



Behaviour and Attitudes

At Longfields School we expect a high standard of behaviour based on adults and children respecting one another and recognising the need for us all to be safe at all times. We will reward good behaviour with praise for effort and achievement. This is done in our weekly Sharing Assemblies. Our code of behaviour is designed to make our life as pleasant as possible for everyone. Our school is a place in which to learn and we must allow all members of the school community to work quietly and without disturbance from others.

Our Code of Conduct

Our Code of Conduct was completed in consultation with School Council and is as follows:

1. We respect and care for everyone
2. We respect and care for our environment
3. We celebrate everyone's achievements

Rewards:

Praise

- * It is more effective to reward than punish. The most readily available reward is praise from the teacher.
- * Praise and encouragement form the basis of all rewards.
- * Praise from the teacher is most effective when directed to details of performance - a precise definition of what has been achieved.
- * Praise or reward should follow immediately whenever possible.

Verbal praise

This can be given by teachers, welfare assistants, lunchtime supervisors etc.
It can be individual, group, class or year group.

Responsible Jobs

Each teacher can consult with their class to find out which jobs they would like to do and these can be used to reward good behaviour.

Achievement and merit stickers

Teachers will award achievement or merit stickers as appropriate.

Values tree and leaves

Our school values are displayed on the values tree, Children receive leaves to put onto the tree when they demonstrate the key values and associated behaviours. Those leaves are then pulled out at the end of term for a prize.

Merit certificates.

Merit certificates will be awarded to children after reaching 30 points and will be given out in an assembly.

Bronze, Silver, Gold and Platinum award certificates can be awarded to a child throughout the year.

Sharing the achievement with others.

Sharing Assembly will take place once a week. The Head Teacher will choose individuals or groups of children to receive acknowledgement of their good behaviour, work or attitude.

The Headteacher Award

Each week in Friday assembly a pupil will be selected from each class in order to receive the Headteacher's certificate for their work/behaviour over the previous week. They will then meet up on a Friday afternoon for games and afternoon tea.

Sanctions

Should positive reinforcement be unsuccessful sanctions will be used. To achieve our expectations of everyone at Longfields School we have agreed the Code of Conduct in consultation with children.

Reprimands should be given with the emphasis on unacceptable behaviour, not the child. It should be made quite clear to the child that the rebuke or criticism is due to their chosen behaviour.

When applying sanctions we try to:-

- * avoid confrontation
- * listen
- * establish facts
- * judge only when certain

We must always be ready to praise good behaviour/achievements to avoid the situation when only bad behaviour receives attention.

If a child is behaving inappropriately they will be given the chance to come back on task by using a variety of methods already in use within the classroom. These may include:-

- * the look which says "I am aware of and disapprove of your behaviour."
- * physical proximity to the child.
- * mentioning the child's name while teaching.
- * focus on the appropriate behaviour of others and commenting on their behaviour.
- * talking to the child

Every child must be made aware of our expectations and the rules that will be enforced to achieve them.

If a child chooses to break a rule then they will know that an unavoidable consequence will follow. We must be consistent in our use of these consequences.

The sanctions that we have chosen for inappropriate behaviour are progressive and start with a verbal warning and then follow these steps (depending upon year groups):

Key Stage 2

1. Warning

This is an important first consequence because it gives the child an opportunity to choose more appropriate behaviour. It is important that the child is aware that the warning has been recorded on the teacher's board. The Headteacher will be responsible for giving out warnings and will keep a record of those pupils receiving warnings daily for those pupils who repeat bad behaviours regularly. The first warning is the first step in assuring that the child's behaviour improves for the remainder of the half term. Prior to receiving a warning each child will have been given an opportunity to correct their behaviour.

2. Time Out

Should a child gain 2 warnings in quick succession, or gain a warning for act from which they need time to cool down, then they will be given time out within. They will continue with their class work but will be moved to a different part of the room. This will give the child time to reflect on his/her behaviour without falling behind with their work. Once the teacher deems it suitable the child will be returned to his/her original position.

3. Break detention (3 incidents in one day) – KEY STAGE TWO ONLY

If, following step 2, the child chooses to continue to misbehave then he/she will receive a break detention (10 minutes of break in room X). During the detention the child will complete any work from their lesson or sit in front of the teacher on duty that day. At the end of the detention the child's behaviour will again be discussed.

4. Sent to Head Teacher

Should the warnings system not have the desired effect then the child will be sent to the Headteacher. The Headteacher will decide upon the most appropriate course of action from this point forward.

Key Stage 1

1. Verbal Warning the children will always be told the reason for which they are being warned
2. Children will be moved to a different part of the classroom/away from the zone of trouble for time to reflect. Teachers may then place the child's name on the board to serve as a reminder to both child and teacher
3. Children will miss part of their break with their teacher and/or parents will be told of the behaviour
4. Children will be referred to the Head Teacher

Foundation Stage

1. Verbal Warning the children will always be told the reason for which they are being warned
2. The child will be removed from their activity for 5 mins
3. Parents will be told about the bad behaviour
4. Persistent misbehaviour will result in the child being sent to the Headteacher. The Headteacher will decide upon any further sanctions.

All children

Exclusion

Should a child perform an act which endangers themselves or others, is a deliberate act of vandalism or goes deliberately and significantly against the school rules then he/she can be excluded. The length of the exclusion will depend upon the individual's actions and will be decided on a case to case basis. All decisions on exclusions will be taken in discussion with the Chair of Governors.

Should a parent or guardian wish to appeal against either a Fixed term or a Permanent exclusion then this will be referred to the governing body exclusion panel.

This panel is made up of the following members of the governing body.

- Tracy Richardson
- Martin Sawyer
- Phil Pointer

NOTE

On occasion it will be necessary to miss out some of the sanctions going to straight to any of the steps without having gone through each step in order. Such cases could include situations where a child is a danger to themselves or others and as such is unsafe to be on school premises. In such situations we would go straight to the exclusion step.

If a child routinely fails to complete work within class (which is within their capability) then the school policy is to keep the child back at break in order to complete said work.

In certain cases we may also choose to use a different sanction to those stated above – for instance if a child is misbehaving in PE then they may miss the next sports tournament. This will allow children to see that their actions in specific areas can have subject related consequences.

Bullying

Everyone at Longfields School has the right to feel welcome, secure and happy. Only if this is the case will all members of the school community be able to achieve to their maximum potential. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this happening.

Definition of Bullying:

“Bullying is deliberately hurtful behaviour that is repeated over a period of time, making it difficult for the person concerned to defend themselves”.

There are different sorts of bullying, but the main types are:

Physical	Hitting, kicking, taking or hiding belongings including money
Verbal	Name calling, teasing, insulting, writing unkind notes
Emotional	Being unfriendly, excluding, tormenting, spreading rumours, looks
Exclusion	A child can be bullied simply by being excluded from discussions/activities with those they believe to be their friends
Criminal	Pupils may have their property damaged or stolen.
Threatening	Threats may be used by the bully in order to get what they want
Cyber	Using ICT for any of the above (e-mail, mobile phone etc)

Where bullying exists the victims must feel confident to activate the anti-bullying systems within the school to end the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school.

The school works hard to ensure that all pupils know the difference between bullying and simply “falling out”.

Actions to Tackle Bullying

Prevention is better than cure so at Longfields we will be vigilant for signs of bullying and always take reports of incidents seriously. We will use the curriculum whenever possible to reinforce the ethos of the school and help pupils to develop strategies to combat bullying-type behaviour.

Pupils are told that they must report any incidence of bullying to an adult within school, and that when another pupil tells them that they are being bullied or if they see bullying taking place it is their responsibility to report their knowledge to a member of staff.

All reported incidents of bullying will be investigated and taken seriously by staff members. A record will be kept of incidents. The class teacher of the victim will be responsible for this and will be required to give a copy of report and the action taken to the Head Teacher. Older pupils may be asked to write a report of any incidents themselves. This will ensure effective monitoring of such occurrences, and to facilitate co-ordinated action. If bullying includes racist abuse then it should be reported to the Head Teacher and be recorded in the Racial Incident Book.

Appendices:

1 – Incident record sheet (behaviour, racism and parent)

Monitoring and review

This policy will be reviewed at least every year.

This policy has been reviewed on:	By:
November 2022	C.Rughoobee (Head teacher) and Governing Body

Policy Ratified:	November 2022
Next Review:	November 2023
Signed Head Teacher:	
Signed Chair of Governors:	