



Leigh and Bransford Primary School

Behaviour & Conduct Policy

# LEIGH AND BRANSFORD PRIMARY SCHOOL

## BEHAVIOUR & CONDUCT POLICY

### POLICY STATEMENT

The ethos of this school is centred on the principles of respect for self and others as well as trust and responsibility. Every member of our school community should feel valued and respected. We are a caring community whose values, practices and organisation reflect the principles for which we strive. Therefore all members of this community should be able to live, work, play and be happy in the safe and secure environment our principles underpin.

All staff within the school are expected to promote a caring, sharing and happy ethos where respect for others, their work and their property is promoted. Within this ethos they can therefore follow the academic aims of the school so pupils reach their full potential, and develop their skills.

### CODE OF CONDUCT

- Be kind to others in deed and word
- Be respectful of your own property and that of others
- Address others as you would like to be addressed
- Move around the school carefully and slowly
- Be polite at all times to all people
- Do all work tasks as well as you can

### REWARDS AND SANCTIONS

Good learning and academic behaviour is supported and encourages through merit awards in Friday's achievement assembly.

All classes use the class dojo website, which gives points for good and bad behaviour. This is linked to parents at home so they can see what they children have been praised for or asked to improve upon.

Children are also encouraged to collect stickers for good behaviour, attitude and effort as well as academic success. Once 10 (foundation KS1) and 20 stickers (KS2) are collected, a button badge or other

suitable reward is collected from the Headteacher. Another sticker chart is issued at this point.

There are also informal rewards for good and responsible behaviour which take the form job responsibility, class rewards, extra privileges and head's special recognition. Praise should be given whenever it is deemed appropriate and a positive atmosphere promoted by all.

## ROLE OF THE TEACHER

- To ensure school rules and guidelines are followed
- To follow promote the school's procedures with consistency
- To use the assistance of the SEN coordinator for the provision of strategies to support particular pupils causing concern, with a view to addition onto the SEN register if necessary
- To liaise and work collaboratively with parents on behaviour issues they may be able to support with or should be aware of
- To work with the classroom TA in order to promote consistency or implement classroom rules

## ROLE OF THE HEADTEACHER

- To implement the school's behaviour policy consistently
- To support the staff implementing the policy
- To keep a record of serious incidents and the actions taken in the behaviour log
- To report to governors on issues of behaviour and discipline
- To inform and/or involve parents as necessary
- To consider whether to use fixed term exclusions for serious acts of misbehaviour
- To work collaboratively with parents to resolve issues of poor behaviour
- To use reasonable sanctions or monitoring of behaviour which enable the pupil reported to improve their behaviour and attitude

## ROLE OF THE GOVERNORS

- To be responsible for the ratification and review of the school's behaviour and conduct policy
- To support the head and teachers in their implementation of this policy
- To monitor the behaviour in school via governor visits and head teacher's reports
- To give advice to the head on particular behaviour issues which may arise