**OLD WARREN PRIMARY SCHOOL**

**Behaviour**

**and**

**Pastoral Care Policy**

Chair of Governors:

Ratification Date:

Date for Next Approval:

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwiX5YSttdjSAhWCJ8AKHTLBCZkQjRwIBw&url=http://stbenedicts.act.edu.au/ourschool/policiesprocedures/pastoralcare.html&psig=AFQjCNGI3skJGmbyR8aPOEF_fL81jMSSMg&ust=1489664013308763)

**MARCH 2020**

**Mission Statement**

To create a happy, secure and stimulating learning environment

in which all members of the school community can grow

in confidence and develop their full potential.

**POSITIVE BEHAVIOUR POLICY**

Positive Behaviour is the system and ethos in a school which aims to cultivate in our children an acceptance of responsibility for their own decisions and behaviour and also to accept the consequences for their actions. It is normally a system of rules for good behaviour to be observed and followed by all pupils. Since discipline is about relationships between teacher and pupil and between pupil and pupil, our discipline policy accepts every child in the school as an important human person entrusted to our care by their parents. Likewise every teacher in our school is regarded as an important person, who has been entrusted with the care of these children and as such is entitled to the support and respect of parents.

**AIMS OF OUR POSITIVE BEHAVIOUR POLICY**

1. To develop a sense of self-discipline in our children which will enable them to take responsibility for their own actions.

To create the conditions for an orderly community within the school in which effective learning can take place.

1. To develop in our children responsible attitudes and Christian values for living.
2. To encourage respect for oneself by developing each child’s self-esteem.
3. To encourage respect for all other people and their property, a proper concern for the environment and the general promotion of good citizenship.
4. To moderate and improve behaviour both in school and in extra-curricular activities through the use of the positive approach of praise, encouragement, incentives and inducements.
5. To only use the more negative approach of criticism and punishments as a last resort to encourage good behaviour.

**REWARDS**

The emphasis will always be on giving encouragement and praise rather than criticism or punishments. Praise and encouragement will be given in many ways and without any attempt to put into a value order, will include the following:-

* A quiet word of encouragement
* A written comment on the child’s work pointing to the merit of the work
* A visit to another teacher/Principal or commendation or other form of reward
* A public word or praise from the child in front of the class or at assembly
* Public acknowledgment by presentation at assembly or by giving the child some special task or responsibility
* The giving of marks, grades or assessment by the teacher for good behaviour as well as good work
* Using the schools record of achievements
* Shorts notes to parents
* Stickers or awards
* Golden time
* House points
* Courtesy Trophy

**AIMS INTO PRACTICE – SOME GENERAL CONSIDERATIONS**

The six aims set out below will be best achieved within the framework of a relaxed, pleasant atmosphere in which all pupils are able to give of their best and encouraged and stimulated to fulfil their potential both in the classroom and in any extra-curricular activities. Discipline is often considered only in the context of punishments or sanctions. It needs to be seen in the much wider framework which demands a positive policy of encourage good attitudes, rewards and praise (where possible) and setting good example. In our school, we realise the need to put great emphasis on rewarding those pupils who behave well rather than punishing those who behave badly. Although sanctions will be used when necessary, our policy will concentrate on achieving the right framework for discipline and the right ethos in the school so that sanctions become increasingly unnecessary. Most pupils react well to praise and there is always something worthy of praise in all children.

**POSITIVE BEHAVIOUR**

We in school try to promote positive behaviour. We view the following categories as vitally important to the behaviour policy of our school.

1. **The relationship between the child and general authority of the school**

E.g., good attendance and punctuality, respect for teachers, learning assistants and lunchtime supervisors, orderly movement of pupils.

1. **Between the child and his/her schoolwork or homework**

E.g., neatly presented work, completion of tasks and homework, pupil pride and motivation.

1. **Between pupils**

Development of positive pupil relationships, developing a sense of school community.

1. **Between pupil and teacher**

Promotion of good working/caring relationship between staff and pupils, respect of all

1. **Between pupils and school property**

Pupils to value school property, equipment and school environment

1. **Between pupils and the wider community**

Encourage pupils to share respect for people and property in the local community.

**SANCTIONS**

The class teacher will have the major responsibility for disciplining children in his/her care but all teachers in the school share a corporate responsibility for the discipline of all children. Our teachers accept that they are responsible at all times for any children within sight or sound of them. Sanctions will vary according to the situation.

Teachers will use only those punishments or sanctions which are appropriate to the individual child’s needs and circumstances. Whole-class sanctions or punishment will never be used. Teachers will always attempt to be fair but firm. The will be positive and any criticism used will always be constructive and include advice on how to improve behaviour or work.

The following wide range of sanctions, which are not listed in a precise value order but generally start with the less serious and end with the more serious sanctions, may be used.

1. Immediate checking of misbehaviour including verbal and non-verbal individual and public indications of disapproval.
2. Minor penalties being imposed by the teacher which are relevant to the offence if possible e.g., extra or repeating work where quality is unsatisfactory or picking up litter for a child who has littered the place.
3. Loss of privileges such as membership of clubs, the right to go on certain visits, exclusion from school teams and attendance at film shows etc.,
4. Detention in school time.
5. Referral of child to the Vice Principal or Principal who will take action and await results.
6. Parental Consultation will come at an early stage if and when it becomes obvious that the child’s behaviour problem persists. Appropriate action may be agreed. At this stage detention may be considered for older children and used with the full agreement of the parents. (If detention is agreed the school will notify the parents and ensure that the child gets home safely).
7. Target book with grades for levels of behaviour, 1 being excellent, 2 satisfactory, 3 unsatisfactory. Where a 3 grade is given an agreed sanction will be given at home that evening a follow up one at school next day. The pupil will remain on the book till behaviour has significantly improved and targets achieved.
8. Restitution, repair of wilful damage and/or payment for it.
9. In the unlikely event of no satisfactory resolution of the problem or a total lack of co-operation from the parents the school will exercise the right to suspend a pupil for a definite period under the scheme prepared by the Education Authority.
10. It is envisaged that the action of permanent exclusion (expulsion) of a child from the school would rarely be necessary. The school, board of governors and EA would closely together to ensure an outcome which was beneficial to all parties involved.

**PASTORAL CARE AND ADVICE**

Pastoral advice and care will form a very important part of the disciplinary framework in the school and the school’s Mission Statement will be central to all aspects of Pastoral care within the school. Every teacher in the school will be involved at an appropriate level. Promotion of positive behaviour is paramount so teachers will build up an understanding of and a close relationship with every child in their class. This will make the discussion of attitudes, the criticism of poor work or the admonition of bad behaviour more acceptable to the child and hopefully therefore, more effective. It will also provide an awareness of any underlying problems which children may have.

All teachers recognise the absolute necessity of getting to know the pupil as an individual and becoming aware of any factors at home or in school, or perhaps health problems, which would need attention. Poor behaviour will often stem from personal problems or difficulties.

To punish persistent bad behaviour and ignore the reasons for it will solve very little and is only likely to be a very short-term solution. It is important for us to look for the reason for persistent bad behaviour from a child. The main aim of our pastoral care and advice will therefore be to encourage and openly acknowledge good behaviour rather than merely react to poor behaviour with punishments.

We will also establish a close relationship with all external support services such as the Educational Welfare Officer, the Psychology Department of the Education Authority, Social Workers, Health Visitors and School Nurse and local ministers, so that the background understanding of the needs of all children and the provision of the right type of support, can be achieved. Parents will be involved at the appropriate level.

**EVALUATION OF THE SCHOOL’S POLICY**

The degree of success in achieving our aims will best be judged by the following:-

1. The sense of orderliness apparent to onlookers as children move about the school.
2. The sense of order which is evident day and daily in the formal teaching situation in an orderly environment where effective learning is taking place.
3. The degree of respect and consideration for others which is shown by all concerned in the school.
4. The obvious good manners exhibited by the children.
5. The positive attitudes to the teacher, and to the class work and homework given.
6. The progressive development of self-discipline, initiative and self-reliance in our children.
7. The care exercised for school books and equipment, the fabric of the building and the wider environment outside the school.
8. The children’s pride in their own personal appearance and cleanliness and the level of a child’s self-esteem.
9. The respect in which the school is held by parents and the wider community.

**CONCLUSION**

Clearly for our school’s positive behaviour policy to be successfully it must be fully accepted and understood by parents and children and consistently and fairly applied by the teachers. It must also be seen as reasonable, sensitive and effective and must be based upon mutual respect for the needs and aspirations of all in the school. The full support of parents and the close co-operation between parents and the teachers is vital in the whole process.

***Old Warren Primary School***

***Behaviour Policy Addendum***

***Covid -19***

In light of the need for children to behave differently on return to school, and to assist in the smooth running of the new systems in place to support that, temporary changes have been made to the behaviour policy.

**The aim of the changes is to keep everyone in school safe - this includes pupils, parents and staff.**

* Parents and children will be expected to follow altered routines for arrival or departure
* Those who do not follow the expectations will be spoken to by their teacher or a member of SLT
* If they continue to disregard expectations, parents will be at risk of a ban from the site

**Pupils will be expected to follow new guidelines on:**

* hand washing within classrooms and toilets
* keeping a social distance from each other and the adults
* sneezing, coughing, tissues and disposal (‘catch it, bin it, kill it’) and avoiding touching mouth, nose and eyes with hands
* moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
* staying in seats in the classrooms
* not sharing any equipment or other items including drinking bottles

Staff will show compassion and an understanding of our pupils who display poor behaviour.

Staff will attempt to find the root cause of the poor behaviour, taking into account the stressful situation the pupils are experiencing at home and in school.

There will be a tiered approach to pupils who do not follow the guidelines.

* Pupils who accidentally go against guidelines will be spoken to by the teacher leading their bubble and reminded of the expectations and the reasons behind them
* Pupils who purposefully go against guidelines will be spoken to by the teacher leading their bubble and reminded of the expectations and the reasons behind them
* Pupils who still continue to go against guidelines will be spoken to by a member of SLT
* Pupils who still continue, to be removed from their bubble and will have to spend time with SLT
* As a last resort, pupils who still continue to go against guidelines will receive a fixed-term exclusion
* Any pupil who purposefully coughs or spits at or towards any other person will be removed from their bubble for the remainder of the day.
* A repeat of the behaviour could lead to a fixed term exclusion

**Pupil Rewards**

* These will continue to run in an adapted style.
* House points will be awarded and a tally kept by the adults in the bubble.
* Star of the Week certificates will be continued to be presented in class congratulation assemblies.