

Working together, reaching for individual goals

LONGROYDE PRIMARY SCHOOL

CODE OF BEHAVIOUR

**What do we mean by good behaviour?**

A well behaved child is one who is:- (a) Kind, helpful and considerate.

 (b) Polite, respectful and friendly.

 (c) Always trying their best.

 (d) Sensible and follows the rules set in school.

We encourage children in these areas for the whole of the time that they are at school.

**How can good behaviour help a child at school and elsewhere?**

* To settle down quickly, to produce good work and always try their best.
* Allows the childrens' personality to develop more naturally.
* Growing confidence does help a child to achieve more.
* We encourage children to broaden their experience and work either independently or with others in a co-operative way.
* Children show care and consideration for others
* Staff can make good use of their time and be more effective because there are fewer distractions and interruptions.
* They can cater for the needs of all the children
* Help to establish a better relationship with other children.

Parents are happier because they know that their children are growing up and learning in a more complete way in that academic, physical, social and moral sides of their children's personality are all developing at the same time.

If a child has a problem, a parent knows that it will be tackled in a discreet and tactful way.

Parents also know that they are always welcome to contact school and make an appointment to discuss their child's progress. Initially parents should contact their child’s class teacher with regards to any problem.

This partnership with parents is considered to be very important.

**How can we encourage good behaviour?**

We aim to praise children at every opportunity for good work and behaviour. We reward children for their effort and the skills that they demonstrate.

"Nothing succeeds like success" so we give children work which is interesting and at their level of ability so that they can feel a sense of pride when they achieve. We have a very well developed rewards system. (See Rewards Policy.)

**Good behaviour and good work are recognised in many ways, such as:-**

* Praise from the teacher, another teacher or adult, or taking the work to show the subject coordinator or Headteacher.
* Stars, individual charts, written comments in the child's book or on a piece of work, housepoints, raffle tickets and pupil’s choice awards each week. Class rewards for meeting class targets.
* Good to be Green, a scheme operated in each classroom which encourages good behaviour (but also records yellow and red cards).
* Special responsibilities around the school or in class. Participation in homework club or other clubs.
* Informing the parent via teachers2parents text system, link books, Pride Wall etc..
* The annual school report for pupils.
* Presenting work to the whole class or to the whole school, including the Pride Wall.
* Weekly rewards assemblies /individual certificates etc.

**How can we discourage behaviour which is not acceptable?**

Sometimes, our children for one reason or another, forget what you, the parent and we, the adults in school, are expecting from them.

If this happens, then the child is reminded of what he should or should not be doing.

Occasionally, this is not enough so it then becomes necessary to take stronger action, following the procedures outlined below.

Talking with the child about the right choices to make, listen and model good behaviour.

Use of the Good to be Green scheme outlines above which includes two yellow cards and a red card for persistent misbehavior.

Removal of some privileges. e.g. missing a favourite extra-curricular activity or removing responsibilities.

Being placed in the improvement room for one or more morning breaks if the issue is work related.

Separation from friends within the classroom.

 If a child consistently misbehaves at lunchtimes after his parents have been informed, they will have to go home for dinner and will not be allowed back for a meal until there is evidence of a change in attitude and behaviour. These circumstances would additionally be brought to the attention of the school governors.

Report Cards may be used to monitor children’s behavior. This will be recorded on a daily basis, with behaviour monitored during each lesson. At the end of the week the report card is shown to the Headteacher or more frequently if this is deemed necessary.

Parents will be invited to come to school to discuss the unacceptable behaviour and how it will be improved.

(e) Minor behaviour problems will be dealt with by the class teacher using the systems outlined above. A more serious problem may lead your child to be referred to the Deputy Headteachers Mrs Hemingway and Mrs Buchanan. For more serious matters a referral may be made to Site Headteacher, Mrs Richmond-Flinn or the Executive Headteacher, Mr Fox. In some instances, the misbehaviour may be of a more serious nature, such as insolence, deliberate disobedience, vandalism, theft or aggressive behaviour towards other children or adults. This will not be tolerated in the school at any time. If this occurs, the child will always be referred to the Headteacher who will decide what course of action to take. It may be decided by the Headteacher (or in his absence, the Deputy Headteacher) that the child needs to be excluded for a fixed period of time as stated in the exclusions policy.

R. Fox August 2016