

# Behaviour Policy

Date agreed by Governors:

Review Date:

Governor signature: \_\_\_\_\_

Date of next Review:

## 1 General Introduction

1.1 This policy supports the work of the school in promoting its mission statement, aims and values. It operates in conjunction with the following policies:

- Anti-bullying policy
- Exclusion Policy
- Special Educational Needs (SEN)
- Equal Opportunities policy
- Attendance Policy
- Safeguarding policy
- Code of conduct policy

## 2 Mission statement

2.1 St Michael's CE (VC) School endeavours to provide a happy, safe, caring and stimulating learning environment, based on Christian principles in which all members of the school community are valued as individuals and are encouraged to reach their full potential.

## 3 School aims

3.1 At St Michael's we value every member of our school community and our aims are for every child, whatever their background or circumstances, to have the support they need to:

- Develop their understanding of the value of leading a healthy lifestyle
- Work and play in a secure and safe environment in which they are encouraged to develop moral values and mutual respect
- Experience an exciting curriculum which fosters their enthusiasm, develops an enquiring mind and enables every child to achieve his/her full potential
- Access an education for life which promotes British Values that enable all learners to become effective and reliable members of the wider community
- Foster ambition and expectation to carry through to adult life

3.2 To achieve these aims all learners, staff, parents and governors will work together to promote our **core values** of peace, courage and respect.



### 4 Aims and expectations

- 4.1 It is a primary aim of St Michael's Church of England Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well (as laid down in the Equality Act, 2010). We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 4.2 The school has a rewards and sanctions approach based on Jenny Mosley's 'Golden Rules'. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This approach supports the school community in aiming to allow everyone to work together in an effective and considerate way and rewards every child for their positive behaviour.
- 4.3 We treat all children fairly and apply this behaviour policy in a consistent way.
- 4.4 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

### 5 Rewards and sanctions:

- 5.1 We praise and reward children for good behaviour in a variety of ways:
- Every child starts the week with 30 minutes 'golden time' and they are rewarded by being able to take part in an activity of their choice for 30 minutes each week;
  - teachers congratulate children;
  - teachers give children merit points (KS2) or caterpillar spots(KS1); a certificate is awarded in assembly when a child has received 50 merit points (KS2) or 20 caterpillar spots (KS1);
  - we award merits to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
  - each week we nominate a child from each class for a weekly achievement award. These children receive a certificate in the whole school assembly;
  - A celebration assembly is held weekly for both key stages in which achievement and effort is recognised, celebrated and rewarded and work displayed on a display board.
- 5.2 The school acknowledges all the efforts and achievements of children, both in and out of school. Such recognition takes place in the classroom and in assemblies.
- 5.3 The school expects all children to live up to the school's core values which are designed to promote positive behaviour and relationships.
- 5.4 The class teacher discusses the Golden rules with each class. In addition to the Golden rules, each class also has its own classroom code, which is agreed by the children. In this way, every child in the school knows the standard of behaviour that we expect in our school. When a child breaks a Golden Rule, they will have some of their Golden Time removed, in increments of five minutes at a time.
- 5.5 At the teacher's discretion, they may ask a child to return to class during part of their lunchtime to complete work that the child didn't finish, having been given an appropriate amount of time to do so. Teachers may also use such times to support children who may need additional help to complete tasks set.



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- 5.6 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying completely, we do everything in our power to ensure that all children attend school free from fear.
- 5.7 If there are incidents of anti-social behaviour or friendship disagreements regarding individuals or groups of children, the class teacher may choose to discuss these with the whole class during 'circle time'.

### **6 The role of the class teacher:**

- 6.1 It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.
- 6.2 The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- 6.3 The class teacher treats each child fairly and enforces the classroom and school codes consistently. The teacher treats all children in their class with respect and understanding.
- 6.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in accordance with this policy. However, if misbehaviour continues, the class teacher seeks help and advice from a member of the Senior Leadership Team.
- 6.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service.
- 6.6 The class teacher reports to parents about the progress of each child in their class, in line with whole-school procedures. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

### **7 The role of non-teaching staff**

- 7.1 It is the responsibility of all staff to ensure that the school rules are enforced in their class, and that their group behaves in a responsible manner during lesson time.
- 7.2 The staff at St Michael's CE (VC) School have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- 7.3 All non teaching staff treat each child fairly and enforces the Code of Conduct consistently and treat all children in their group with respect and understanding.
- 7.4 Support staff should report any significant incidents back to the class teacher.

### **8 The role of the Headteacher**



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- 8.1 It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- 8.2 The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy.
- 8.3 The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. All exclusions are reported to the Governing Body.

### **9 The role of parents**

- 9.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 9.2 We expect parents to support their child's learning and to co-operate with the school. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 9.3 If the school has to use reasonable sanctions to discipline a child, parents are expected to support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **10 The role of governors**

- 10.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the Headteacher in implementing these guidelines.
- 10.2 The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.
- 10.3 The Governing Body has a pupil disciplinary panel which may be called upon to meet in the case of exclusions.

### **11 Fixed-term and permanent exclusions**

- 11.1 Only the Headteacher has the authority to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 11.2 If the Headteacher excludes a pupil, he informs the parents immediately, giving reasons for the exclusion and makes appeal procedures known.



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- 11.3 The Headteacher informs the LA and the governing body about any permanent exclusion and about any fixed-term exclusions beyond five days in any one term and exclusions that would result in the pupil missing a statutory national curriculum test.
- 11.4 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.
- 11.5 The governing body has a discipline committee which is made up of three members. This committee considers any exclusion appeals on behalf of the governors.
- 11.6 When an appeals panel meets to consider an exclusion they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA and consider whether the pupil should be reinstated.
- 11.7 If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

## 12 Malicious Allegations

- 12.1 Allegations of abuse will be taken seriously, and St Michael's CE (VC) school will deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.
- 12.2 Any allegations against staff will be dealt with in accordance with the safeguarding policy of the school.

## 13 Pupils' Conduct Outside The School Gates- Teachers Powers

- 13.1 Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. *Section 89(5) of the Education and Inspections Act 2006* gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.
- 13.2 The teacher may discipline a pupil for any misbehaviour when the child is:
- taking part in any school-organised or school-related activity or
  - travelling to or from school or
  - wearing school uniform or
  - in some other way identifiable as a pupil at the school.

## 14 Monitoring

- 14.1 The Headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy, when requested and if necessary, makes recommendations for further improvements.
- 14.2 The Headteacher keeps a record of any pupil who is suspended for a fixed-term or who is permanently excluded.
- 14.3 It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.



Everyone will act with courtesy and consideration to others at all times

## 15 Review

15.1 The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations or if the governing body receives recommendations on how the policy might be improved.

## 16 Golden Rules (Golden Time)

16.1 As part of our behaviour policy St Michael's Primary School has embraced the merit and sanction system that is *Golden Time*.

16.2 Golden Time is in operation within the whole school and is governed by six Golden Rules which are clearly displayed throughout the school:

- Do be gentle, don't hurt anybody.
- Do be kind, don't hurt people's feelings.
- Do be honest, don't cover up the truth.
- Do work hard, don't waste time.
- Do look after property, don't damage things.
- Do listen to people, don't interrupt.

16.3 The system is based on weekly privileges entrusted to all children. Half an hour of free time or Golden Time is given to the children for the week. Golden Time can be taken away by any member of the school staff but also can be won back should the child's behaviour improve. However, to avoid conflict between school staff, Golden Time can only be won back from the person who took it away in the first place.

16.4 Golden Time takes place at a set time each week so that the children know the routine. Golden Time privileges are outlined to the children and these privileges are chosen by the individual child and undertaken in unison with other classes in key stage 2.

16.5 Any child who has lost some of his/her Golden Time will sit looking at a sand timer for the duration of his/her 'missed' privilege.



## Behaviour Policy

*You always try to understand other people's point of view*

**In class you make it as easy as possible for everyone to learn and for the teacher to teach**

*This means having your books and pencils ready for the lesson, beginning and ending the lesson in a courteous and orderly way, listening carefully, following instructions, helping each other when appropriate and being quiet and sensible at all times*

**You move gently and quietly about school.**

*This means never running, barging or shouting, but being ready to help by opening doors, standing back to let people pass and helping to carry things*

**You always speak politely to everyone**

*(Even if you feel bad tempered!) and use a low voice (shouting is always discourteous)*

**You are silent whenever you are required to be**

*Examples are walking along the corridors, going into assembly and during a P.E. lesson. We must remember that other classes may be working and we must not disturb them*

**You keep the school clean and tidy**

*So that it is a welcoming place we can all be proud of. This means putting all litter in bins, keeping walls and furniture clean and unmarked and taking great care of the displays, particularly of other people's work*

**Out of school**

*Walking locally or with a school group, you always remember that the school's reputation depends on the way you behave*

**In the playground**

*You must treat others as you would wish to be treated yourself. At the end of playtime you must stand still and silent until the teacher on duty calls your class to line up. You will face the front and lead into school quietly when you are told.*

**Respect other people's clothes**

*Do not pull or tug jumpers or shirts. Pick up clothes and place them on the pegs when it is necessary.*

**Respect the school environment**

*Keep off the flower beds and borders. Care for the shrubs and trees.*

### 17 Behavioural expectations of our children

