

ALDER COPPICE PRIMARY SCHOOL



Achievement through Commitment

Behaviour Principles

Policy for the Attention of			
<i>Audience</i>	<i>Key Audience</i>	<i>Optional Audience</i>	<i>Additional/Notes</i>
Senior Leadership Team	✓		
Teachers	✓		
Teaching Assistants	✓		
Administrative Staff	✓		
Curriculum Support	✓		
Lunchtime Supervisors	✓		
Site Manager	✓		
Cleaners	✓		
Governors	✓		
Parents	✓		
Website	✓		
Local Authority		✓	

Rationale and Purpose

Under the Education and Inspection Act 2006, school governing bodies are charged with the duty to set the framework of school policy by providing a written statement of general principles relating to behaviour and discipline, taking into account the needs of the pupils.

At Alder Coppice Good we strongly believe that good behaviour is essential for effective teaching and learning to take place.

Teachers have the right to teach and pupils have the right to learn.

Our Ethos Statement

We respect each other, expect our best and learn in a happy school

is supported by the values which we instil in our children

Respect – Responsibility – Honesty – Caring – Consideration.

We help our children to understand all of this by using three core principles which form our Respect and Responsibility Code:



First Time – Every Time

Principles:

- ❖ All children, staff and visitors have the right to feel safe and respected at all time.
- ❖ All members of our School community should feel safe and free from discrimination of any sort.
- ❖ The Behaviour Policy and all associated rules and expectations are understood by children, staff and parents; they are taught, modelled and applied consistently.
- ❖ Staff and volunteers set an excellent example to pupils at all times.
- ❖ Children are expected to demonstrate good learning habits through the application of **SLANT** and use of the 1, 2, 3 Learning Climate.
- ❖ Children are expected to show good, polite manners by adhering to **STEPS**.
- ❖ Children are helped to take responsibility for their own actions through our use of a system based on **Choice – Chance – Consequence**.
- ❖ Positive behaviour is acknowledged verbally and non-verbally as well as with comments in Trackers which we encourage children to take pride in.
- ❖ Our use of rewards and sanctions has due regard to individual students and their needs and support is offered as necessary.
- ❖ The principles of good behaviour, the need for rules and regulations, respectful relationships and keeping ourselves and each other safe permeate our PSHE curriculum.
- ❖ Positive relationships are fostered with families.
- ❖ The School is very clear with parents about its high expectations of behaviour.

