

St. Michael's C of E Aided School



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Policy: *Good Behaviour*

Issue Date	Review Date	Document Owner(s)	Nominated Governor
September 2015	September 2017	School	Judith Arkwright

This policy has arisen from discussion amongst pupils, teaching staff and support staff about classroom organisation and the methods by which good behaviour can be promoted at St Michael's CE Aided School. It is based on current practice and is designed to ensure consistency and continuity between classes.

Principles guiding this policy:

- St Michael's School aims to provide a happy, caring and secure environment, in which children feel valued, respected and enjoy learning.
- Through experiencing success and appropriate praise children can be helped to develop a positive attitude to themselves and others.
- Children need to develop independence, confidence and responsibility.
- Children's achievements in all area should be acknowledged.
- As a Church of England school, we aim to promote Christian values.

Good behaviour allows:

- Teachers to teach
- Children to learn
- Everyone to feel safe

Good behaviour is actively encouraged

- Staff and children are expected to show respect towards others and their property
- By showing good manners
- By adhering to the school and class rules

We want children to

- Develop good attitudes towards learning as independent learners who exhibit good work habits
- Show self control
- Empathise with others

In order to guide and support us, each new school year each class produce a set of 'Golden Rules' which are displayed prominently in the classrooms and around the school. The Golden Rules bring



clarity and consistency and help us foster appropriate behaviour wherever we are.

Our Golden Rules are:

- Be kind, helpful and polite
- Be fair, honest and truthful
- Work hard and use your time well
- Listen to people, give others time to think and time to speak
- Look after property and use our equipment, our playground and our school grounds with care
- Be gentle and help everyone stay safe

The Golden Rules are kept in high profile throughout the school year and are referred to regularly in assemblies, at play times, at lunchtimes, during off site activities and whenever good behaviour is celebrated and poor behaviour addressed.

How can we promote good behaviour?

It is vital that a consistent, whole school approach is adopted to develop appropriate attitudes to learning and promote self-discipline.

Children are involved in setting class rules. These are discussed regularly with the children and displayed throughout the school.

At St Michael's we are providing opportunities to develop pupil's emotional literacy skills through PSHE and circle time.

Rewards

We believe it is essential to recognise and reward the good behaviour of individual pupils, as well as rewarding working groups, classes, year groups and the whole school. We recognise good behaviour in the following ways:

- Verbal praise
- Use of stickers to reward good behaviour and effort
- Any children who have produced a special piece of work may be sent to the Headteacher or to another member of staff for praise i.e. a Headteachers award.
- Golden Book - if a child has carefully followed the Golden Rules, then they may be nominated for entry into the Golden book.
- Celebration assemblies - At least one child from each class is nominated for 'Learner of the Week' and presented with a certificate in this whole school community assembly.
- House points - House points are awarded for good behaviour, respect and attitude, as well as learning, and every week the winning house is announced in Celebration Assembly and awarded a cup showing their colours.
- Whole class treats

- School treats

Sanctions

We agree that it is necessary to have clear procedures in place in order to support adherence to our Golden Rules and to deter poor behaviour and, therefore, when necessary, sanctions are applied fairly and consistent manner. They are chosen carefully, in order to meet the requirement of each individual situation, and always refer back to the Golden Rules. They are applied in a manner which always allows for the pupil to 'make a choice' about their next course of action which, hopefully, will be to improve their behaviour.

Sanctions will include some or all of the following:

- Non- verbal signals
- Verbal warnings
- Removing to more suitable seats or places to work
- Loss of privileges
- Time out
- Reporting to the Head teacher and may include being entered into the Pupil Behaviour Book
- Poor behaviour being logged and reported to parents (this will always take place if repeated rule breaking occurs)

Roles and Responsibilities

Each person in our school has their part to play in promoting the positive behaviour, which is conducive to effective learning and a friendly, supportive atmosphere.

Class Teachers maintain high expectations for standards of behaviour and ensure that the Golden Rules are clearly displayed and enforced in their classrooms. They foster good behaviour by their example and attitude toward their pupils and they teach them effectively so that they can understand their responsibility to themselves and others within the school and as representatives of the school in the wider community. Class Teachers ensure that they implement this policy and seek further advice if it becomes necessary.

Support staff play an important role in enforcing the Golden Rules all around the school and in following this policy, wherever they may be deployed. They receive guidance from their teachers and line managers and are encouraged to pass on the useful observations they make, related to behaviour outside the classrooms, at play times and lunchtimes. This helps build a full picture of the quality of behaviour around the school and across the school day.

The *Headteacher* plays a pivotal role in working with Governors to define, evaluate and review this policy and in supporting staff and pupils to implement and adhere to it. The Headteacher is also responsible for recording and reporting incidences of violent, abusive, racist and sexist behaviour and for authorising fixed term and permanent exclusions.

The *School Council* play an important role in formulating and reviewing this policy. They bring the 'pupil voice' to the process by representing all the classes across the school. They are responsible for promoting the policy and explaining (with their teachers' support) how it works at pupil level. They set good examples for other pupils to follow, give helpful advice and seek help from their teachers when problems arise.

Parents - We believe that nurturing a trusting, mutually supportive relationship with our parents is a vital antecedent to securing a positive and successful experience for our pupils. We trust that, having accepted a place for their child at our school, they share our ethos and will support our policy on behaviour. Parent Governors play an important role in defining, evaluating and reviewing this policy.

Governors are responsible for scrutinising and adopting this Policy for our school. They support the implementation wherever possible and challenge non adherence if and when it is evident from their monitoring. They are responsible for interrogating the data on racist and bullying (please see our anti-bullying policy) incidents and exclusions and for scrutinising Headteacher reports on serious incidents. They are also responsible for formulating disciplinary panels to consider permanent exclusions.

Relationship to other Policies

Bullying Policy, Teaching and Learning Policy, Equality, School Home Agreement. Statement of Behaviour Principles.