.
- Planned individual behaviour modification plan
- Short internal withdrawal (child withdrawn from class)
- Longer internal withdrawal
- Minor fixed exclusion
- Major fixed exclusion

In extreme cases, repeated severe and persistent poor behaviour may result in permanent exclusion should all other sanctions and strategies be exhausted.

Re-instatement/Inclusion

In all sanctions, from the expression of disapproval to formal exclusion, the primary aim is to include the pupil again within as short a period as possible. When practical, this should be before the end of a session so that the pupil has a new start and positive self-image.

Pastoral Care

All staff build up an understanding of and relationship with each pupil, which in turn aids the discussion of attitudes and criticism of poor behaviour. It also helps teachers to develop an awareness of any underlying problems a child may have. All staff have the support of the headteacher in matters of pastoral care. Where concern persists, discussion should also take place with the Inclusion Manager so that, where appropriate, individual behaviour plans can be drawn up and monitored and advice sought from external agencies such as educational welfare, Golden Hill, CAHMS, IDS and the Educational Psychology Service.

Welfare and Child Protection Concerns

The school must be aware of pupils on the Child Protection Register. The strategy to be followed is specified in the LEA guidelines and the school Safeguarding Policy, which all staff must adhere to. The headteacher and the deputy headteacher are the designated safeguarding lead (see Safeguarding Policy).

Looked After Children

The school must be aware of pupils in the 'Care of the Local Authority'. The headteacher is the designated school officer responsible for the education of looked after children.

Bullying

The definition of bullying is:

“using repetition to target an individual or group to intentionally harm their target either physically or emotionally, resulting in making them feel out of place, unsafe or bad about themselves.”

Adults must be pro-active in preventing bullying through our ethos and curriculum. Children must realise that any form of bullying is unacceptable and the staff of the school will deal with such behaviour appropriately. They should be aware that it is the responsibility of everyone to report acts of bullying as soon as they arise.

All staff need to be alert both inside and outside of the classroom. When incidents of bullying do occur, staff will follow the school's Anti-bullying Policy and procedures (see Anti-bullying Policy). Incidents are recorded on the CPOMS system.

Health and Safety

The school will seek to minimise any risk to pupils by the regular and appropriate inspection of facilities and equipment, the promotion of the school rules and the professional supervision of pupils.

Suitable risk assessments will take place and safety procedures such as fire drill will be organised. Arrangements, policies and any issues which arise will be discussed with governors at Health and Safety sub-committee meetings.

Practical Guidelines for Teachers and Support Staff

School staff, both teaching and support, must co-operate to ensure the safety of themselves, pupils and visitors.

Any teacher who allows a pupil to remain within a classroom or designates a task or job to an individual, must first make a risk assessment of the situation. It is recommended that an adult should supervise children at all times.

During high risk activities e.g. PE, D&T, Science, etc. it is essential that teachers keep to the guidelines within school policies.

A particular risk is pupil to pupil contact at playtime and teachers and welfare staff must display foresight and vigilance.

1. Serious incidents are recorded on the CPOMS system which helps to build up a picture of a child's behaviour over time.
2. When minor incidents occur, First Aid is administered and recorded in the Accident Book.
3. When the incident is of a more serious nature e.g. deep cut/suspected break, the child must be referred to a qualified first aider and Form HS1 completed.
4. When referral to the hospital is necessary, the RIDDOR form should be sent within 7 days.
5. The school will administer medication or supervise self-medication in chronic conditions or when a parental request has been received in writing.

Reasonable Force

Good personal and professional relationships between staff and pupils are vital to ensure good order in our school. It is recognised that the majority of pupils in our school respond positively to the discipline and control practised by staff. This ensures the well-being and safety of all pupils and staff in school. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of **reasonable force** may be required. Every effort will be made to ensure that all staff in this school:

- i. Clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where reasonable force is necessary and
- ii. Are provided with appropriate training to deal with these difficult situations.

For full details see Health and Safety Policies *and* the Care and Control of Pupils Policy

Day to Day Procedures

- Official handover times are at 8:20 – 8:30am and 3:00pm. Parents drop their children off at the gates where there is always a member of staff on duty. Children in Reception Class can be brought straight into the classroom. It is recommended practice that when the pre-arranged pick-up procedure is not followed, the class teacher assumes control and protection for individuals. A teacher should be informed, who can then assume responsibility if further intervention is required.
- Unsuitable/dangerous materials or objects should be confiscated and only returned to parents.
- When using resources, teachers should ensure that material is age appropriate and be aware of parental sensitivities.
- Parental permission should be given, on the appropriate form, for a child's photograph to appear in the public forum.

Out of School Activities

For day visits, the school recommends an adult ratio of 1:6 in KS1 and 1:10 in KS2. Written permission is necessary. Full risk assessments will be completed in accordance with LEA guidelines.

For residential visits, the school will adhere to the LEA guidelines.

Conduct Outside the School Gate

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Headteachers have a specific power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable'. The teacher may discipline for any misbehaviour when the pupil is:

- Taking part in any school organised or school related activity or
- Travelling to or from school or
- Wearing the school uniform or
- In some other way identifiable as a pupil at the school

The teacher may also discipline for misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school

Criminal Law:

It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be

false by the sender. If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement of the Headteacher.

Monitoring and Review

This policy is monitored on a regular basis by the headteacher, who reports to governors on request about the effectiveness of the policy. Evidence from Fab Friday time records, Class behaviour logs, Central Behaviour Log, Headteacher's incident recording and anti-bullying records and use of CPOMS may be used for monitoring and review.

This Anti-bullying Policy is the governors' responsibility and they review its effectiveness annually. They do this via discussion with the headteacher.

All instances of racism will be reported to governors.

This policy will be reviewed in two years or earlier if necessary.

The School Complaints Procedure can be found on the school website.

Headteacher
January 2020

Appendix A

Outline for parents on behaviour support for children within BGL who may also have Special Educational Needs and Behavioural, Social and Emotional Difficulties

This document has been prepared to support parents in understanding how we at BGL support children exhibiting challenging behaviour. The background to this document is that we are often asked by a parent to explain what sanction has been given to the other child involved in an incident where behaviour has been a concern.

As a school, we are not allowed to breach pupil confidentiality and discuss a child with anybody other than the child's parents or guardians. This is not just a BGL policy but a policy that all schools must abide by. We ask that our parents understand our legal obligations and do not press school staff into divulging any such details regarding children other than their own.

We understand that, at times, this may be frustrating for parents and guardians, particularly when their child has been upset following an incident. In order to support, parents understanding, we have prepared this document explaining what action we are likely to take, in a generic way that does not relate to any pupil in particular.

It is first important to acknowledge that no parent will want their child to be hurt or upset. At school, we too share this sentiment. We too want all children to be happy and safe. As a result we have implemented our behaviour policy underpinned by our core values which include *Compassion* and *Respect*.

As such, we will not exclude children without exhausting every resource available to us. We will always try and find a way to support every child in managing his/her behaviour. For some children, managing their own behaviour is harder than we would usually expect. This could be for a variety of reasons including a special educational need e.g. autism or for social and emotional reasons. Some needs are long standing whilst at times some children may be experiencing a particular stressful time in their life. As a school, we wish to be as prepared as possible to respond to all needs as effectively and as quickly as we can.

The school fully recognises its duties under the Equality Act 2010 and has considered the following advice when formulating the Behaviour Policy:

Exclusion and Pupils with SEND

Exclusion and special educational needs

School governing bodies have a legal duty and must do their best to ensure that the necessary educational provision is made for any pupil who has special educational needs (SEN).

Unless there are exceptional circumstances, schools should not permanently exclude pupils with special educational needs, whether or not they have a statement. If it seems likely that a pupil with special educational needs is in danger of being excluded, the school should examine the support in place and do everything possible to keep the pupil in school, such as:

- *seeking advice from the local authority and other professional advice and support*
- *asking the local authority to carry out a statutory assessment or reassessment*
- *arranging an early annual review if the child has a statement of special educational needs.*

Autism Education Trust

Support in School

We are developing a nurture programme within school. Our nurture programme covers range of needs. This year, we are supporting the following:

- Managing and coping with emotions including anger, stress and anxiety;
- Autistic behaviours where social routines, non-verbal cues are more difficult for a child to understand
- Respite groups for pupils who struggle for lengthy periods of unstructured time on the playground;
- Developing social responsibility – being a good citizen and role model;
- Building low self-esteem
- Friendships – getting on after falling out;
- Supporting emotional intelligence – developing speech and language for social contexts
- Personal safety awareness

All these groups operate as small groups under the guidance of our highly skilled teaching assistants with sensitivity and compassion.

Working with other Agencies

In addition to the support available in school, we also draw on the skills of experts in the field.

Golden Hill Short Stay School and the Chorley Inclusion Hub, work very closely with us and supporting pupils who may struggle with appropriate emotional responses. Once a referral is made, Golden Hill will usually outreach support for six to twelve weeks according to need. Their work includes one to one work with the child and also providing advice and strategies for school to try.

The school also invests in buying in an educational psychologist. Once we identify a child who requires additional support, she will also observe, help and advise school and parents on strategies to put in place. We also have the advantage of her frequent visits to review how successful these strategies are.

The school also invests in a school counsellor, who is available to offer counselling to children who may be struggling with aspects of their life in school or at home. All counselling is completely confidential and only issues that may have child protection implications are shared with school.

Withdrawal

Rather than exclusion, our school prefers to use withdrawal as a method of responding immediately to inappropriate behaviour. Withdrawal may mean that a child is removed from the classroom and is given time in a room away from other children. They have a cooling down period and are supervised by a teaching assistant. The length of time spent in withdrawal will depend on the nature of the inappropriate behaviour.

Playtime withdrawal also works in the same way if there are inappropriate behaviours exhibited on the playground. A child may be removed from the playground to another area of the school grounds and again will have a cooling off period.

With any child in withdrawal, school will always assess risk about returning the child to the classroom or playground. Throughout any period of withdrawal, a child will be supported one to one by a member of staff.

Monitoring

Whilst our school usually enjoys a high level of good behaviour, we do believe that successful management of behaviour involves monitoring and review of what works and what needs changing.

Working with Parents

We believe that successful working partnerships with parents are key to successfully managing behaviour. We will always ask parents in to work with us to implement and review the behaviour of children receiving support. We also ask that if any parents do have any concerns regarding behaviour that they come into school to speak with us.

School practice is informed by the following documents:

**Exclusion from maintained schools, Academies and pupil referral units in England
A guide for those with legal responsibilities in relation to exclusion**

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/2017_0831_Exclusion_Stat_guidance_Web_version.pdf

**Special educational needs and disability code of practice: 0 to 25 years
Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities**

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEN_D_Code_of_Practice_January_2015.pdf