



Sunningwell C of E Primary School

Sunningwell Church of England Primary School Behaviour Policy

Rationale

A calm, orderly and caring environment is essential if children are to learn effectively. It is the responsibility of the school to provide that environment in order that children and teachers can make most use of lesson time. All staff encourages the highest standards in collective and self-discipline and are very supportive in helping children achieve this. The Christian ethos of the School and the planning of a broad and balanced curriculum promote the attitudes and values necessary for individual children to contribute positively to their own personal development and to the School environment. These attitudes and values are encouraged in a variety of ways.

In accordance with the Equalities Act 2010 and the Education and Inspections Act 2006 we recognise that within a climate of inclusion there will be children who need a personalised approach to their specific behavioural needs. In some cases this will mean that the sanction stages and rewards are not the most appropriate means of dealing with their behaviour and other programmes of intervention and support may be used in conjunction with external agencies. The importance of taking a multi-agency approach to behaviour management is supportive and offers the school appropriate help in specialist areas. The principles outlined in the 'Every Child Matters' DfE 2003 still inform policy and we, as a school, recognise the lead we may be required to take in consulting and communicating with other agencies.

The aims of our approach to behaviour are:

- The maintenance, encouragement and promotion of good behaviour wherever possible
- The shared and agreed identification of what we consider to be unacceptable behaviour including the use of inappropriate language
- The establishment and shared understanding of class and school rules
- Agreed sanctions where rules are broken
- A firm, consistent approach across the school
- An opportunity at each stage for children to make amends and redeem themselves
- The involvement of parents at an early stage
- A shared understanding of what will happen if...
- The involvement of children – encouraging them to take responsibility for their actions
- The discussion with children in circle time and PHSE and C about the need for rules and the responsibilities we each have to one another
- A readiness to be flexible and look for a variety of strategies in those cases where children cannot conform to the normally expected patterns of behaviour
- The use of a multi-agency approach wherever appropriate

A positive environment

Perhaps most important of all is the overall climate and ethos of our school. Our Christian ethos of care, forgiveness and recognition of individual need and worth should be maintained. This can be seen through:

- a positive climate that relies upon and promotes reward and praise rather than criticism and sanction
- the example set by members of staff in their relationships and communications with children
- the support and relationships that members of staff have with one another
- the sense of community within the school and that all children are ambassadors for us
- interesting and well-prepared lessons that cater for individual need
- a recognition that we are all different and that there is no 'best fit' model for a human being

Class Guidelines

Each teacher aims to promote self-esteem and provide opportunities for pupils to explore and resolve problems within a team approach, i.e. class meetings and discussions. At the start of each year, and regularly through the term, each teacher visits class rules, which are based on: listening, respect, caring, sharing, helping, taking responsibility, co-operating and doing your best. Other helpful approaches usefully employed are:

- Always looking for opportunities to praise good behaviour.
- The use of “cool-off time”.
- The class should at all times be aware of workable noise levels and respond quickly and quietly when the teacher is talking.
- Children can be moved to other seats to facilitate learning and good behaviour patterns, should this become necessary.
- Any work avoided could be completed at break or lunch-time under direct supervision.

Break and Lunch-times

Lunchtime Supervisors will be made aware of the school’s Behaviour Policy to support their role.

- In the event of **unacceptable behaviour** the following steps will be implemented
- Verbal warning (choice/consequence)
- Stand by hall/Pre-school fence (5 minutes all children)
- Continued misbehaviour will result in a report being sent to a senior teacher and child’s name being added to the minor incident form - filed in the staffroom
- Finally – matter referred to headteacher.

Rewards

Rewards are a powerful tool for staff to use. The general practice of classroom management involves rewards being given to children on a regular basis these may also be given during break times. These include:

- Verbal praise or written remarks about good work or actions.
- Sending a child to a teacher or head teacher for praise.
- Sharing of work or actions in assembly.
- Sharing of their work or actions in the wider community.
- Using the Records of Achievement to help give the pupils the sense of accomplishment and a chance to celebrate their successes.
- Whole class/house rewards to promote team spirit.
- The use of stickers, personal points or team points to encourage good behaviour and a sense of responsibility.
- Children with specific needs may be given positive behaviour management plans.
- Positive behaviour is further enhanced by the active involvement of parents.

Serious Misbehaviour

Good behaviour is expected. Staff should distinguish between ‘unacceptable’ and ‘serious’ behaviour. The classroom/break time guidelines refer to the former and the sanctions above may be imposed. If it is felt that the child’s behaviour continues to be incompatible with the ethos of the school or if a child displays any of the following behaviour, which is considered ‘serious’ it will be dealt with using the sanctions below and may warrant reporting to county (this report will go on a child’s permanent record).

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|---------------------|---------------------------------------|
| - Bullying | - Insolent and defiant behaviour |
| - Racial harassment | - Aggressive and violent behaviour |
| - Sexual harassment | - Vandalism |
| - Verbal harassment | - Theft |
| - Swearing | - Malicious accusations against staff |

Sanctions

Stage 1

- A disapproving look; positive reminder; verbal warning – in the form of choice/consequence. Quick ticks (positive and negative).
- The child will be expected to take responsibility for his/her own behaviour. Talking the matter over with their peers or adults as appropriate. Requesting time-out if necessary.

- A pupil may work in another classroom away from the usual group for a cooling off period, (known as time-out.)
- Withdrawing a pupil for a period of time, as appropriate, to safeguard the welfare of the majority of pupils.
- Exclusion from participation in sporting fixtures or other activities deemed as privileges
- A senior member of staff will see the child.
- An internal incident form will be completed.

Stage 2

- The parents will be called to discuss the issue, if deemed necessary the introduction of internal programs (anger management etc) or outside agencies will be discussed to support the child's positive behaviour development.
- Behaviour will be monitored throughout the day.
- Denial of break-time or lunch-break.

The following three stages will be used if necessary:

Stage 3

- If the child's inappropriate behaviour continues they will be excluded for a minor fixed period (one or two days). In all cases of exclusion the parents will be asked to bring their child to discuss the terms of re-admittance with the head teacher.

Stage 4

- If the situation does not improve the child will be recommended for exclusion for a major fixed period (up to five days) or an indefinite period.

Stage 5

- Finally they will be recommended for a managed move or a permanent exclusion.

This policy may extend beyond the school day and the school premises when a pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school

This policy may also be applied to misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

This policy has been written in accordance with the guidance in the DfE 'Behaviour and Discipline in Schools' (Jan 2016) document.

Head Teacher: A Leech

Chair of Governors: R Evans

Date