

THE GOOD BEHAVIOUR BOOK



By the children, parents,
governors and staff of

Holbrook Primary School



After discussion with parents, teachers and children, we have agreed that good behaviour means that everyone in school is:

- Careful and kind
- Polite and friendly
- Tolerant and helpful towards each other
- Hard-working and considerate

We have our Golden Rules which remind the children of these expectations. These rules are:

<p>THE GOLDEN RULES</p> <ul style="list-style-type: none"> Be sensible Be safe Be considerate Be Kind

This behaviour is encouraged in every area of school activity and pupils are helped to recognise examples of good behaviour at all times.

If, however, any child finds these general aims difficult to understand we will help them by making these behaviours clearer, more specific and more suited to their individual needs.



At Holbrook Primary School, it is our aim to prevent any form of bullying from occurring. Bullying behaviour includes:

- name calling and teasing,
- physical violence or threats,
- isolating individuals from group activities

We define bullying as:

'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.'

HOW WE DEAL WITH BULLYING

In order to deal with any cases of bullying we believe that it is important to promote school values which reject bullying behaviour and promote co-operative behaviour.

- We will:
- ☺ use the curriculum to raise awareness of bullying and strategies for dealing with it
 - ☺ ensure that children are able to tell others if they are being bullied
 - ☺ respond promptly and consistently to any bullying behaviour

It is often possible to deal with a minor situation by discussion the problem with the children and helping them find a solution to the problem. However, when bullying is clearly proven further action will be necessary as set out above and will always involve parents. Parents with any concerns should contact their child's class teacher or the head teacher to discuss the matter further.

AND FINALLY

We hope you have found this booklet helpful. It summarises as great deal of thinking and discussion. We would welcome your thoughts on improving it and hope that you will feel able to comment upon it.

HOW WE ENCOURAGE GOOD SOCIAL BEHAVIOUR



Everyone at Holbrook Primary School has agreed to:

- ☺ recognise and highlight good behaviour as it occurs
- ☺ ensure that all children are praised for behaving well
- ☺ ensure that criticism is constructive
- ☺ explain and demonstrate the behaviour we wish to see
- ☺ encourage children to be responsible for their own behaviour
- ☺ let parents know about their children's good behaviour
- ☺ reward individual children and groups of children for behaving well.

We believe that good social behaviour should be recognised and rewarded. Such rewards and privileges may include:

'super' stamps and stickers
communication with parents
merit badges
merit house points
pupil star of the week
golden time
individual rewards

We like to recognise the good behaviour of the whole classes by hearing about their good behaviour in assemblies and mentioning in feedback to parents and rewarding with Golden Time.

CHILDREN, HAPPINESS AND GOOD BEHAVIOUR



At Holbrook Primary School we want to make sure children are happy. Children are happy when they are learning 'how to' do things. We want our children, for example, to learn how to read and write, how to play together, how to discover, how to make things, and last but not least how to behave well towards each other, their teachers and their parents.

At Holbrook Primary School we like to work alongside parents to encourage children to develop as fully as possible.

At Holbrook Primary School we want to make sure that our children:

Grow emotionally
Grow personally
Grow academically
Grow Socially

We particularly wish to encourage good behaviour. We believe that good behaviour needs to be carefully developed. It is too important to be left to chance. We think young children learn best when they are clear about what they are supposed to do and when they are continually and consistently encouraged to do it. This booklet is about how we aim to do this.

It sets out:

- ☺ what we think are the benefits of good behaviour
- ☺ what we mean by good behaviour
- ☺ how we encourage good behaviour in our school
- ☺ how we discourage inappropriate behaviour

All members of our school support this.

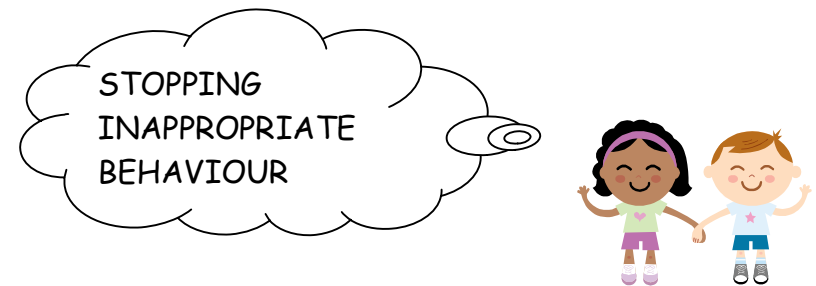


- CHILDREN**
- ☺ learn what good behaviour means
 - ☺ learn to care for one another
 - ☺ learn the value of friendship
 - ☺ develop self-confidence
 - ☺ do as well as possible in their school work

- TEACHERS**
- ☺ are able to teach effectively
 - ☺ meet the need of all pupils
 - ☺ make positive contacts with all parents
 - ☺ develop personally and professionally

- SUPPORT STAFF**
- ☺ are able to work effectively
 - ☺ meet the needs of all pupils
 - ☺ support the development of a positive learning environment

- PARENTS**
- ☺ are confident that their children are growing personally, socially, emotionally and academically
 - ☺ know that their children will receive support when they need it
 - ☺ feel welcome in school to discuss their children's progress in a positive atmosphere



Occasionally, children may forget our aims for good behaviour and be inconsiderate towards others. Everyone at Holbrook Primary School has agreed to try to prevent this from happening by:

- not drawing attention to misbehaviour as far as possible
- reminding pupils of the school's aims
- noticing good behaviour as it occurs

Sometimes this may not be enough and, depending upon the situation, it may be necessary to deal with persistent misbehaviour by:

- ☺ giving effective reprimands and reminders of appropriate behaviour
- ☺ separating the pupil within the class and removing 'privileges'
- ☺ separating the child from the class and referring to the head teacher or a member of the leadership team (red card)
- ☺ contacting parents to discuss ways of helping the child to improve his/her behaviour
- ☺ having time out at break or lunchtimes away from peers.
- ☺ devising an 'individual behaviour programme' which will help the child to learn appropriate social behaviour in school

(This will always be done in conjunction with parents and may incorporate advice from others)

In very rare cases it may be necessary to exclude a pupil, for example if there has been a physical attack on another person. This will only ever be considered after all other possible avenues have been explored. Very careful arrangements will be made to ensure that any child returning to school after exclusion is helped to behave appropriately. Exclusion can occur in school or out of school for a fixed period.

