

Behaviour and Pastoral Care Policy



Rationale

“You shall love the Lord your God with all your heart, and with all your soul and with all your mind. This is the great and first commandment. And a second is like it, you shall love your neighbour as yourself.”

Matthew 23:37-39

Aim

To foster a sense of community and self-discipline within the school wherein children and adults treat each other with respect and courtesy, and to encourage children to carry these values with them as they leave the school.

Objectives

- To ensure that all children are safe and happy within our school.
- To develop self-esteem and provide opportunities for all children to experience success
- To give children the opportunity to develop morally and spiritually
- To encourage children to respect the school's values including British Values.
- To provide help and support for those children who are emotionally and behaviourally challenged

Guidelines

The school has adopted the ‘Good to be Green’ system to reward good behaviour and to sanction poor behaviour. If a child has two warnings they are given a yellow warning card. If the poor behaviour continues this will be turned to red. Two red cards will trigger a letter home to parents. Acts of violence (these are rare at St. Margaret's) will result in the child being issued with a red card straight away. At the end of each week, those children who have been ‘green all week’ will be included in the class treat activity. They will also receive a raffle ticket that will be put into a prize draw to be drawn in our celebration assembly each Friday. The children always have the

chance to have the red card revoked if their behaviour improves. At the end of each half term the children who have behaved well will have a class treat.

- The school's Mission Statement is displayed prominently in the school foyer and underpins everything we do.
- SEAL/school themes are used as a basis for Collective Worship and supports the PHSE programme of study.
- As a community we promote Christian values of forgiveness and reconciliation.
- Children are rewarded for good behaviour with a variety of awards and stickers.
- Individual Education Plans for pupils on the Special Needs register are drawn up in consultation with staff and parents.
- Lunchtime staff receive regular training in dealing with behaviour issues

K.A.Perry – with B. Ashby-Smith and Mr. P.Butterworth

Reviewed with all staff - March 2005.

Reviewed February 2007.

September 2009

June 2011. September 2012.

November 2013

Reviewed – 14.9.2014, 28.9.2015, 22.9.2016

Reviewed: 15.9.2017

School Routines.

Entering school

- At 8.55 am the bell sounds and children go to their classrooms. Teachers go to class at 8.50am to meet the children and prepare the classroom.
- Children will be allowed to enter school at 8.50am in adverse weather.
- Children enter the school in an orderly fashion.
- Children may go to the toilet if they wish.
- Children should place their lunch boxes in the place designated to their class
- Children arriving after 9.10am should report to the office so that their presence can be noted in the register.

Registers

- Monitors from classes should collect and return registers from the office in the morning and after lunch.
- The register should be returned to the school office by 9.10am each morning and by 1.10pm in the afternoon.

Money

- Dinner money should be collected on Mondays and sent to the office with the register.
- Money for trips should be handed to class teachers, who will then send it to the office.
- Money for book clubs, charities, etc, must be sent to the office by class teachers to be processed through the school account.

Assembly

The children meet for Collective Worship every day at 1.05pm
Staff should ensure that children walk in an orderly fashion and enter the assembly quietly.

Playtimes

Morning playtime: 10.00 - 10.30 am
Afternoon playtime 2.15 - 2.45 pm

Both of these sessions are staggered so that the children have plenty of space and access to more activities.

- Staff should supervise their children as they leave their class to ensure that they walk sensibly around the school. No children should remain in the building without the permission of their own class teacher or the Head Teacher.
- At the end of playtime, on the bell, children should return to class.

- The cage, trim trail and tyre park are used by the classes on a rota basis.

Lunchtimes

12.00 noon till 1.00pm

- Lunchtime Organisers (LO) should supervise KS1 pupils in the toilets from 11.50 am.
- Children re-enter school at 12.50pm to ensure readiness for a 1.00pm start.
- The Senior Lunchtime Organiser (SLO) will organise a rota for playground and hall supervision. There will be 'anti-septic wipes' available on the yard so that very minor abrasions can be dealt with effectively.
- If the weather is poor, the welfare staff will supervise the children in their classes.

Hometime

- Staff should allow a reasonable amount of time to put their classrooms in order before dismissing pupils at 3.30 pm.

Strategies to promote positive behaviour

Environmental factors

- Quality of display shows that we value pupils' work. Classroom and public areas displays should ideally be changed at least once a term. They should be checked regularly to stop them becoming shabby.
- Displays should reflect work from all curriculum areas and all pupils should have the opportunity to have their work displayed,
- Pupils can be involved in preparing and mounting their work for display, where appropriate.
- Tidiness is important, as it helps to make a pleasant working environment.
- All members of staff are responsible for maintaining tidiness in the library/Learning Support Rooms when children from their class have been using it..

Starting the day well

- Please consult the School Routines section of this policy.
- Children should enter classrooms in an orderly fashion and settle down to something productive (spellings, reading, practising tables or handwriting, board maths etc.).
- Keeping accurate registers is a legal requirement. Please consult the sheet inside the register for details of procedures on how to complete them.
- In the morning and the afternoon sessions it is important that lessons begin promptly so that the pace of work is maintained.

Unfinished work

- Children should be encouraged to finish work within the allotted time and staff should make every effort to consider individual pupil needs when planning work so that this is possible.
- Pupils should be asked to complete unfinished work either at lunchtime or at home. Pupils finishing work in class at break times are the responsibility of the class teacher.

General

- Children working well are rewarded with team points. Staff can put stickers on pupils' jumpers or books to represent merit points which can be recorded at the end of the lesson.
- Staff should consider letting pupils mark their own work in appropriate circumstances. Children will need clear instructions on how to do this, and what to do if they get everything correct or make mistakes.

Merit System

House system

All pupils are assigned to a Team - either Rhinos, Dolphins, Elephants or Whales. This is done by class teachers in such a way that the children in each house show a balance of academic ability, sporting prowess, creativity, kindness, etc. These are altered in time for the start of each new academic year to reflect any changes to the registers.

Team points

Team points are awarded in order to promote those attitudes and behaviours, which will support the policies of the school. This means awarding points for

- Effort
- Positive behaviour and attitude
- Academic achievement
- Special contributions to the life of the school

At the end of each week, team points are collated and added to the ‘team board’.

Rewards and Sanctions

Rewards

- Praise – this should be used liberally to acknowledge positive behaviours and draw other children’s attention to what is expected of them.
- Team points and stickers
Team points should be given as liberally as possible without trivialising them. They should be used to reward children who are doing the right thing, rather than children who are being exceptional.
- Star of the Week – staff are at liberty to nominate children for the Star of the Week Certificate to be presented at the good news assembly. These can be given for anything the teacher feels is worthwhile. (This is especially valuable for those children who find complying with school rules difficult.)
- Being selected for “jobs” and responsibilities – children should know that the major criterion for selecting pupils to help the teacher is previous good behaviour.

Sanctions

There is a hierarchy of sanctions, which all staff should follow.

1. Reminder of class rules and appropriate behaviour
2. “Time out” in class – this means moving the child to another part of the room e.g. by the teacher’s desk or sitting at a separate table.

3. Alternative Supervision

- Some pupils may be asked to accompany the duty teacher at playtimes and lunchtimes. This would be appropriate for children who upset other children at break times or show inappropriate behaviour that could put themselves or others at risk.
- Children may be asked to stay in at playtime if:
 - a. They hurt other children on the yard.
 - b. They refuse to comply with teacher's requests in class, although this is extremely rare at St. Margaret's.
 - c. They have unfinished work to complete.

These children are supervised by a member of staff

4. Sending to the Headteacher – children who repeatedly do not behave appropriately will be sent to the Head Teacher to discuss their behaviour.
5. Letter to parents – if children are sent to the Headteacher repeatedly, then parents will be contacted, initially by phone (on a verbal level), and then in writing, to come to school to discuss the issue.
6. If the strategies outlined in 5. are unsuccessful then the child may receive a written warning. This is a warning that fixed term exclusion is imminent.
 7. If the child's behaviour still does not improve, then the school's concerns will be put in writing. Intervention by outside agencies such as Behaviour Outreach; Education Welfare Services; Education Psychology Service or the Social Care may be sought, where the school feels that the child needs such support.

Severe circumstances

There are some forms of pupil behaviour which will result in parents being asked to remove their child from the school for the rest of the day, and for which longer periods of exclusion will be considered. These are:

8. Assaulting a member of staff.
9. Persistently deliberately injuring other children.
10. Consistent refusal to comply with staff requests, thus threatening the good order in the classroom.
11. Intimidating other children verbally or physically on repeated occasions.
12. Inappropriate and abusive language directed at any member of staff, including classroom assistants or lunchtime staff.

The rationale behind the stated rewards and sanctions is the premise that the safety and wellbeing of the staff and children in the school is of the utmost importance. However, there are certain behaviours that will not be tolerated and for which the children will have to face the consequences.

Exclusion, whether it be temporary or permanent, is considered to be the very last resort, only to be used when all other strategies have been tried and failed. A child would not normally be excluded for a first or 'one-off' offence. The school follows the Guidance on Exclusions Document, published by Bury Children's Services Jan 2009.

The school has a legal requirement to provide fulltime education from the 6th day of exclusion.

A parent/parents are entitled to appeal should their child be excluded on a temporary or permanent basis. The Head Teacher is responsible for providing the parents with the appropriate information

The school genuinely values the support of all its parents in these matters and almost exclusively any problems can be resolved. We want St. Margaret's to be a place where everyone feels safe, valued and happy. Under these circumstances, children will fulfil their potential.

Supporting Documentation:

Ensuring good behaviour in schools – DfE publication 2012

The Legal Framework for School Discipline

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14.11.2013

27.9.2014

28.9.2015

22.9.2016

15.9.2017

