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**Headteacher – Miss Amanda Rogers**

September 2021

**South Stoke Primary School**  
**Living and Working Together Policy**  
**(Behaviour)**

Good behaviour has a positive influence on everyone's morale and makes our school a pleasant place to work in. It is necessary for everyone's safety and well being. If our children behave inappropriately it is unlikely that they will learn effectively. Learning to behave properly is part of children's personal, social, moral education and development.

**Aims:**

- To support children in learning, to accept responsibility for their actions and grow towards self discipline
- To insist upon respect for the rights and properties of everyone
- To make our school a safe, secure, happy and harmonious place to work in
- To develop a positive self image for all
- To develop children's ability to resolve conflict
- To treat others as we would wish to be treated ourselves
- To foster a calm school so that everyone may concentrate on teaching and learning
- To provide a consistent framework based on mutual respect, fairness and justice

Above all: to give our children more than facts and skills, to help them understand the value and principle of 'humanity' and help them grow and live as human beings.

**Standards of behaviour**

Our South Stoke Rules are simply stated, prominently displayed and consistently applied. They establish consistent standards for us all and promote the value that every member of the school has a responsibility towards the whole.

The one rule for all of us is:

***To treat EVERYONE with respect and consideration at all times!***

This is translated for children into the Golden Rules.



Be gentle



Be kind and helpful



Work hard



Be honest



Look after property



Listen to others

If the Golden Rules are broken, children will incur individual sanctions.

Golden Time takes place every Friday at 2.25pm with different activities for the children to choose. The maximum Golden Time that any child can have is 30 minutes. Children who have lost Golden Time will stay with Miss Rogers until they can return to their chosen activity.

### **Expectations of Staff**

The school staff sustain the Golden Rules in everything they say and do. Staff accept responsibility for all children, not just those in their classrooms. Children and staff share difficulties and successful strategies and support each other. They devote time and effort to creating, encouraging and sustaining good behaviour. ALL staff will speak with respect and consideration to ALL children taking into account their individual needs.

All discussions about children and their behaviour will be conducted in a **DISCRETE** manner.

### **Expectations of Parents**

Our success as a school depends on communicating clearly with parents, who are interested, supportive and want their children to be happy and do well. Parents sustain and reinforce our message by working in close partnership with the school. They develop a social conscience in their children. They create a safe, happy home which encourages a positive attitude towards education. They maintain regular contact offered by the school. They share our values and share the enormous responsibility for their children's behaviour.

### **Expectations of Pupils**

Children should be able to talk to any member of staff and know they will be dealt with sensitively., Pupils reinforce the Golden Rules by the way they treat each other and the way they respond to adults. They demonstrate increasing self discipline and are given every opportunity to take on additional responsibilities. They make a positive contribution to our school in work, play and relationships. They look after and respect the property of the school and others. ALL pupils will speak with respect and consideration to BOTH adults and children in school.

Consequence for poor behaviour WILL be specific and consistent. We will emphasise the choice that children have to make about their behaviour. The consequence of their behaviour will determine whether it happens again, therefore we need to be aware of how we, as adults, and how other children respond to all behaviours. Giving time and patience for this is essential.

Good behaviour is noticed, welcomed and rewarded

1. Good behaviour is recognised, thanked and praised by staff
2. Extrinsic rewards such as Golden Time, extra responsibility, praise, work shown to others, including in assemblies
3. Parents receive positive comments about their children
4. Intrinsic rewards of encouraging children to do something worthwhile or good for its own sake
5. Individual good behaviour is recognised and rewarded in the classroom

Message reinforcement

- Classroom rules are linked closely to the Golden Rules and agreed with the children
- The class Card System with a warning to reinforce the Golden Rules
- Repetition of what should have happened
- Discussion about the Golden Rules
- Discussion time about conflicts or issues is prioritised in class ie: circle time
- Sympathetic reprimand, genuine apologies and starting again
- Immediate feedback before poor behaviour starts
- An adult's indication that they recognise the child's need for attention and this will be followed up as soon as possible

Hierarchy of Further actions to be taken

1. The child is given an indication that the behaviour has been noticed and is expected to change
2. A look or quiet word by an adult to register disapproval. Sometimes tactical ignoring is necessary but the child will know that there will be follow up discussions
3. Talk through what led to the misdemeanour. Disapproval and displeasure are registered emphasising that the child has a choice. **A yellow card is given at this time.**

4. Continuation of the behaviour results in loss of Golden Time or play time. **A red card is given at this time. This is noted and the child will no longer receive a good behaviour badge at the end of the term.**
5. The child is removed from the situation. Following a cooling off time, a genuine apology is expected. The parents are informed and removal of privileges is incurred, including refusal to take the child on any trip planned that week.
6. Isolation/separation by sending the child to another class or room. A severe reprimand is given. Time is given to teaching and supporting the child in different ways. **Parents are informed of the action the school is taking and asked to offer their support.**
7. The head teacher intervenes. A severe reprimand is given. **Parents are informed of the action the school is taking which may result in a written report. Parents are expected to give their support.**
8. For sustained, disruptive behaviour, meeting with parents are held which may include the child. **A support book is issued and monitored by staff and parents together. The child may be excluded for a period of time depending on the severity of the behaviour. The governing body will be informed**
9. The support of external agencies may be called upon and behaviour monitoring by the school and parents becomes closer. **Sanctions continue to be applied.**
10. Further exclusions may apply with a view to permanent exclusion if necessary.

This policy provides a framework for the school's actions following unacceptable behaviour. Consistent breaking of the rules will be monitored and notes taken on incidents. Notes should be to the point, brief, accurate and non judgemental. All notes should be signed, dated and given to the class teacher.

### **Serious Misdemeanours**

Certain types of behaviour are considered as serious and both parents and the head teacher are involved immediately. These include racism, use of foul or abusive language, deliberate vandalism, stealing, lying and dishonesty, deliberate rudeness towards members of staff or visitors, physical aggression.

Each child is unique and every incident varies in its causes and consequences. Staff will remain patient, reasonable and professional in their dealings with children. They will recognise the need for education and understanding and will show compassion for all children.

### **Use of Force in School**

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

### Definitions

**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.

### 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 organised visit.

***Schools 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.*
- *Restrain a pupil at risk of harming themselves through physical outbursts.*

***Schools cannot:*** Use force as a punishment - it is always unlawful to use force as a punishment.

See Return to School Statement on Behaviour