

**POLICY
STATEMENT
ON
BEHAVIOUR
MANAGEMENT**

Sonning Common Primary School
Behaviour Policy

Aims:

Respect ~ Truth ~ Kindness ~ Politeness ~ Doing-Your-Best

Everyone is expected to adhere to these values and to show respect and care for all people as individuals regardless of race, creed, age, gender or ability at school and at home .

General School Discipline

There is an expectation that children behave in an acceptable way in all situations and not only when under direct adult supervision. All staff are involved in maintaining expectations of trustworthy behaviour, politeness and mutual respect within the school and will model appropriate behaviour to children. Staff will be mutually supportive but will recognise that mistakes can be made and that children should be listened to carefully.

It is the role of every adult to help with corporate discipline, to set consistent expectations and to be vigilant around the whole school. Particular concerns relate to playground discipline, movement to and from classrooms, lunch hour organisation and leaving and entering school and classroom. Definitions of good and bad behaviour will be made clear to all children.

Children must recognise the need for obedience, respect for authority and compliance with instructions. This respect will extend to all adults working or helping in school.

A culture of mutual respect between adults and children will be fostered.

Parental responsibility

When children enter the school and when children transfer from Key Stage 1 to Key Stage 2, parents are asked to sign a 'home/school agreement' which states that parents will 'support the school code of discipline and behaviour'. The school undertakes to 'maintain the school code of behaviour and ensure that pupils are aware of its contents' and to inform parents of social problems at school. Children are also asked to sign the agreement.

Parents and staff are expected to support each other and work in partnership so that children know that they cannot play one against the other.

Parents are informed about the rewards and sanctions through the regular issue of the code system to parents.

Rewarding Positive Behaviour

Correct behaviour is expected at this school and staff will always reward children who behave well with praise or thanks.

Rewards in class will be given for many different positive behaviours such as politeness, good manners, good working attitudes and being sympathetic to friends and other people. These positive attitudes will be recognised by the child's own class teacher with team points. At the end of each long term, children who have behaved according to our expectation will be rewarded by participating in a Golden Time Plus activity of their choice.

Role of the Head Teacher

The head teacher will:

- support all staff

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- listen to all children
- ensure that everyone shows respect for others
- recognize children's achievements, praise good learning and good behaviour
- encourage children to come and show their learning, or recount a special event in their life

The head teacher will:

- be the ultimate sanction in general school and classroom discipline
- discipline children in accordance with the school's policy
- ensure that children understand the seriousness of being sent to him
- when necessary, make a contract between a child, teacher and parents to deal with the problem of bad / dangerous behaviour.
- Not allow children to participate in school trips if they have behaved badly or dangerously on previous trips, or, in their judgment, may disrupt and spoil trips for other children
- exclude a child for behaviour that seriously threatens the good discipline, morale and smooth running of the school after due consultation with staff and the parents of the child
- exclude any child, if necessary, and then explain and give rationale to the above parties (see exclusion policy)

Discipline Procedures

All staff adhere to the code system. Please see appendix 3.

Unacceptable behaviour may additionally result in a child being asked to work or play elsewhere for that session at the discretion of the adult in charge.

Challenging behaviors

A very small number of children may exhibit especially difficult behaviour either in the form of inability or unwillingness to pay attention, remain on task, sit still when asked or by disrupting other pupils or staff, interfering with their work or abusing them physically or verbally. These difficulties will always be discussed with parents before further measures are taken. It may be necessary for staff to restrain pupils, for their own or the safety of others. Some teachers and teaching assistants have been specifically trained to restrain named pupils in extreme circumstances. This will always be discussed with parents and their agreement sought to deal with such incidents. Children will not be physically restrained unless their behaviour is likely to cause injury to themselves or others.

The Behaviour Support Service (BSS) has outreach workers to advise on children with difficulties falling short of the need for medication (see Special Needs Policy). Children having difficulty with forming relationships may be referred with their families to Child Guidance (see Special Needs Policy).

Serious Incidents

These will be dealt with directly by the head teacher (or deputy head in his absence), initially with the adult reporting the incident and will be individually treated. Parents will be contacted by letter or directly by the head teacher and asked to attend a meeting in school if the behaviour is repeated. An incident form will be completed (see Appendix1).

Bullying: the head teacher will investigate incidents and collect evidence from all concerned. He will use his judgment to decide what action should be taken which may involve loss of outdoor playtime, being asked to work in a different classroom or, in serious cases, exclusion from school.

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Fighting: any child who causes injury to himself or others will be removed from the situation whilst the head teacher investigates. Internal or school exclusion may follow.

Physical or verbal aggression towards adults: this will not be tolerated and may result in loss of playtime or exclusion.

Damage to school property: parents will be asked to contribute towards the cost of repairs.

Theft: the head teacher will investigate allegations of theft and use his judgment to assess the situation. He reserves the right to involve the police if he deems it necessary. In all the above instances, exclusion may be used, in accordance with LA guidelines, as a last resort.

Anti-Bullying Policy - (See Serious Incidents)

The school describes bullying in the following way: bullying is physical or verbal aggression which is premeditated and repeated.

Dealing with Bullying

- The school's policy is based on commitment to the following principles:-honesty, openness, respect for all regardless of gender, race, religion or physical appearance, equal opportunities for all.
- Staff will endeavor to notice changes in behaviour (such as not eating) that might indicate a problem.
- Children will often approach their parents first to disclose that they are being bullied. In this circumstance parents should contact the class teacher immediately but discreetly.
- The school will respond to bullying by: -
- striving to create a positive, open, trusting school which stresses the importance of respect for others and group responsibility.
- striving to create a positive, responsible and inclusive class atmosphere.
- including bullying, self esteem and mutual respect in the P.S.H.E. (Personal, Social & Health Education), Human Values Education programmes and, where appropriate, in other areas of the curriculum (drama and English).
- communicating to pupils explicitly that they can tell via a 'let us know' box or through a particular member of staff or identified peer support (playground mediator).
- communicating sensitively with parents of victims and/or bullies as appropriate.
- seeking help from specialist colleagues (BSS, educational psychologist) if necessary.

The school will respond to particular instances of bullying by:

- taking it seriously and spending time, discreetly and quickly, responding to the situation.
- talking and listening to ALL involved and making sure that there is an accurate picture of what actually happened;
- counseling the victim and the bully and deciding on relevant actions -victim support, sanctions, home links. This needs to be done with flexibility to individual situations.
- informing the relevant members of staff.
- informing and involving the parents of bully and victim.

An 'incidence of bullying' sheet (see Appendix 2) will be completed, with a member of staff, by any pupil involved in incidents of bullying. It will be used to monitor and evaluate the effectiveness of the school's strategies to deal with bullying.

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APPENDIX 1

INCIDENT FORM

Name of pupil

Date

Time began

Time ended

Description of incident

Outcome

Teacher's signature

(copy to be given to parents and filed in individual blue classroom file)

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APPENDIX 2

INCIDENTS OF BULLYING RECORD SHEET

This record sheet will be completed, with a member of staff, by any pupil involved in incidents of bullying.

Name _____

Class _____

Brief description of what happened.

Agreed action to be taken

Date:

Signed:

(pupil)

(staff)

Follow up notes if appropriate.

