



# **Stranmillis Primary School**

## Pastoral Care and Behaviour Policy

Date: November 2019

## Pastoral Care

In our school every day there are over four hundred young people and almost thirty adults all of whom bring their various experiences, expectations and needs. The Principal has an overall responsibility for the care and well-being of everyone here. This is a responsibility which is shared by all staff. As a staff we all have a responsibility to our children and to each other. Each child too has a responsibility to their peers and adults to behave in a way which is supportive and positive. Each child can expect a secure, structured and happy learning environment to be maintained so that they might flourish.

Looking after the well-being and safety of our pupils is a prime responsibility and procedures for dealing with the supervision of children and with children who are ill or injured are already outlined in our Health and Safety Policy.

At all times we should strive to help our children develop a strong sense of self-worth, a positive self-image and high self-esteem. If children develop in these ways we hope that they will become happy and fulfilled now and later as adults. We will try to ensure that all our children:

- see themselves as valued members of our school community, possessing unique talents and qualities,
- feel comfortable and confident in expressing themselves with others, and
- learn the skills which will enable them to maintain a sense of control over their lives.

### ***A child with high self-esteem:***

- is proud of his or her accomplishments.
- can act independently.
- assumes responsibility.
- can tolerate frustration.
- approaches challenges with enthusiasm.
- feels capable of taking charge of situations in his or her own life.
- has a good sense of humour.
- has a sense of purpose.
- seeks help when needed.
- is confident and resourceful.
- is active, energetic and expresses his or her feelings.
- is relaxed and can manage stress.

***A child with low self-esteem:***

- plays it safe by avoiding situations that require taking risks.
- feels powerless.
- becomes easily frustrated.
- is overly sensitive.
- constantly seeks reassurance.
- is easily influenced by others.
- frequently says, “I don’t know” or “I don’t care.”
- is withdrawn.
- blames others for his or her failures.
- is isolated, has few friends, is preoccupied.
- is uncooperative, angry.
- is uncommunicative.
- is clingy, dependent.
- is constantly complaining.
- has a general negative attitude.

As teachers we must always remember the tremendous influence which we have upon our children’s development and we must try to ensure that we take every opportunity to positively reinforce our children’s image of themselves and their worth. Within our classrooms and in school generally we should:

- help children discover that no two people are exactly alike and provide opportunities for children to explore and appreciate unique physical characteristics.
- help children affirm their positive traits within themselves and in others.
- encourage children to discuss their thoughts and feelings about a variety of topics.
- help children recognise and celebrate their own individual accomplishments at school.
- offer children opportunities to complete tasks in their own ways.
- enlist children’s help in planning classroom activities.
- encourage children to share their abilities with and to appreciate the abilities of others.
- help children to appreciate their personal value through helping in the classroom.
- provide consistency for children in discipline and direction.
- encourage teamwork and co-operation.
- provide opportunities for children to make informed choices.
- listen to children’s concerns.

- help children understand that it is important that they are trusted.
- focus on children's strengths.
- check to see that children understand school rules and the reasons for having them.
- help children to understand that rules have consequences when broken.
- enlist children's help in setting classroom rules and sharing in the responsibility for keeping them.
- helping children set realistic goals and develop a method for assessing their goals.
- provide opportunities for children to function successfully and feel important.
- establish a learning environment where children are free to learn from their mistakes.
- establish a realistic reward system for success, positive behaviour and change.
- encourage children to help one another.

At all times we should be aware of the importance of the role models which we offer through our behaviour and attitudes towards children, each other and all the other adults in school. There will be occasions when individual children will require our special care and attention. We should be alert to such times which may become apparent in many ways, such as through changes in a child's behaviour, attendance, attitude to work, being unprepared for school, losing and forgetting things, getting into 'trouble', being fretful and generally appearing unhappy. It may of course be that the cause of concern lies outside school, but we nevertheless have to deal with the consequences. Recognising that there is a problem and identifying its source is vital if we are to do anything positive to alleviate it. We hope that in our school children will trust us enough to bring their concerns to us and know that we will take them seriously and do our best to help them.

As class teachers we should not feel isolated when dealing with pupil concerns. When teachers feel support is needed they should in the first instance discuss the matter with a colleague and/or Key Stage Co-ordinator. If further support within school is needed, then the Principal should be informed. Where it is necessary to provide support from outside the school (parents, EWO, school nurse, social services, psychological service) then the Principal must always be informed and will oversee the necessary arrangements. We should always take prompt action when we feel a child needs our help.

## ***Partnership with Parents***

The relationship between the parents of our children and their child's school has a crucial bearing on the child's educational progress. Children's progress will be diminished if their parents are not seen as partners in the educational process with unique knowledge and information to impart.

Stranmillis Primary operates an "open door" policy with parents. We value their knowledge, experience and views and seek to establish a partnership with them in making appropriate provision for all our pupils.

Arrangements for communicating with parents includes:

- curriculum meetings in September;
- school reports issued in June by class teachers and SENCO;
- reports issued by support teachers;
- parent consultations with class teacher and SENCO in October and February;
- informal meetings (morning or afternoon) between parents and teachers;
- letters notifying parents of proposed S.E.N. provision;
- copies of Individual Education Plans; and
- use of 'Home School Journals'.

Meetings with parents are seen as very important. Normally these will be on a one to one basis between the parent and the child's teacher, Principal or SENCO. In the interests of accurate record keeping and to ensure appropriate pastoral support for the staff, on the very rare occasions when the teacher feels that the meeting may be contentious he / she should request that the Principal or another colleague be present. If the meeting is already in progress, the teacher should calmly, politely and professionally suggest that the Principal (or another colleague) should be present, pause the meeting and ask the Principal / colleague to sit in. The tone of the meeting should continue to be open and friendly.

Similarly, the Principal may (on the rare occasions when he feels such action to be appropriate) arrange for the Vice-principal or another colleague to be present during any meeting.

## Promoting Positive Behaviour

Our children come from secure and caring homes and bring to school positive attitudes towards learning and authority. Our school aims to build on these positive attitudes in developing good working relationships with other children and with staff. Children will have a clear understanding of the rules and routines of the school and the reasons for them. Our school expectations are:

Area	Expectations
<b>Class work</b>	<ul style="list-style-type: none"> <li>• <b>Active listening</b> when teachers are talking</li> <li>• Independent work should be completed:               <ul style="list-style-type: none"> <li>✓ without talking; other than seeking advice from peers etc. (P4-7)</li> <li>✓ very little noise (P1-3)</li> </ul> </li> <li>• Group &amp; informal work should be completed with an acceptable level of noise provided <b>the children are on task</b></li> <li>• Complete each task set by the teacher</li> <li>• Give your best effort at all times</li> <li>• Work quickly and carefully for agreed timescale.</li> <li>• Present work neatly</li> <li>• Know what to do when the main task has been completed, and move seamlessly to these extension activities</li> </ul>
<b>Lining Up &amp; Movement throughout school</b>	<ul style="list-style-type: none"> <li>• Walk in a single quiet line along the corridors</li> <li>• Stay Left</li> <li>• Come in to assembly and sit in row without talking</li> <li>• Afternoon classes - line up quietly outside the classroom until the teacher brings you in</li> <li>• Only enter school or a classroom when a teacher or a classroom assistant is present</li> </ul>
<b>Playground Behaviour</b>	<ul style="list-style-type: none"> <li>• Children not going to breakfast club should not arrive before 8.40</li> <li>• No British Bull Dog Type games</li> <li>• Line up quietly and in single file</li> </ul>
<b>Manners</b>	<ul style="list-style-type: none"> <li>• Stand aside at doors for all adults</li> <li>• Use please and thank you</li> <li>• Use people's names when talking to them / about them</li> </ul>

## **Classroom Strategies**

### a) *"Handy Hints"*

Based on the hand, this forms the basis of a class contract. Each finger represents one of the following key words: look, listen, think, share, do your best. At the start of each year, classes will come up with a class contract around the five key words, so they are age appropriate.

### b) *Noise levels (noise-ometer)*

This is a whole school system to guide children as to the appropriate level of noise for activities throughout the day. Teachers should involve the children in agreeing appropriate noise levels in advance of each task.

Teachers will be consistent in their approach to children and in how they deal with inappropriate behaviour.

Children will be encouraged to be caring, thoughtful and considerate to others both younger and older than themselves.

Children will be valued as unique individuals by all members of staff who will try to structure opportunities for the enhancement of each individual child's self-esteem and self-respect.

Children will experience a curriculum which is appropriate to their ability and level of attainment.

Inappropriate behaviour will be dealt with in a firm, reasonable and fair manner. The reasons for the inappropriateness will be explained to and discussed with the child.

All members of staff will be aware that every child in school is in their care and that they will take appropriate action when any misbehaviour is seen.

All teachers should aim to:-

- Establish a quiet working atmosphere when required.
- Elicit and control children's responses.
- Use praise wherever possible.
- Develop a sympathetic knowledge of each individual child - background, interests, problems, strengths and weaknesses.
- Develop a willingness to talk to children in informal situations.
- Use their own interests to enthuse children.
- Be consistent at all times.
- Show clearly what is expected.

- Develop a framework of expectations - presentation of work, movement within the teaching area, tidiness, noise levels.
- Establish a routine and pattern of the day in order to create security for children.
- Involve parents in their children's progress.
- Co-operate with other teachers in the school in developing a corporate sense of security.
- Explain and discuss with children the need for rules and routines.
- Supervise, as appropriate, all pupils' movements about the school.
- Be involved with children outside the classroom situation in extra-curricular activities.
- Contribute to the determination and ongoing review of school rules and routines.

**Stages of action to be taken by staff in the event of inappropriate pupil behaviour:-**

- Reprimanding and warning as to future behaviour and discussion of past behaviour.
- Setting agreed goals with the child for future appropriate behaviour.
- Withdrawal of privileges e.g. favourite activities, lunchtime play etc.
- Involvement of Mrs Wilson or Mr Wallace for repeated misbehaviour.
- Involvement of the child's parents with requests for their support to impress on the child the need for appropriate behaviour. Setting agreed goals with parents and child.
- Withdrawal from class to work under supervision by Mr Wallace.
- Placing on weekly report where comments from teacher/principal go home to parent.
- Involvement of educational psychologist where the problem still persists in order to ascertain any underlying causes and together with the parents and child to develop strategies to eliminate the problem.
- Suspension of the pupil for up to 5 days.
  - ✓ EA to be informed.
  - ✓ Chair of governors informed.
  - ✓ Child to return to school under parental guarantee of future behaviour.
  - ✓ If serious offence repeated, matter raised with Board of Governors
  - ✓ Further days of suspension may then be implemented.
- Permanent exclusion

**N.B.** All exclusions from school will be carried out in line with published EA policy.

In our school our children behave extremely well and their behaviour is invariably appropriate for the variety of situations in which they find themselves. This is a situation which we will strive to maintain.