



# Policy for Behaviour & Pastoral Care

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## Mission statement

*“To be the best that we can be”*

### **SECTION 1 Introduction**

This policy links directly to the aims of our school, specifically:

- We want staff to have the opportunity to grow, learn, develop and help others to be assertive, be personally effective and proud of their achievements.
- We want children to be happy, kind to others and have a sense of responsibility to themselves, others and their environment.
- We want children to have a “suitcase” of happy and stimulating memories and leave Johnson Fold feeling loveable and capable i.e. having high self esteem.
- We want children and staff to enjoy coming to school and feel safe, healthy and confident.
- We want visitors to remark on the wonderful atmosphere in the school, the fabulous environment (in and out of school) and the beautifully behaved and well-mannered children.

### **Purpose & Rationale**

At Johnson Fold CP School we understand that children flourish best in an orderly, supportive environment where they feel secure and where their individual needs are respected. This document provides an overview of procedures and an outline of best practice to ensure that our school is able to maintain its outstanding, high standards and expectation of behavior. It will provide information as to how we cultivate and articulate *“The Johnson Fold Way,”* and enable us to cater for the needs of all our children.

This policy outlines our procedures in *“Promoting good behavior, self discipline and respect; preventing bullying; ensuring that children are able to complete assigned work, and to regulate the conduct of pupils,”* (DfE, Behaviour and Discipline in Schools (January 2016) and Section 89-91 of the Education and Inspections Act, 2006).

For this reason our school has adopted the following charter and code of conduct taken from the United Nations Charter for the rights of all children.

## *Rights Charter & Code of Conduct*

*At Johnson Fold:*

*We all have the right to be safe*

*We all have the right to be healthy*

*We all have the right to learn*

*We respect each other and ourselves*

### Objectives

- To ensure that all children are safe, healthy and able to learn by promotion of the school's charter.
- To foster a culture and ethos of mutual respect through the school's Charter irrespective of whether an adult is present.
- To provide the opportunity to develop morally, socially and emotionally
- To develop self-esteem by providing opportunities for all children to experience success
- To provide help and support for those children with mental, emotional or social, difficulties.
- To share the school's aims with parents and carers and seek their support in meeting these aims.

### General Expectations and Guidance for behaviour and Pastoral Care at Johnson Fold CP School

- The Johnson Fold School Charter is displayed prominently in each classroom. It is given regular attention and discussed as a set of desirable goals to aspire to by positive promotion, reward and acknowledgment of good behavior (both through praise and the tangible reward system) as well as encouragement for those who struggle with it, along with reprimanding.
- Staff **must** be consistent in their application of the Charter and in their treatment of children who do not adhere to it.
- All adults working in school are expected to fully implement and maintain the Charter. Line managers are responsible for ensuring their staff adhere to it and inducting new staff members, this includes all temporary staff.
- All adults working in school **must** expect the same degree of response from children regardless of their position in school.
- Good manners are vital in promoting a culture and ethos of mutual respect. All adults act as role models for children by being polite and well-mannered to each other and to children.
- The school carefully identifies those children who struggle to manage their behaviour and makes extra support available in order to develop these skills and so that behaviour may be managed in school. Individual Behaviour Plans (IBP's) will be used for pupils with an additional behavioural need or difficulty. These are drawn up in consultation with class teachers and specialist staff; reflect the Charter, and address the child's additional needs.

## **SECTION 2 Rewards, Sanctions and Discipline**

The school adopts a number of strategies for promoting positive behavior which include: school assemblies and family gatherings where themes are often chosen to promote or teach a particular behaviour; PSHE lessons, including themes on citizenship, friendship, anti-social behavior etc; SEAL (social & emotional aspects of learning) programme; Tribal Time/Circle Time, where children learn social skills and ways of communicating their thoughts and feelings in non-aggressive ways; The “Learning Outside The Classroom” programme which promotes and develops team work; outside speakers and agencies, such as the school nurse, the Police school liaison officer, Fort Alice and the Life Education team.

### **Specific Reward Systems at JFCPS**

1.Praise –to be used liberally to acknowledge positive behaviours and draw other children’s attention to what is expected of them. Staff are to be mindful that it does not embarrass children (See Appendix 1).

2.Individual Merit Cards- all children from YR-Y6 have a merit card displayed on the classroom wall. Children are awarded stickers for their merit cards for both learning and behaviour. When the card is full, children take it to the head teacher who will give them a certificate before taking the card home. The children place a merit shield on the rewards wall in the hall.

3.Class Rewards – each class from Y1-Y6 has a jar to fill with marbles/stones. YR introduce their marble jar in the summer term as the children begin the transition to Y1. When the jar is full, the class receive a treat eg Golden Time Hour, extra playtime. Some teachers may also choose to have an ongoing class reward system such as “Superstar of the Day,” “Mathematician of the week,” etc this is at the discretion of the class teacher and pertinent to the age of the class.

4.Star of the Week award – these are red jumpers given out in the *Well Done Assembly* to children nominated by class teachers or other members of the school community. They are used to reward the 5 Rs Relationships, Reflection, Resilience, Resourcefulness and Risk Taking

5.Headteacher’s Award – children may be sent to the Head’s office for progress and attainment in all areas. They are referred to as SMARTs eg Art Smart, People SMART, Self SMART etc and reflect our school aims. Children place a coloured rosette on the reward wall in the hall.

6.Good to be Green – the children who have remained on the green traffic light all week will be rewarded with special green merits and a text home. For those who remain green for 5 weeks (not necessarily consecutively) they will receive their First Behavior Award followed by Bronze for 10 weeks, Silver for 20 weeks, Gold for 30 weeks and Platinum for those who are green all year.

7.Lillian Kearns trophy – this is awarded at the end of the school year to a pupil in Year 6 who has made a significant contribution to the life of the school and has been at JFCP since YR.

### **Sanctions and Discipline**

The following section is taken directly from the DfE “Behaviour and Discipline in Schools” publication (January 2016) which states the following key points:

***Teachers have the statutory authority to discipline pupils whose behavior is unacceptable, who break the school rules or who fail to follow a reasonable instruction. (Sections 90 and 91 of the Education and Inspections Act 2006).***

***The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as teaching assistants.***

***Teachers can discipline pupils at any time when the pupil is in school or elsewhere under the charge of a teacher, including school visits.***

***Teachers can also discipline pupils in certain circumstances when a pupil’s misbehaviour occurs outside of school.***

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***Teachers have a power to impose detention outside school hours.  
Teachers can confiscate pupils' property.***

The law allows:

***Teachers to discipline pupils whose conduct falls below the standard which could be reasonably expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil. These punishments must: be made by a paid member of the school staff or member of staff authorized by the headteacher; decisions and the punishments themselves must take place on school premises or while under the charge of a member of staff; not breach any other legislation (eg in respect of disability; special educational needs, race and other equalities, and human rights); be reasonable in all circumstances.***

Our school uses a hierarchical system of sanctions. In Y1-6 this takes the form of a "Traffic Light." An explanation of which is outlined below.

Circle 1 Dark Green: All children start here and every day is a fresh start.

Circle 2 Light Green: Verbal warning

The teacher points out the inappropriate behaviour and reminds children of the behaviour which is expected of them. This includes consistently not having the correct equipment for school.

Circle 3 Yellow: Yellow Thinking Sheet completed with class teacher at playtime

The teacher points out the inappropriate behaviour and reminds children of the behaviour which is expected of them. The child is required to complete a Thinking Sheet during playtime where they are asked to reflect on their behaviour and discuss this with the class teacher. Incident form completed, and handed to Behaviour Lead before being returned and placed in class folder to enable monitoring of low level behavioural incidents.

Circle 4 Orange: Moved to another class Orange Thinking Sheet completed with member of SLT, parents informed.

The teacher points out the inappropriate behaviour and reminds children of the behaviour which is expected of them. The child is then sent to work in another classroom. The child will be expected to reflect on their behaviour and complete a Thinking Sheet detailing their behaviour, the reasons for their choosing to misbehave, and what they will need to do to avoid the situation in future.

All sheets will be retained and numbered for further action where necessary and handed to the behaviour lead before being returned. The class teacher will contact parents/carers to inform them of their child's behaviour.

There may be circumstances where alternative supervision means a child will not be able to complete the same work as their peers, because they are finishing work from an earlier lesson. This is acceptable on an occasional basis, but teachers should take care that a repeating pattern does not impact on curriculum entitlement. Where this happens it must be discussed with the Behaviour Lead and Inclusion Lead.

Circle 5 Red : sent to the Deputy Head

The teacher points out the inappropriate behaviour and reminds children of the behaviour which is expected of them. The child is then escorted to the Behaviour Lead who will determine where the child should work, and who will supervise. A Red Thinking Sheet is completed and parents/carers will be asked to supervise the completion of any outstanding work and return it to school the following day.

In extreme cases, members of staff have the power to use reasonable force – please see "Use of Reasonable Force Policy" for details.

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Children **do not** move down the lights. For those children who struggle with their behaviour, other behaviour management systems may be implemented to complement and run alongside the school wide one in order to cater for an individual's needs. This will only be done in consultation with the Behavior Lead on completion of an Initial Concern Sheet when a persistent issue has been identified.

When a child is being persistently disruptive and all in-school avenues have been explored, including the use of Bolton Behaviour Support Services, there may be cases when a referral to a Pupil Referral Unit (PRU), Bolton's Youth Challenge Provision will be made. Initially applications are for a 2 day placement with a dual role system in place. After a period of 6 weeks a review takes place. A planned return to school then takes place or an application for an EHC Plan or a full time place at the "Forward Centre" is made. School will liaise with these agencies while children are dual registered. (For additional notes and guidance see Appendix 2)

### **Johnson Fold EYFS Reception, Nursery and 2YO Provision**

#### **YR**

In YR a modified version of the traffic light system is used until the summer term. This system involves Sun, Half/Cloud and Sunshine then a Rain Cloud.

Sun – all children begin on the Sun at the start of each session ie the morning and the afternoon.

Half/Cloud and Sunshine - The teacher points out the inappropriate behaviour and reminds children of the behaviour which is expected of them. Parents to be informed.

Cloud - The teacher points out the inappropriate behaviour and reminds children of the behaviour which is expected of them. The child is moved to a quieter area of the classroom where they can think about their behaviour for no longer than a minute for every year of their age eg 4 minutes for a 4year old. Children are supervised during this time. Staff are required to spend time with the child after this helping them to reflect on their behaviour. Parents to be informed. During their time away children will complete a calming activity.

#### **YN and 2YO**

Through good modelling and positive praise, we endeavour to develop our children's understanding of what 'good behaviour' looks like. Where children behave inappropriately, we will say 'No' and repeat this word several times if necessary. Dependent on the child's level of understanding, a reason why the behaviour is wrong may be explained. If the behaviour is repeated, the child is removed from the situation for one/two minutes. All behaviour incidents are discussed with parents/carers at the end of each session. In the instance of severe behaviour problems, an IBP is created with the support of the SENCO for EYFS and Inclusion Lead for the school, and shared with parents/carers.

#### **Behaviour at playtime**

Our school has the same standard of expectation and behavior outside as it does inside. Playtimes are expected to reflect the culture and ethos of the school and its charter. JFCPS has a designated area for football at break times and lunch times on the astro turf.

Pupils in Y3-Y6 are permitted to play football on condition that they have signed the *FA Respect: Code of Conduct*. Children have the terms of the contract explained to them at the start of every year and are required to sign it in September or when joining the school. Should children not adhere to the contract this will be discussed with them during the completion of a Thinking Sheet.

The school is fortunate enough to have an FA qualified referee who oversees and monitors play during break time and lunch time and who administers yellow and red sanctions in line with the rules of the game while encouraging and enabling the children to referee themselves.

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Those children who get red cards during football, receive a three match ban in line with FA legislation and also move to red on the traffic lights. The Behaviour Lead is informed and discusses the FA charter with the child. Parents are informed of football related incidents of this nature.

### **Contact with parents**

Staff are encouraged to contact parents to inform them of their child's positive behaviour. This can be done by text or a phone call home as well as chatting at the end of the day as the children come out of school or first thing in the morning as the day begins.

Teaching staff will report on all children's behaviour at the Autumn and Spring parent's evenings and the annual written report at the end of the year. Parents will already have been made aware of issues if the child is persistently getting to Yellow or above. Parents of all children will therefore receive regular contact informally at an early stage to seek their support in resolving the issue. (For additional notes and guidance see Appendix 2)

### **Serious incidents**

Where a serious incident has occurred, or following persistent disruptive behaviour, the Headteacher may impose one of the following:

Internal exclusion- where a child is sent to work in isolation under the supervision of a member of staff for one or more days. This would include break times and lunch times.

Altered day- where a child will attend school at a different time, e.g. 9.00 am to 12.00 pm.

Fixed-term exclusion- where a child is sent home. This could be for any period between half a day and 45 days in a school year.

Permanent exclusion- when all avenues have been exhausted and the persistent disruptive behaviour continues or the incident is severe enough to have put the child, other children or staff in significant danger of harm, a child may be permanently excluded.

### **SEND - Specific Behavioural Issues**

There may be some pupils who lack the skills or awareness needed to follow the school's code of conduct and charter for behaviour. In these instances issues will be meticulously documented as evidence that a child is struggling to follow school systems and additional complementary systems and behavior plans may be introduced to run alongside school wide systems, in order to support the child. Where such concerns arise parents will be contacted by the DHT or Inclusion Lead to discuss further ways of supporting these pupils.

Some children may have an Individual Behaviour Plan (IBP), giving details of the strategies the school will use to try to support these children whilst they acquire the skills and habits needed to co-operate with the school's behaviour systems. Parents and teachers will need to consider ways in which home and school can work together to promote good behaviour.

We will consider whether continuing disruptive behaviour might be the result of unmet educational or other needs (see *Safe Guarding Policy*). We will consider if a multi-agency referral needs to be made and an Early Help completed for added external referral or support.

However, while we will endeavor to support children with behaviour difficulties, they will remain subject to the behaviour strategies and sanctions given in this policy, up to and including permanent exclusion.

### **SECTION 3 Bullying**

The school takes bullying very seriously. However, the term “bullying” needs to be clarified and thus made clear to all.

***“Bullying is a pattern of behaviour rather than an isolated incident.” (DfEE10/99).***

If this term is not fully understood by all concerned, it can lead to children (and parents) regarding bullying as any fall out or disagreement with another child which, although may have resulted in inappropriate behaviour, is not bullying.

For this reason the school has adopted the following criteria taken from the SEAL (Social and Emotional Aspects of Learning) programme:

**1.The same victim/ victims - same perpetrator/perpetrators.**

**2.Happens on repeated occasions.**

**3.Done deliberately to distress or exert control over another person.**

There are three main types of bullying :

- **physical** (eg hitting, kicking, theft)
- **verbal** (eg name calling, comments about personal appearance)
- **indirect** (eg spreading rumours, ignoring someone, use of social media, text messaging, technology (etc)

### **Equality & Discrimination**

The school has a duty of care under The Equality Act 2010 to protect its pupils and staff from discrimination.

***Under this act it is against the law to discriminate against anyone because of: age, being or becoming a transsexual person, being married or in a civil partnership, being pregnant or on maternity leave, disability, race including colour, nationality, ethnic or national origin, religion, belief or lack of religion/belief, sex or sexual orientation. These are called ‘protected characteristics’.***

***This act replaces previous anti-discrimination laws, making the law easier to understand and strengthening protection in some situations. It sets out the different ways in which it is unlawful to treat someone. (Equality Act 2010).***

It is the role of the school to eliminate unlawful discrimination; promote equality of opportunity, and promote good relations between people of different groups.

Racial or homophobic abuse of any kind is not tolerated in school. Such incidents are regarded as “Red” in accordance with our system of sanctions. All offenders are dealt with using afore mentioned sanctions and made aware of the seriousness of their actions. Because equality and discrimination are addressed through our curriculum, particularly work on British Values, no exceptions are made. They are referred immediately to the Behaviour Lead.

The Behaviour Lead reports to the school governors termly at the Pupil Welfare sub-committee. Incidents are recorded using LA guidelines.

### **The role of the teacher and support staff**

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. Through PSHE, assemblies, Circle Time and Family Gatherings, all staff keep anti-bullying and

positive, respectful behaviour a high profile by promoting children's rights; respect for self and others, and responsibility for actions which links to our school charter, "We have the right to be safe."

Staff use drama, role-play, stories etc., within the curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour.

Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

Children are encouraged to talk to each other and adults about causes for concern, or worries they may have so that they are clear what to do in the event of bullying. All classes have a "Worry Box" in which children who have concerns about approaching someone directly can have their voices heard. **All** incidents that are reported to or seen by staff are immediately dealt with.

The school deals with situations that may arise at a group, class or whole-school level. They are all based on the principle of making clear that such behaviour is unacceptable and then seeking to encourage the group to empathise with the victims. These strategies include classroom practices listed above as well as talks from outside experts.

Once the problem has been identified and pointed out to the group, individuals who persist in their inappropriate behaviour are dealt with through the usual school channels for unacceptable behavior as outlined in this document.

#### The role of pupils

Pupils are encouraged to tell anybody they trust if they feel they are being bullied, and if the bullying continues, they must keep on reporting and letting people know.

Pupils are invited to tell school their views about a range of issues, including bullying, in the annual pupil questionnaire and through the school council.

#### **Procedures to be followed in the event of a report of bullying:**

1. **Confirm by listening and observation** with all children concerned. Involve any necessary staff in collecting information eg lunch time supervisors etc
2. **Log** details on incident sheet - include adults and children involved.
3. **Discuss** the incident with those involved. Children are expected to discuss any incidents calmly, listening to each other and to the adults involved in sorting it out.
4. **Understand** that bullying is not a one-off incident, or an isolated aggressive incident (although this is not to be tolerated), but a series of targeted incidents directed at them.
5. **Support** children in taking responsibility for their actions. Decide upon an appropriate punishment, or sanction in accordance with those outlined in this document.
6. **Report** incident to Deputy Headteacher.
7. **Inform** parents.



There may be cases where a child is subjected to inappropriate behaviour on repeated occasions, but the perpetrators change from incident to incident. In these cases, it is not always appropriate to label individual children as bullies.

#### The role of governors

The governing body supports the Headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The governors require the Headteacher to keep accurate records of all incidents of bullying and monitors incidents of bullying that occur via Behaviour Lead's reports to Pupil Welfare sub-committee each term. Governors review the effectiveness of this policy annually.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter via the complaints procedure (See Complaints Policy). The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases the governing body notifies the Headteacher, and will ask them to conduct an investigation into the case, and to report back to a representative of the governing body.

#### The role of the Headteacher

The Headteacher sets the climate and ethos of our school illustrated by the JFCP school charter. When children feel they are important and belong to a friendly and welcoming school; when there is mutual support, respect and praise for success, this makes bullying less likely. The Headteacher ensures that the curriculum addresses bullying through PSHE and that all children know that bullying is wrong, unacceptable and will **always** be dealt with at JFCPS.

It is the responsibility of the Headteacher to ensure that all staff (both teaching and non-teaching) are aware of and implement the school policy; know how to identify and deal with incidents of bullying and, receive sufficient training to be equipped to do this.

#### The role of parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher **immediately**. If they are not satisfied with the response, they should contact the Headteacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed in the *Policy for Complaints*.

Parents have a responsibility to support the school's anti-bullying strategy outlined in this policy, and actively encourage their child to be a positive member of the school.

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### **Appendix 1**

e.g. "Oh, well done! I see Red group have tidied up already" rather than "Red group are ready again first. Why can't the rest of you be as good as them?"

### **Appendix 2**

- Where a child gets to Circle 4 or 5 late enough in the day for the sanction to have little impact, the sanction will be applied the following school day.
- A record is kept of those who remain on Green by completing a class list at the end of the week and handing to DHT.
- The school charter, the rewards and sanctions are non-negotiable and apply to ALL children.
- Low level interference in learning such as shouting out; talking when a teacher is talking; not completing enough work; chatting etc interfere with the learning of others. This is not a definitive list but these are zero tolerance behaviors and MUST be dealt with by staff using the traffic lights.
- Children for whom the traffic light system does not appear to be working, should be referred to line managers and senior staff via the initial concern sheet for SEND.
- Lunchtime staff will not be expected to place children on the traffic light but to share their concerns with teaching staff, who will decide what action should be taken. Any concerns raised by the dinner staff will be dealt with by the class teacher.
- Those children that find play times and lunch times particularly difficult will be provided with access to a nurture group run in the Food Tech room.
- A child may be moved immediately to Red (Circle 5) for a serious behaviour offence. This includes: fighting; offensive verbal or abusive behaviour towards staff; damaging property (including the pupil's own property); refusal to do as asked.
- Any of the above occurring at lunchtime would result in the Behaviour Lead being immediately informed.
- Where a child has completed a significant number of alternative provisions at Circle 4, this represents a considerable amount of low-level disruption. In these circumstances, the teacher will contact parents/carers to discuss the child's needs and provision of further individual support.
- Some pupils maybe required to work away from the rest of the class for a limited period. This is only done when it is in the best interests of the child and other pupils. The staff member in charge will decide what a pupil may or may not do during the time they are there.
- Where inappropriate behaviour persists, the Behaviour Lead, Headteacher or Inclusion teacher will contact parents to discuss other strategies. These may include:
  - i) Setting up behaviour modification and support programmes
  - ii) Setting up a Pastoral Support Programme
  - iii) Placing on internal report
  - iv) Withdrawal from school trips
  - v) Withdrawal from extra-curricular activities
  - vi) Completion of an Early Help for referral to other services such as Behaviour Support Services(BSS)

vii) Placing on the SEND register