



**SLINGSBY SCHOOL**

**Behaviour Policy**

**Date for Review**

**October 2023**

## **Ethos**

Slingsby Community Primary 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 positive, 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 pro-active 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 is a natural part of the learning process.

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, empathy, tolerance and consideration for others
- Politeness and good manners
- Trying our best at all times and being resilient learners

## **Rationale of this 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 so that they are 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 an understanding of poor behaviour choices affect others and their own mental well – being.
- PSHE & RSE lessons, assemblies, class charters and free-flow learning provide opportunities within the classroom for outstanding behaviour to be discussed and promoted.
- We aim to have a consistent approach to behaviour; providing clear boundaries for all children

in our care; and that all adults who work within our setting are consistent in their approach – using positive behaviour management strategies at all times.

- We aim to ensure that every member of the school behaves in a considerate way toward others.
- We aim to provide additional and bespoke support guidance for pupils with specific needs.
- We believe that the school should be a calm, orderly place at all times; therefore, the children are taught and encouraged to show respect in everything they do.

#### **Ethos and environment:**

- We will teach children to respect one another through regular PSHE/RSE 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, based on core British values.
- Adults in school will model outstanding behaviour and respect: not only towards the children, but also towards each other.
- 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.
- 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 and an action plan agreed.

#### **Roles:**

The school community of Governors, staff, parents/carers 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 honesty, generosity and respect.
- Parents must support their child by ensuring regular attendance and punctuality.

#### **Encouraging outstanding behaviour in School:**

- Children are expected to walk quietly around the school; ensuring a peaceful environment.
- When attending events and assemblies, children are expected to remain quiet and sit without disruption for specific lengths of time.
- Children are not left unaccompanied in any room at any time.
- Children are expected to always use good manners. Saying 'Please' or 'Thank you' does not take a lot of effort but means everything.
- Children are expected to respond to adults in a clear and respectful manner – both verbally and physically (stand/sit smartly, make eye contact and speak in a calm voice)
- When an adult is speaking to, children should never interrupt them, but instead 'wait their turn.' There should be no occasion when a child should reply with 'but Mrs .....says' 'but I'm just.....' Instead, children are encouraged to reply with respect: 'Yes Mr Smith' / 'No Miss...' to show they have listened carefully and understood what they have been asked to do.
- Children should not damage/vandalise anyone's property or equipment – including school resources.

#### **Classrooms:**

At the beginning of the school year, each class draws up a class charter/list of 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 agrees to adhere to. Their charter is displayed in the classroom. All statements are kept positive for the children, so these consist of 'do' statements rather than 'don't' statements.

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.

In order to ensure a consistent approach to expectations across our school, the following rules apply for all staff to consider:

- Children should be taught not to interrupt someone else whilst they are talking – both adults and children; always listen, then wait your turn to speak by raising your hand.

- Children should be taught to understand the importance of children staying in their seat unless they have permission to leave it to access classroom resources – they should be taught to never follow their teacher around the room (with the exception of Reception/Year 1). Whilst this is important, all children are encouraged to access their own resources – showing increasing independence – as they move up through the school.
- Children should be taught to tidy their place and tuck their chair in before leaving the classroom. No equipment or rubbish should be on the floor.
- Children are taught to use their ‘inside voices’ when talking in the classroom – there is no need to shout.
- Children should be taught to not take equipment/resources from others without asking politely first
- Above all, children should always strive to be respectful, kind and share.

### **Lunchtimes:**

Our behaviour policy supports 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 be dealt with appropriately. Midday supervisors are able to use the reward systems in place.

In order to ensure a consistent approach to expectations across our school, the following rules apply for all staff to consider:

- Children are expected to say please and thank you to those who serve meals and the adults helping in the dining hall
- If a child needs something, they are encouraged to ask politely and clearly.
- Children are expected to use ‘Restaurant’ Manners:
  - Use cutlery, not fingers
  - Talk to people on their table, not other tables
  - Not talk with food in their mouth
  - Not eating whilst out of their seat: finish their food completely before taking their tray back.
- Line up for their meal quietly
- Respect Class 4’s display boards
- Not ‘save’ seats

### **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 first 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/bell 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.

In order to ensure a consistent approach to expectations across our school, the following rules apply for all staff to consider:

- Children should not run up the ramp or in the nature area.
- Children should not climb through or on any fence or wall.
- Hiding in the hedge on the top playground is not permitted, as adults cannot see the child
- If a child is eating a snack, they should keep off the climbing frame/slide and walk –not run (choking risk)
- Children should be encouraged not to line up early – they should continue having fun, be busy and wait for the whistle/bell.

### **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. 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 Educational 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 realise 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
- Merit Awards - Whole School
- Individual Class Dojo points
- Special mention/worker of the week/behaviour award certificates – text message sent home to alert parents/carers
- Sending the child to the Headteacher to celebrate and praise work

### **Sanctions:**

Slingsby Values for Life are embedded in daily school life and sanctions for misbehaviour are focused around trying to help pupils to understand why their behaviour was unacceptable and the consequences of how it made others feel.

Systems in place include:

- Discussion and reasoning
- Time-out for reflection and de-escalation – including designated quiet spaces
- Setting the pupil a specific task to break the pattern of behaviour e.g allocating an 'important' job to them
- Traffic light card system used in every classroom which results in sanctions such as minutes off/loss of playtime/lunchtime in order to complete work (due to below expected behaviour; never learning difficulties)
- Referral to the Headteacher
- Loss of privileges

- Parental involvement

**Support:**

At Slingsby Community Primary School we will always seek to support our children and their families.

Support systems in place include:

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

**Other relevant policies:**

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

<https://www.gov.uk/government/publications/behaviour-in-schools>

PSHE & RSE policy

Health and Safety

Safeguarding

Inclusion/equal opportunities

Bullying policy

School Trips policy

Social Networking

Mr L. Smith



Head Teacher



Chair of Governors