



TAUNTON
SCHOOL

PREPARATORY

BEHAVIOUR, DISCIPLINE AND PASTORAL CARE POLICY

INTRO

- Applicable Years 3 to 8
- This policy is written with due regard to the DfE document, 'Behaviour and Discipline in Schools' (2016)
- Appendix 1 to this policy is 'Procedures for insufficient work by pupils in class or for prep'
- Appendix 2 is 'Transition arrangements'
- Appendix 3 is 'Physical Restraint'
- Related documents include
 - Whole School Anti-bullying and Cyberbullying Policy
 - Whole School Safeguarding Policy
 - TPS School rules and regulations document
 - TPS Way
 - TPS Mission
 - Role of TPS Form Tutor
 - Role of TPS Pastoral Head of Years
 - Whole School Suspension and Expulsion Policy
 - Senior School Behaviour Policy Guidelines on Alcohol, Smoking, Drugs and Sexual Relations
 - Boarding Principles and Practice Policy

ETHOS OF SCHOOL

- Challenge, Inspire, Nurture
- Want pupils to aim high, try their hardest, be kind and respectful, smile
- Christian values
- Emphasise the positive (Catch them doing it right, *"If a child lives with encouragement he learns confidence. If a child lives with praise he learns to appreciate"*)

PASTORAL STRUCTURE

- Every member of staff is involved in pastoral work
- Form tutor – see separate description of role.
- Assistant Form Tutor – see separate description of role
- Pastoral Head of Years – see separate description of role
- Assistant Head/Deputy Head / Head
- Chaplain
- Health Centre (Counsellors and Mental Health Worker)
- Boarding (*For specific guidance on boarders, please refer to PREP.012. Boarding Principles and Practice Policy 2016*)
- Pastoral and Academic are intrinsically connected.

FOSTERING THE HIGHEST STANDARDS OF EFFORT, BEHAVIOUR, DISCIPLINE AND PASTORAL CARE (making pupils aware, inspiring and supporting, celebrating and praising)

- Every member of staff is a role-model (including GRAs, TLAs, Office Staff, Domestic Staff etc)
- Need to teach good behaviour. Role modelling is not sufficient in itself.
- Expectations for pupils when doing prep (posted on Firefly)
- Assemblies and other educational activities

- PSHE teaching and promotion of Fundamental British Values
- PRE teaching
- Chapel and other work by Chaplain
- TPS Way
- TPS Mission
- Success Boards run by Form Tutors
- Rewards (rewarding the values is more important than rewarding the attainment)
 - Praise – verbal, stickers, positive written comments in books, planners, letters home
 - Be specific in what we are praising (e.g. I was really impressed by your persistence)
 - individual Forms
 - Good House Points
 - Roll of Honour
 - Weekly Awards (Sportsman, Sportswoman, Learners, Citizen, Musician, Boarder)
 - Termly Awards (High Attitude to Learning grades, high number of Rolls of Honour) Record kept of recipients to ensure fairness/consistency
 - Recognition in Assemblies for achievements in their lives both in and out of school
 - Colours Prizes

PREVENTATIVE RESOURCES, STRATEGIES AND SUPPORT SYSTEMS

- Planning and teaching lessons and activities which are engaging
- Good organisation of school day, timings, spaces
- Clarity and consistency of expectations
- Positive behaviour management - firm but warm
- Good communication between staff (3sys, Firefly messages, Teams, staff briefings and meetings)
- Good communication between staff, pupils and parents
- For pupils at Level 2 of above (see below), recording and tracking of individual pupils on 3sys by Pastoral Heads of Years (PHOYs)
- Nurture lessons
- Referred by PHOY to our Health Centre (Counsellors / Mental Health Worker)
- Involvement of EP and Speech and Language \Therapist
- Referred by PHOY to external professionals (GP, CAMHS, ED PSYCH, OT, LCSB (Early Help) etc)
- Register of Serious Misbehaviour and Bullying (maintained by Deputy Head)
- Well planned transition (see appendix 2)

GENERAL PRINCIPLES WHEN DEALING WITH PROBLEMS

- Need to bear in mind...
 - Consequences must be proportionate and appropriate to the situation and, where possible, to the individual child.
 - We all make mistakes. Warm, forgiving, understanding alongside high expectations.
 - Avoid raising voice unless for a controlled effect
 - Separate the behaviour from the child; it is the behaviour which we don't like, not the child (A good child making bad choices).
 - Take things into account - e.g. transition, pastoral circumstances, learning difficulties and disabilities, EAL etc)
 - How to do it - humour, gentleness, forgiving, understanding, loving, warm
 - Praise for other pupils who are getting it right often brings others into line

- A lot of behavioural problems in children in school can be traced to one or more of four reasons
 - Home / personal problems not related to school (e.g. parental problems, sibling rivalry etc)
 - Low self-esteem (i.e. they feel that they are not good at anything)
 - Unpopular child making bad choices in an effort to become popular
 - Personality clash with member of staff (or another pupil)
- Appropriate liaison between staff working on pastoral aspects and staff working on academic aspects (e.g. Subject Teachers, Head of Department (HoD), Assistant Head for Teaching and Learning (AHTL), Head of EP, EP teachers etc)
- Matters need to be dealt with by end of same day wherever possible. Parents informed at pick up.
- Need to fight use of word 'snitch' – pupils tell staff about problems because we all work as a team to be a kind, respectful and happy school.
- Keep parents informed. Schools often make the serious mistake of not keeping the parents of the 'harmed' informed, who must end up clearly understanding the action that has been taken. Check back with the pupil and parents to ensure all is fine a few days after the incident has occurred and been dealt with.

CONSEQUENCES FOR PUPILS

- Try to avoid blanket punishments
- Not take rewards away which have already been given (e.g. House points)
- No Lines
- If a pupil needs to be removed from the classroom/teaching space, this needs to be done with careful thought (the pupil must be handed over to be supervised by another member of staff and it is automatically a Level 2 problem with same day involvement of PHOY and parents)
- FOR PHYSICAL INTERVENTION, see final section of this policy
- NO CORPORAL PUNISHMENT (UNLAWFUL)

	EXAMPLES OF PROBLEMS	EXAMPLES OF CONSEQUENCES (To be applied with discretion, flexibility, common sense and imagination) (These lists are not exhaustive – they are just examples)
LEVEL 1	<p>Examples include....</p> <ul style="list-style-type: none"> • Low Level disruption in classroom • Cause harm or distress to other through thoughtfulness • Lack of respect for people of property • Provoking others • Inappropriate behaviour/contact with other pupils • Inappropriate language • Lateness to lessons • Inappropriate use of ICT • Disobedience / defiance 	<p>Level 1 consequences should be administered by the member of staff who comes across it straight away. It should not be referred to another member of staff unless there is good reason to do so. Form Tutor, however, should always be informed. Discretion of member of staff whether to inform parents or not.</p> <p>If Level 1 problems persist for an individual pupil, parents need to be informed before it gets passed to PHOY for level 2 (so that PHOY involvement does not come as a surprise to parents).</p> <p>Examples of Level 1 consequences include.....</p> <ul style="list-style-type: none"> • Talk, explanation, reprimand • Seating plan • internal time out (pupil remains under supervision of member of staff) • Break loss (but need snack). • Letter of apology • Other piece of writing • Temporary confiscation of property

		<ul style="list-style-type: none"> • Some form of Community work • Loss of privilege / treat • Check in regularly (e.g. report every 10 minutes to duty staff at break time) • Form Tutor's Behaviour Card • A restorative conversation involving 'harmer and harmed' • On the bench outside the Common Room at break time
LEVEL 2	<p>Arises when a pupil persists with Level 1 problems or a single level 2 problem. Level 2 problems include.....</p> <ul style="list-style-type: none"> • Serious disobedience / defiance • Seriously provoking others • Serious inappropriate use of ICT • Seriously inappropriate behaviour / contact with other pupils • Serious unkindness • Dangerous behaviour • Off site without permission • Rudeness to staff • Serious bad language • Unauthorised absence from lessons • Pupil needing to be removed from the classroom (and handed over to be supervised by another member of staff) 	<p>Lead by Pastoral Head of Years (working with Form Tutor) PHOY will always involve parents once at Level 2. If Level 2 because of persistence of Level 1 problems, parents need to have been informed first by Form Tutor before it becomes Level 2. Examples of Level 2 consequences include.....</p> <ul style="list-style-type: none"> • Any Level 1 Consequence (but this is automatically more serious because of involvement of PHOY and parents) • PHOY's Behaviour Card • A restorative conversation involving 'harmer and harmed' • Loss of trip • Loss of a Year 8 leadership role (temporary) • Introduction of a Pastoral Mentor • Missing unpaid activities • Missing paid activities (but needs prior consultation with Head) • Missing fixture (but needs prior consultation with Head)
LEVEL 3	<p>Arises when a pupil persists with Level 1 and Level 2 problems or a single Level 3 problem. Examples of Level 3 problems include...</p> <ul style="list-style-type: none"> • Stealing • Physical fighting or inciting to fight • Bullying (sustained targeted unkindness) • Serious vandalism or damage to property • Repeated serious bad language 	<p>Lead by Assistant Head Pastoral (working with PHOY and FT). If Level 3 because of persistence of Level 2 problems, parents need to be fully up-to-date from PHOY / Form Tutor. Examples of Level 3 consequences include.....</p> <ul style="list-style-type: none"> • <u>HM DETENTION</u> plus formal meeting with parents followed up by formal letter to parents warning of next steps (suspension followed by exclusion) • A restorative conversation involving 'harmer and harmed' • Missing unpaid activities • Missing paid activities (but needs prior consultation with Head) • Missing a fixture (but needs prior consultation with Head and only if problems are games related) • Loss of a Year 8 leadership role (permanent) • Internal suspension for a day
LEVEL 4	<ul style="list-style-type: none"> • Persisting with Levels 1,2 or 3 • A single Level 4 problem 	<p>Lead by Deputy Head/Head (working with Assistant Head)</p> <ul style="list-style-type: none"> • <u>SUSPENSION</u> • See separate whole school policy
LEVEL 5	<ul style="list-style-type: none"> • Persisting with Levels 1,2,3 or 4 • A single Level 5 problem 	<p>Lead by Deputy Head/Head</p> <ul style="list-style-type: none"> • <u>EXPULSION</u> • See separate whole school policy

INSUFFICIENT WORK IN CLASS OR FOR PREP

See Appendix 1

PUPILS WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

As required by the Equality Act 2010, the School has a duty to make reasonable adjustments to this policy and these procedures for those pupils with special educational needs or disabilities. Form Tutors have full knowledge of their pupils' needs, their details are visible to all staff through the School's MIS and these will inform decisions on a case-by-case basis and underpin discussion at pastoral staff meetings.

CHILD PROTECTION

Please refer to the School's Safeguarding Policy for greater detail.

The TPS Assistant Head Pastoral is the designated child protection officer, with the TS Deputy Headmaster being the whole school designated safeguarding lead. Each child also has access to useful telephone numbers, such as ChildLine and the school's independent listener, which are published around the school.

BULLYING

Please refer to the Anti-Bullying and Cyberbullying policy.

ALCOHOL, SMOKING, DRUGS AND SEXUAL RELATIONS

Due to age-appropriate routines within the Prep School it is highly unlikely that any issues regarding alcohol, smoking, drugs or sexual relations will take place. In the unlikely event that guidance is needed, please refer to *Senior School Behaviour Policy Guidelines on Alcohol, Smoking, Drugs and Sexual Relations*.

FALSELY MADE AND MALICIOUS ACCUSATIONS AGAINST STAFF

The School will take any accusations made against staff extremely seriously. Where pupils are found to have made false allegations for malicious reasons, the School will inform parents and consider serious sanctions, most likely ranging from a HM Detention to expulsion (see above).

Individual plans to support the successful rebuilding of a positive relationship between the staff member and the pupil concerned will be considered by the Senior Management Team.

ROLE OF PARENTS

- Parents are encouraged to contact their child's Form Tutor in the event of any concern. As well as being readily accessible by e-mail, Form Tutors are also available for quick discussions at the start and end of the school day, for longer meetings by appointment or on the phone. For more serious matters, these issues may be referred to the appropriate PHOY or member of the Senior Management Team.
- Pupil Planners are signed by parents on a weekly basis, a mass e-mail / SMS messaging system ('Clarion Call') and weekly newsletters ('The Courier') complete our means of communication.
- The School rules and regulations are given to parents and we expect parents to read these and support them.
- Re behaviour, the school expects parents to support the action of the school and to work in partnership to support and discipline the pupil. If parents have any concerns about the way their child has been treated, they should initially contact the Form Tutor. If the concern remains, they should contact the PHOY, Assistant Head, Deputy Head or the Headmaster.
- Re schoolwork, the school expects parents to support their child's learning and to work positively in partnership with the school.

Appendix 1 – Insufficient work in class or for prep

3 scenarios

1. Insufficient or no prep (but not because the pupil genuinely found it too difficult)
2. Insufficient work completed in class due to bad behaviour (again not because the pupil genuinely found it too difficult).
3. Little work in class completed or little prep completed because pupil genuinely found it too difficult (or for some other reason not linked to bad behaviour)

Scenario 1 - insufficient or no prep (but not because the pupil found it too difficult)

- Failure to do preps should be treated differently to other types of bad behaviour. For example, pupils should not end up 'in detention' for failure to do prep.
- Individual teachers can deal with things at level 1, whilst the AHTL will become involved at Level 2 re pupils who are not responding. Relevant HoDs, Form Tutors, PHOYs, Houseparents (for boarders) and parents may all need to be involved early on by the individual teacher.
- Procedures for incomplete prep are....
 - Level 1 – Pupil given one more night to complete their prep and hand in to the teacher the next day
 - Level 2 – Still not completed despite being given an extra night. Individual teachers refer pupil to 'prep catch up' and inform AHTL. Teacher enters name of pupil on 'catch up' list on Firefly so that EP dept can expect the pupil, saying what needs to be done and how long they need to spend on it. These sessions run on Mon, Tues, Thurs, Fri lunchtimes. No shows will be communicated by EP dept to teacher and to AHTL.
 - Level 3 – If a child does not attend catch up when asked to do so, or is repeatedly not completing prep, parents will be contacted by AHTL and the child removed from a club (unless it is paid for) and asked to attend after school prep sessions to do their overdue prep
 - Level 4 – If things still remain a problem, AHTL will involve Assistant Head/Deputy Head / Head

Scenario 2 - Insufficient work completed in class due to bad behaviour

- This is usually a behaviour matter (too much chatting despite warnings etc).
- Procedures for insufficient work in class are.....
 - Level 1 - Individual teacher takes whatever appropriate action is appropriate. This may include some sort of 'Behaviour Break Loss' with the individual teacher. It should not involve the 'prep catch up' sessions as it is re class work. Individual teacher should inform Form Tutor so that expectations are reiterated.
 - Level 2 – If continuing problems, goes to PHOY who will involve appropriate staff (HoD, AHTL, Houseparents) and parents
 - Level 3 – if continuing problems goes to Assistant Head/Deputy Head/Head

Scenario 3 - Little work in class completed or little prep completed because pupil genuinely found it too difficult or for some other reason not linked to behaviour.

- Pupil needs to be helped by individual teacher (e.g. at break time or in class etc). If problems persist, need to involve EP Dept. and/or AHTL. It should not be referred to prep catch up.

APPENDIX 2 - Managing Pupils' Transition

from Year 2 to Year 3

- Time is spent when pupils in Year 2 visiting TPS
- Y2 pupils see Y3 classrooms, meet teachers and are given talks about Y3 and TPS
- Direct meeting takes place between Y2 Form Tutor and new Y3 Form Tutor and Head of Pastoral Years 3 and 4.
- Once in Y3, Form Tutors and all staff spend time explaining expectations and procedures

from TSIMS into TPS

- Pupil meets TPS EAL Co-ordinator whilst still at TSIMS
- Taster days and other integration activities with TPS pupils and staff
- Appointment of appropriate buddy
- Once joined TPS, visit in first few weeks by Head of TSIMS
- Weekly pastoral meeting during break time for the pupil with EAL Coordinator

from other schools into TPS

- Taster days and other integration activities with TPS pupils and staff
- Appointment of appropriate buddy
- Liaison with parents during first week to ensure all is well

From Year 8 to Year 9

- 'Bring on Y9' evening
- Tours for pupils and parents of Senior School when pupils in Year 8
- Head of Senior School meets parents of Y8 pupils
- The Head of Middle School (Years 9-11) liaises closely with the Pastoral Head of Years 8 and 9 as pupils approach the end of Year 8. Together (and with input from Prep School staff), they allocate pupils to their House in the Senior School, which will form the basis of their pastoral care.
- The Head of Middle School attends as many activities and trips of the Year 8 Programme (known as the PPF Programme) as he/she is able.
- In addition to their pastoral records on 3Sys, Year 8 Form Tutors complete a summary document for the purposes of the pupils' new Tutors.

APPENDIX 3 - PHYSICAL RESTRAINT POLICY

Use of reasonable force to restrain pupils

The use of reasonable force should always be a last resort for teachers.

The Education and Inspections Act 2006 enables school staff to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- Committing a criminal offence;
- Causing personal injury to any person (including the pupil themselves);
- Causing damage to the property of any person (including the pupil themselves);
- Prejudicing the maintenance of good order and discipline at the school, and among any pupils receiving education at the school, whether during a teaching session or otherwise.

The act also defines to whom the power applies as follows:

- Any teacher who works at the school;
- Any other person whom the Headmaster has authorised to have control or charge of pupils;
- Specific mention is made of support staff, teaching assistants, learning support assistants, learning mentors and lunchtime supervisors.

The power to use reasonable force applies whether pupils are on school premises or elsewhere, as long as they are in the lawful control or charge of a staff member. This includes school visits.

When is it reasonable to use force?

Factors influencing this judgment include:

- The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used;
- The chances of achieving the desired result by other means;
- The relative risks associated with physical intervention compared with using other strategies.

Educational staff are not allowed to use corporal punishment under any circumstances.

Guidelines on using restraint

Use your voice first: verbal instructions should be given before and during any physical intervention.

Use force only when necessary to resolve the incident: this should be the minimum force required, lasting for the shortest practicable time - the purpose should be restraint and the reduction of risk. This is particularly important where the enforcement of good order is the motive and there is no risk to person or property.

Do not strike blows or retaliate against pupils: to do so would exceed your authorisation to intervene, and create a significant risk of an allegation of assault being made.

Reporting the Incident

If force is used to restrain a pupil it is important that a senior member of staff (Deputy Head or Headmaster) is informed immediately and that the staff member who used force reports the details in writing within 24 hours of the incident. The report must include:

- The name of the pupil involved;
- The names of any witnesses;
- Where/when the incident took place;
- A description of the incident and the reasons for using force including steps taken before the incident;
- Details of any injuries suffered, if relevant.

The Deputy Head or Headmaster will then decide on the next steps including the decision on how and when to communicate with parents.

Staff should also be aware of “Use of reasonable force Advice for Headteachers, staff and governing bodies (July 2013)”.