

## **DOROTHY GOODMAN SCHOOL**

### **CARE, SUPPORT & BEHAVIOUR POLICY DOCUMENT**

This policy should be read and understood by all those who are involved in the education and care of pupils at Dorothy Goodman School. Employed staff should ensure that they pass on relevant information to volunteers who come in to school. **ALL** have an important part to play in creating the right environment and in ensuring that all students are treated equally with respect and understanding.

#### **1. AIMS of the POLICY DOCUMENT**

- Appropriate behaviour
- Respect for self and for others
- Respect for property
- Honesty and courtesy
- Opportunities for pupils to develop towards independence
- The development of good manners and politeness
- The enhancement of pupils' self-image and personal advocacy skills

These aims are supported by the School Aims, and by other Policy Documents, e.g. Personal and Social Development.

#### **2. POLICY GOALS**

This policy seeks to secure the following in terms of school practice:

- Ensure the safety and well-being of all pupils
- Ensure the safety and well-being of staff, visitors and members of the public
- Protect and enhance the school environment
- Encourage pupils to behave appropriately at all times
- Control, minimise or divert challenging or obsessive behaviour that might disrupt the learning and safety of pupils and staff
- Develop attitudes of self-control, respect for self and others, and a sense of responsibility
- Encourage a positive atmosphere where learning can take place
- Encourage pupils to take a pride in their work and their achievements
- Promote responsible and appropriate attitudes and behaviour from all staff
- Promote the development of a learning community at Dorothy Goodman, where staff and pupils alike respect themselves and their contribution, and each other

Dorothy Goodman School will endeavour to create a secure, caring and educationally challenging environment, in which pupils will feel happy, safe and eager to learn. The school believes that if pupils feel valued, and if their achievements are celebrated, then this will encourage positive learning and good behaviour.

### **3. CHALLENGING BEHAVIOUR**

We recognise that some pupils, because of their learning difficulties and other special needs, may behave in extremely challenging ways. In these instances it is important that:

- a) Staff work together to devise strategies to control, minimise or divert the inappropriate behaviour.
- b) Reference is made to the Physical Interventions Policy where necessary.
- c) Staff working with these pupils need to be Team Teach trained, and the teacher needs to ensure – through class meetings etc. – that there is a co-ordinated and consistent approach to behaviour management
- d) A Positive Handling Plan is drawn up, if required, through the Head Teacher. This Plan should be signed by the parents / carers.
- e) Additional advice should be sought, when needed, from other professionals (e.g. the Educational Psychologist), or from parents / carers.

“The most effective schools seem to be those that have created a positive atmosphere based on a sense of community and shared values”.

*Report of the Committee of Enquiry ‘Discipline In School’ (The Elton Report)*

### **4. The PHYSICAL ENVIRONMENT**

Pupils should be encouraged to take pride in the appearance of the school. Litter, graffiti and other marks of damage are to be discouraged. All members of the school play a part in keeping the environment tidy and attractive.

Equipment should be put away in its proper storage place after use by staff, and pupils too should learn to do this. Where items may present a hazard, e.g. dining tables, then a risk assessment should be carried out and, if the risk is too high, pupils should not be allowed to tidy these items away.

Particular care should be taken with displays, and the high quality of display work should be maintained. The work should be well presented, and should show pupils’ work to the best effect.

Ideas to enhance the environment, e.g. gardening projects, should be looked upon favourably by the Senior Leadership Team.

## **5. ROLE of PUPILS**

Pupils should be encouraged to develop a sense of pride in Dorothy Goodman, and a sense of belonging to the school community. As far as possible they should be encouraged to understand, respect and follow the class or school rules.

Pride in the school uniform and in the school's activities should be promoted, and pupils should be expected to behave well when they go out on a school outing. The whole school should celebrate the achievements of our school teams – whether that involves winning medals or whether it means taking part.

Pupils are expected to be kind, courteous and respectful towards each other, and they are encouraged to celebrate the achievements of individuals, for example at our weekly Achievement Assembly.

## **6. PASTORAL CARE / COUNSELLING**

All staff have a role in providing counselling and guidance. More serious issues, that need to be dealt with through careful discussion, may be referred to the class teacher, the Team Leader or the Head Teacher. The school healthcare worker, the school nurse, the school medical officer and the specialist health visitor are important sources of advice and guidance for staff and parents when dealing with pupils' health and welfare.

Counselling pupils about personal health and hygiene is undertaken by members of staff, following consultation with parents. Attention should always be given to matters of gender and age, and the class teacher should ensure that only appropriate staff discuss sensitive issues with pupils. Further guidance on this is contained in our Physical Interventions Policy. All pupils also receive teaching about health and hygiene through our Personal and Social Development programme.

Regular medicals take place at the school, and a dental hygiene programme is in place, with monthly visits from the dental hygienist.

## **7. WORKING WITH PARENTS AND CARERS**

The school values the partnership with parents, guardians and carers. Regular contact is maintained through weekly diaries, and involvement in school activities and outings is encouraged. Building up good home / school relationships makes it easier to discuss any problems that may arise, and makes it possible to work together closely where there may be behaviour difficulties.

Information about progress and achievements should be communicated between school and home, so that both can share in the pupils' achievements.

Effective liaison helps to create a positive and supportive atmosphere for the whole school community.

## **8. SUPERVISION OF PUPILS**

It is the class teacher's responsibility to ensure that arrangements for supervising pupils are satisfactory. This applies at all times, even if the teacher is in a different

part of the school to some or all of the class. Overall responsibility for organising the staffing that is available rests with the class teacher.

As a general rule, school business such as making telephone calls, collecting resources etc., should be carried out when the pupils are not present, and teachers should not leave the class during school time. Should this become necessary, e.g. for an urgent telephone call that has to be taken, then the teacher must ensure that the class is adequately supervised in his / her absence.

When pupils go out of school, it is the class teacher's responsibility to ensure that the group is adequately supervised. Whether it is the whole class or part of a class, the teacher should have regard to:

- The age of the pupils and the level of support required
- The experience and qualifications of the staff
- Medical needs, e.g. those who require Rectal Diazepam
- How familiar staff are with the place being visited
- How far away the place is from school
- The composition of the group of pupils
- Extra needs, for example the number of pupils who use wheelchairs

There are no hard and fast rules, but teachers should always be secure in their own mind that the supervision is adequate, and should have regard to the Risk Assessments file for off-site visits. Where a Risk Assessment has not yet been carried out, then the class teacher must consult the Team Leader, Deputy Head or Head Teacher and ensure that one is completed.

If there is any doubt over supervision, then the matter must be referred to the appropriate Senior Leader. When groups do leave the school premises, the Going Out Book (kept on the board outside the Office) should be completed, listing the pupils and staff involved, and the destination.

Nursery Nurses and Support Staff may take out pupils without the class teacher being present, but the responsibility for ensuring that the group is appropriately supervised rests with the class teacher. Volunteers and students may accompany pupils, but may not take them out of school by themselves.

When pupils are taken to large events (e.g. Kids' Day Out), or to large public venues (e.g. Twycross Zoo), then we may ask them to wear name badges. If we do this, the badge should contain the name of the school and the school telephone number, NOT the name of the child. For such events it is permissible for teachers to remain in school, completing other work, provided that the Support Staff are comfortable with this arrangement. However, such decisions should be made in concert, and we should ensure a minimum of two teachers to three classes, with one person on the trip clearly nominated as the overall person in charge.

## **9. LUNCHTIME ARRANGEMENTS**

Lunchtime arrangements are as follows:

- A. The Head Teacher is responsible for ensuring that staffing levels in each class are sufficient to cover the lunchtime period.
- B. Each class teacher is responsible for arranging breaks within the class team, and for ensuring that sufficient staff remain on duty.

- C. Pupils should be supervised at all times.
- D. All classes eat in the Hall at the relevant site (Upper or Lower)
- E. During the lunchtime period all outdoor, and suitable indoor, areas may be used by classes, on both sites, but consideration should be given to the fact that younger and older pupils may need to be separated; in addition senior pupils may choose to stay inside.
- F. Over the whole lunchtime period the Head Teacher is the person in charge; when the Head is out of school responsibility devolves to the Deputy Head; on rare occasions when the Head and the Deputy Head are out of school together the person in charge is the Assistant Head or the next senior Teacher. These occasions should however be kept to a minimum.
- G. For wet playtimes classrooms and indoor areas are used.

## **10. CRB CHECKS**

For all new staff it is now a requirement that a Criminal Records Bureau check is carried out. It is the policy of the school that staff who have not had the check returned to the school may begin work, but may not work unsupervised with pupils until the check does come back. When the check is returned, assuming that it is clear, then the member of staff may work on the same basis as other staff, i.e. may work unsupervised with pupils – ensuring that good practice is maintained in terms of Child Protection. For example:

- We should be able to, and should on occasion, interrupt staff working or changing pupils 1-1; this should be expected
- 1-1 staff / staff changing pupils should vary at times, from day to day, from term to term etc.
- Where possible we should try not to put ourselves in the position of working or changing 1-1 with pupils
- Good practice would include leaving doors open, telling people what we are doing, recording what we do, discussing matters with parents / Team Leaders / Head Teacher
- We need to be sensitive to issues of gender and age

Volunteers should not be with pupils unsupervised, except in the sole case of parents who volunteer with their own child, in which case this is permissible provided that it is what the parent wishes.

If there are matters on the CRB check that require further discussion, then these should be taken in the first instance to the Governors' Staffing Sub-Committee.

## **11. PUPIL PRIVACY**

The privacy and dignity of pupils should be observed when changing for PE and swimming.

Pupils above Primary 2 class should have separate changing areas whenever possible. At times it may be that volunteers or students will be supervising pupils getting changed. Where this is the case there should always be supervision from school staff,

and a record of those volunteers likely to be engaged in this activity should be kept by the Head Teacher.

Because of the requirements of privacy etc., it may be that a member of staff finds himself / herself alone in a room changing a pupil – either for PE / swimming, or for toileting needs. In this instance the member of staff should take reasonable steps to protect himself / herself and the pupil, e.g.:

- Ensuring that the class teacher or another adult knows what is happening
- Ensuring that other adults are present next door
- Making sure that there is some kind of rota (i.e. that the same person is not always changing the same child)
- Informing the Head Teacher

These measures are good practice, and will make sure that the situation cannot be misconstrued.

Because of the situation with regard to staffing, there will be occasions when female staff need to change male pupils. Male staff should never change female pupils.

## **12. PROHIBITED SANCTIONS**

Staff should be aware that the following sanctions are prohibited, and should never be used:

- Corporal punishment
- Deprivation of food or drink
- Requiring pupils to wear distinctive or inappropriate clothing
- Withholding communication
- Imposing fines

For further information please refer to the Physical Interventions Policy.

## **13. RECORDING INCIDENTS**

It is very important that staff record serious incidents (defined as difficult occurrences outside the scope of what is usual for an individual pupil; or as incidents resulting in – or nearly resulting in - serious damage to a person or to property; or as instances where there is a serious medical matter; or as incidents where physical intervention has been used outside the scope of a pupil’s positive handling plan). These incidents should be recorded using the official Incident Book, kept in the Head’s Office, and attaching an Incident Slip to the report. All forms are then seen and signed by the Chair of Governors.

Parents, carers and guardians should be kept informed of any continuous or serious problems, and where possible solutions should be worked out in partnership.

#### **14. EXCLUSIONS AND SUSPENSIONS**

Any exclusions or suspensions will follow LEA and DfEE policy and procedure.

Before any exclusion takes place, permanent or temporary, there must be consultation with the Governing Body or with the Chair of Governors, and with SENA at the Local Authority.

#### **15. STAFF AS ROLE MODELS**

All staff have an important role in setting good role models of behaviour for pupils. Staff should show proper respect for each other as well as pupils.

It should be remembered at all times that the school is a working environment. Behaviour, language and dress should be appropriate.

#### **16. MEDICAL TREATMENT**

Any First Aid given should be recorded in the log book that is kept in the office. Normally treatment will be given by one of the two named First Aiders, whose names are printed on the door of the medicine cabinet in the Office. If the First Aiders are not present in school, then the most senior person on duty automatically assumes responsibility.

If it is necessary to take pupils to hospital or to the doctor, or if medical personnel are called to school, parents should always be informed: if possible immediately, and before any treatment commences; if this cannot happen, then as soon as possible.

#### **17. IN-SERVICE TRAINING**

The school will ensure that adequate funds are available to provide in-service training appropriate to the matters discussed in this policy document. This training must be for all staff – non-teaching as well as teaching, and should also be on-going in areas where this is necessary, e.g. first aid.

Where there is a cost in terms of funding, then provision should be made from the school's Staff Development Fund.

Key priorities for each year should be identified in the school's Annual Improvement Plan.

*Dorothy Goodman School June 2000*  
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