

	<b>SLINGSBY SCHOOL</b>  <b>Behaviour Policy</b>	<b>Date for Review</b>  <b>Nov 2020</b>
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## **Ethos**

Our school is a place where staff, governors, parents, children and the wider community work together to provide an education, which is inclusive and nurturing for all.

Our work is rooted in providing children with a happy, safe and inspiring environment in which to learn and develop as individuals. We strive for excellence.

### **Our Values:**

We recognise every child as an individual, promoting self-esteem, independence, respect and responsibility.

We aim to work in partnership with parents and the wider community, as we understand that this is effective in helping children to learn and develop.

We encourage children to be proactive in their learning by helping them to understand what they are good at and what they can do to get better. We promote a 'can-do' culture, and teach children that making mistakes can help us learn.

We have high expectations of ourselves and we encourage high standards in all that we do.

At our school we value:

Honesty, fairness and trust

Kindness, compassion and consideration for others

Politeness and good manners.

### **Rationale of the policy:**

At Slingsby Community Primary School we want our children to develop into caring and respectful learners with high self-esteem. We will treat everyone as an individual and aim to develop the whole person equipped to take his/her place in the modern world.

At Slingsby Community Primary School we:

Aim to promote outstanding behaviour through a culture of mutual respect. We also aim to increase understanding of poor behaviour choices on others and their own mental well – being.

PSHCE, assemblies, class charters and free-flow learning and provide opportunities within the classroom for outstanding behaviour to be discussed and promoted.

Aim to have a consistent approach to behaviour, providing clear boundaries for all children in our care.

Aim to ensure that every member of the school behaves in a considerate way towards others.

Aim to provide additional and different support guidance for pupils with specific needs.

Believe that the school should be a calm, orderly place at all times. Therefore, the children should be taught and encouraged to show respect in everything they do.

### **Ethos and environment:**

We will teach children to respect one another through regular SEAL sessions, class and whole school assemblies and worldwide events.

We will develop a clear set of rights, expectations and routines for all members of the school community.

Adults in school will model outstanding behaviour and respect, not only towards the children, but also towards each other.

Where children show repeated signs of disruptive behaviour that is not only impacting his/her learning, but also that of others, a log will be kept and when appropriate, will be shared with parents and carers.

We will ensure that all children understand the reward and consequence systems in place in each classroom. Problem solving and open discussions will play a key role in children understanding their own behaviours and helping them to improve.

### **Roles:**

The school community of Governors, staff, parents and pupils adhere to an established routine and code of conduct. We see education as a partnership. Staff are committed to excellence, aiming to achieve a spirit of trust and cooperation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the school.

At Slingsby Community Primary School we have high expectations of pupil behaviour and we believe that:

- The most effective learning takes place in a calm, well-ordered atmosphere.
- The most effective discipline is self-discipline not imposed discipline.
- Each child must learn to be responsible for his/her own learning.
- Each child must show consideration for the welfare and rights of both other children and adults.
- Every child must be aware that bullying is unacceptable.

Outstanding behaviour will be maintained if parents and teachers have the same standards and we expect all parents who accept places for their children to fully support our school policies.

- All adults, including parents, should provide outstanding role models in order to promote truthfulness, generosity and respect.
- Parents must support their child by ensuring regular attendance and punctuality.

### **Encouraging outstanding behaviour**

#### **School:**

Children are expected to walk quietly around the school ensuring a peaceful environment.

When entering the reading rooms for assembly times, children are expected to remain quiet and sit without disruption for specific lengths of time.

Children should not be left unaccompanied in any room at any time.

#### **Classrooms**

At the beginning of the school year, each class draws up a class charter/rules with direct input from the children. This charter is developed with behaviour in mind and is a set of routines and conducts that the whole class is expected to adhere to. Each member of the class signs their charter and it is displayed in the classroom. All statements are kept positive for the children. So a 'do' statement rather than a 'don't'.

In the general running of lessons, pupils are expected to:

- Be on task – not distracted by or distracting others.
- Strive and persevere to achieve the best results possible.
- Bring in the correct equipment (including PE clothes) each day.
- Help ensure that noise level is kept at an appropriate level.
- In and around school, show respect towards each other.

#### **Lunchtimes**

Our behaviour policy must support the management of behaviour at lunchtimes. Midday supervisors are made aware of and understand the reward and consequences system. They too show mutual respect. Any concerns regarding behaviour will be brought to the teachers' attention and this will then dealt with appropriately. Midday supervisors are able to use the reward systems in place.

## **Playground**

Appropriate adults supervise the playground area during playtimes. Pupils report any accidents/incidents to one of the adults on duty. Pupils should not enter the school building during playtime without asking permission.

Pupils are encouraged and asked to:

- Play where they can be seen. No children should be behind sheds of equipment.
- Be sensitive to and aware of the needs of all pupils
- Include other children in their games and ensure no child is excluded.
- Treat playground equipment with care and respect.
- At the end of playtime, stop immediately on hearing the whistle and those children who have equipment are asked to return it safely. Children should then **walk** to their line, ready to enter the school quietly, ready to learn.
- Toys are not permitted in school as they can be easily broken or lost.

## **Wet playtimes**

During wet play the children stay in their classrooms with adult supervision. They are expected to:

- Behave in a responsible and safe way.
- Follow the class charter.
- Use equipment from the selection available for wet play.
- Respond positively to adults other than their own class teacher.

NB: No child is allowed to stay in a classroom unless accompanied by an adult. Pupils are aware that this is for their own safety.

## **Lavatories**

Children are expected to behave appropriately, respect the privacy of others and maintain a high standard of hygiene. Pupils must ask permission before going to the lavatories

## **Behaviour outside school (trips, clubs etc)**

We expect all pupils to uphold the high standards of the school when taking part in an off-site activity. These are carefully planned by the staff and will extend the curriculum for the children.

However, the welfare and safety of all the children in a group is our prime concern so if a child is not able to demonstrate responsible behaviour in school, it is possible that this could pose a problem for the group as a whole whilst off-site, and the teacher may have to exclude a pupil from a trip if there are problems with general behaviour.

In certain circumstances, it may be possible to include a child if the parent accompanies the child.

For clear guidelines and expectations of behaviour please see the School Trips Policy.

Clubs are extracurricular activities therefore we reserve the right to exclude a child if their behaviour disrupts the group as a whole. School reward systems will be used throughout extra curricular activities.

### **Rewards**

Rewards are an integral means of achieving positive behaviour. They have a motivational role in helping pupils to realize that desirable behaviour, self-awareness and responsibility to self and others is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups. Alongside this parents are informed regularly on their child's behaviour.

Systems in place include:

- Verbal praise
- Sticker charts (KS1) and stickers in KS2
- Merit Awards - Whole School
- Special mention/worker of the week/behaviour award certificates – text message sent home to alert parents/carers
- Sending the child to the Head teacher to celebrate and praise work
- Weekly top table; sharing lunch with the head teacher on a Friday
- Phoning home at lunchtime to share achievements with parents/carers

Sanctions (as stated in the Behaviour Policy) Slingsby Values for Life embedded in daily school life

- Discussion and reasoning
- Time out for reflection and calming down
- Setting the pupil a specific task e.g feeding the hens
- Traffic light system which results in sanctions such as minutes off/loss of playtime/lunchtime
- Loss of privileges
- Parental involvement

## Support

- Restorative practice
- Buddy system
- Teaching life skills to deal with disputes
- Opportunity to discuss and reflect

## **Links to other policies:**

The behaviour policy should be read in conjunction with these policies:

physical education

confidentiality

PSHCE policy

health and safety

inclusion/equal opportunities

bullying policy

School trips policy

**Signed**

G Metcalfe

**June 2017**