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Behaviour and Pastoral Policy

This policy includes updates required to meet the risk assessment for the wider opening off school during the Covid 19 pandemic. The Covid 19 updates at the end of this policy over rides the original policy and is designed to update it during these unprecedented times.

School ethos:

Creativity and excellence are at the heart of everything we do at Charles Dickens Primary School. Children are encouraged to work to the best of their abilities. However, we also want them to have lots of fun along the way. In order to enrich our exciting and diverse curriculum, we offer a continually expanding range of first hand learning experiences and extra-curricular activities, tailored to meet the needs of children at different stages of their school career. We believe that it is important that our classrooms look and feel vibrant and alive and that the creativity exudes from our displays and the presentations and performances of our children. All our children will always make or exceed national expectations of progress and all the staff will support their determination and ambition with outstanding teaching. Through every strand of school life, we aim to promote the spiritual, moral and cultural development of every child, alongside the academic, to prepare them for the opportunities, responsibilities and challenges that life offers. Charles Dickens school dedicates teaching time to support pupil's mental health through teaching children to become emotionally intelligent and show empathy towards others.

Our behaviour policy supports our school aims and vision

- At Charles Dickens School we provide a safe, stimulating learning environment, developing active individuals with enquiring minds who are able to make their own healthy choices.
- Every person is valued and has equal opportunity for personal success. We respect and embrace the multi-cultural nature of our society.
- We value honesty, compassion, cooperation, courage, initiative and commitment to a positive approach to learning.

- We have the highest expectations of academic, artistic and personal achievement and offer a broad, challenging and exciting curriculum.
- Our pupils have high aspirations for their futures; they possess enthusiasm both for learning and self-development which are essential life skills for the 21st century.
- Our pupils have a developing sense of their roles and responsibilities in their school, the local community and as global citizens.

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- Together with parents, governors and friends of the school, we celebrate the children's successes and ensure they leave school with a thirst for learning, coupled with powerful self-belief.

Behaviour management- Core Strategy

Our core strategy will be to provide and encourage personal development through the PSHE curriculum programme, whose core principles cover self and mutual respect, friends and relationships, life goals and emotions, as well as how to cope with change and what to do when things go wrong. Teachers will teach RULER lessons which help create emotionally intelligent children and this is sometimes supported by other pastoral interventions including Emotional Literacy Support, Lego therapy, therapeutic stories and mindfulness.

All adults in the school will be positive and clear about acceptable and unacceptable behaviour in the school.

Children will be clear about what we mean by 'good' behaviour and adults will always focus on the behaviour and separate this from the child. We will remain firmly on the child's side to help them modify any unacceptable behaviour.

Rewards for good behaviour

Although we reward good behaviour to communicate and reinforce expectations clearly in a positive way, good behaviour is expected as being the 'normal' way of behaving at Charles Dickens School. We are surprised if someone 'makes a mistake' as it is not the behaviour that we expect.

Rewards will encourage good relationships and a sense of achievement. Rewards will include:

- Non-verbal (smiles, thumbs up ...) and verbal praise.
- Positive marking of work and constructive comments for future improvement
- Star of the Week awards – given for positive behaviour, attitude, effort and achievement
- House points (dojos)
- Class rewards – these may differ, but may include points, golden time etc.
- House Captains – voted for by pupils
- School Council – chosen by pupils to speak for the pupils and to be a positive role model in representing the school

Response to Negative Behaviour

Where necessary, we correct poor behaviour, poor standards of work and poor time-keeping by endeavoring to adopt the following actions:

- Separate the behaviour from the child. The child needs to feel that you like them
- A positive approach will be made to negative behaviour, by praising the good behaviour of children sitting near someone behaving negatively.
- The teacher will use non-verbal cues, proximity, questions, redirection e.g. “Are you having a problem with your work? I will come and help you in a few minutes.” “What should you be doing now?”
- The teacher may choose to move a child to a different place within the class to help them be successful
- The child may be asked to miss some play time to reflect on what went wrong and to articulate how to modify behaviour and to complete missed work. We do not enforce group punishments. For example: Keeping a whole class in at playtime because one or a small number of children have done something wrong.
- The teacher may send the child to a senior teacher at break/lunch for a chat
- The teacher may talk to the parent for persistent low level disruption
- The Head Teacher may choose to speak to the child or the parent.

The school believes that with firm boundaries, clear expectations and consistent praise to reinforce positive behaviour and manners that very good behaviour will be achieved. We will remember to criticize the behaviour and not the child.

The tone of voice and the way the adult structures redirection so that it is aimed at the behaviour not the child is essential. Polite, calm language structures must be used at all times. A harsh, strident aggressive tone is counter productive and it produces a negative aggressive response in the child’s brain.

Managing behaviour within the classroom is essential. Children cannot learn if they are missing the lesson and will become further disengaged from school.

However, if previous methods do not work, staff will use the W-System (Explained below)

The Warning System and Coloured Form

W1 - Verbal warning

W2 - Second warning (and automatic 5 minute play detention)

W3 - Cool down (Child to stand by the door for at least a minute to calm down before apologizing and returning to their seat.)

W4 - Removal from class/ sent to another class or the Head teacher. This will be recorded on a yellow form or red form depending on level of seriousness

The W-System is an accumulative one but it should begin again for each new incident.

W’s should not be held over children for longer than one teaching session. When a

W4

has been given, the child should be kept out of that session and a red form filled in. After calming down, they will be dealt with by the Head teacher who will determine

when he/she feels the child is ready to return to the classroom. The Head teacher will send a letter/telephone home informing the parents. Certain behaviour will bypass the W-system and a child will be sent straight to the Head teacher and red formed. These may include:

- Leaving the classroom without permission
- Bullying/racism including use of racist language
- Swearing or obscene language
- Fighting or intention to harm another child which results in first aid
- Vandalism/stealing/theft
- Throwing dangerous objects
- Serious challenge to authority of all staff/ verbal abuse to staff
- Damaging school or other people's property.
- Refusing to go to the Head teacher/designated person

What happens after a form is issued

Yellow forms are given for:

- - continual incidents of low level disruption (e.g. refusing to follow instructions)
 - Not using respectful language with adults and other children
 - Persistent refusal to cooperate
 - Swearing (not using obscene language)
 - Hurting other children (not requiring first aid)
- 1) The teacher will make contact with the parent. Parents will receive notice of the form issued by letter and a copy of the form is kept in the school files and will be transferred where relevant with the child when changing schools.
 - 2) Regular yellow or red forms may lead to children not being allowed to represent the school in sport/music etc...
 - 3) Whilst off-site educational visits are seen as a valuable learning opportunity, teachers making risk assessments will have to take into account pupil's behaviour when deciding whether to include them.
 - 4) The Head teacher may phone or request a meeting with parents.
 - 5) Children with persistent negative behaviour may be placed upon the SEN register (stage 1).
 - 6) There may be lunch time suspension
 - 7) Internal exclusion from class (e.g. working in another class or with a senior leader).
 - 8) Action Plus on the SEN register – Working with a Learning Mentor or similar.
 - 9) Disruptive behaviour for 2 IEP review periods after being on School Action will be moved to School Action Plus. Outside agencies will be contacted for behaviour management advice (e.g. Summerhouse Pupil Referral Unit).

Exclusion

On rare occasions the Head teacher may feel that the formal process should be activated to remove the child from the school temporarily. Such exclusions are an extreme step and will only take place when long term misbehavior is not responding to above strategies and learning of others is seriously hindered e.g.:

- Use of abusive racial or homophobic language where the child is aware of its meaning and impact
- Causing another child significant harm (including emotional, physical, social, racist, sexual, verbal or cyber)
- Physically assaulting a member of staff
- Causing permanent damage to the school building and property

or when an incident of extreme seriousness has occurred and all parties need a short period to consider the best course of action. At the time of exclusion, the pupil and parent will be invited to a reintegration meeting, where criteria will be set down between the head teacher, parent and pupil.

Lunchtime Behaviour

Positive play will be modelled by lunch time assistants and children. The playground will have zones for the children to rotate the activities. A Rota will be prepared by the senior mid day supervisor and displayed in the corridor.

When there is negative behaviour the following procedures will apply:

- Conflict resolution strategies will be used and children will articulate problems and solve them. The adult will support this process.
- Verbal and non verbal warning
- Children will be given time out for 5 minutes to cool down and reflect
- Children will be sent to the head/deputy head for serious incidents which break the school rules
- Poor behaviour will be recorded in a behaviour book by the Senior Mid-day Meals Supervisor to be followed up by a member of the Senior Management Team later that day.
- Persistent negative lunchtime behaviour will be dealt with at the head teacher's discretion.

Managing Serious Incidents

If there is a fight or a child who is out of control,

1. Send 3 children to office, staffroom and head's office immediately.
2. Ring the bell to line up the other children.
3. Speak calmly and with authority to the child in need

- ✓ STOP.
- ✓ YOU HAVE MADE A MISTAKE
- ✓ LET ME HELP YOU
- ✓ FOLLOW ME
- ✓ EVERYTHING WILL BE FINE

Repeat this sequence to calm the situation. Particularly the last three statements. Senior staff will arrive to help.

The use of reasonable force

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- 'Reasonable in the circumstances' means using no more force than is needed.
- Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organized visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

In the unlikely event of a serious breach of behaviour the school can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.
- The school will record all attempts to restrain a child in the Restraint Log which is kept with the safeguarding team.

The school cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Governors

It is the responsibility of Governors to monitor exclusions, bullying and racist incidents. They will also ensure that this policy is administered fairly and consistently. The Head teacher will report to Governors on a termly basis and the policy is revised on an annual basis.

Covid 19-Update

From the 1st June more children will be starting back to school. The following amendments are in place from the 1st June and will stay in place until new guidance is given from the DFE.

- Children must not leave their classroom without permission from the adult in the room. The children should only leave the classroom to visit their designated toilet.
- The children should not visit different children or classes within the school. A child will not be sent to another classroom at any point.
- If a child is aware of the above rules and they choose to move around the school without permission, then their parents may be asked to come and collect their

them. This is not a formal exclusion but will be necessary in order to protect the health of all children and adults in the school.

- If a child needs to miss some of their playtime as a consequence then they will be asked to sit in a quiet area of the playground.
- If there is a serious issue at lunchtime, which requires the Head or Deputies to be involved in, then the Head of Deputy will be sent to the playground and children will not be sent to their office.
- If a member of staff needs to communicate with a parent with regards to their child's positive or negative behaviour, this will be done via email or the phone. There will be no face to face meetings between staff and parents even when a 2 metre distance is available.

The application of the policy

The behaviour policy is for all of our school community. If it is to be effective, then everyone must use it with consistency and confidence.

Policy document information:
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