

# Great Smeaton Academy Primary School

## Behaviour Policy

We continue to develop a curriculum that is rooted in a creativity that gives the children the opportunities to learn through a range of teaching and learning styles across the year. Each curriculum policy reflects this and leads to our vision that we will **Create, Discover and Succeed** together. We will do this by:

- Connecting: seeing relationships and combining in new ways
- Risking: having the self-confidence and freedom to fail and keep trying
- Envisaging: being original and imaginative about what might be
- Analysing: asking critical and challenging questions
- Thinking: taking time for reflection and soft thinking
- Interacting: sharing ideas and collaborating
- Varying: testing options and trying different ways
- Elaborating: exploring, fiddling, doing the unnecessary

Tell me and I forget,  
Show me and I remember,  
Involve me and I understand

### Introduction

This policy aims to further improve the behaviour of the children at Great Smeaton Academy Primary School and maintain the children's behaviour at a high level by putting the main emphasis on rewarding good behaviour. This will help to ensure that the children are happy at school and that the maximum amount of learning takes place during their time at school.

*All pupils have a right to learn.  
All adults have a right to be able to do their job.  
Every pupil can choose to behave.*

### Philosophy

Great Smeaton Academy Primary School seeks to encourage good behaviour in order to achieve a high quality of education for all children.

We believe that this can be achieved by children, parents and **all** staff at school working in partnership. Our main aim is to encourage good behaviour through rewards and praise. Consequences are in place to discourage poor behaviour.

So that everyone is aware of what is expected of them, the school has some basic rules and a set of responsibilities for children, staff, parents and governors.

## Aims

- To raise academic and personal achievement:
- To establish a calm, purposeful and happy atmosphere within the school;
- To establish increasing independence and self-discipline so that each child learns to accept responsibility for his or her behaviour;
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement;
- To make boundaries of acceptable behaviour clear to ensure safety.

Responsible behaviour is essential to achieving these aims.

We can achieve caring and responsible behaviour by:

- establishing clearly the types of behaviour we expect
- providing models of responsible and caring behaviour
- discouraging and not accepting inappropriate behaviour

Responsible behaviour can only be achieved where adults and pupils alike have respect for themselves, for others and for property. SELF-RESPECT is gained by:

- taking pride in your work and achievements
- enjoying working with and helping others
- taking pride in looking after your things
- attending school regularly and punctually
- taking pride in your appearance
- seeing that other people like and respect you

*You can only gain respect and liking from others if you show respect and liking for them.*

## RESPECT FOR OTHERS means;

- being polite and kind to people
- showing you realise that other people may have different points of view
- helping people
- getting on with your own work in class
- letting other people get on with their work
- speaking politely
- laughing with people not at them
- being able to share things with others
- taking your turn
- letting others join in your games and activities
- leaving other people's property alone
- trying to "think the best" of people
- learning to trust other people

### **RESPECT FOR SCHOOL means:**

- attending regularly
- always trying to do our best
- trying to look our best
- helping to keep the school looking pleasant and tidy
- helping with displays
- caring for the school building, furniture and its grounds
- behaving sensibly

***We should remember that when we're out of school, our school's reputation could be judged by our behaviour***

### **School Rules**

Rules are determined by each class through discussion, this then promotes ownership. The children are made fully aware of the agreed set of rules. The class rules are then displayed appropriately in each classroom.

Basically the rules are as follows:

Always be on time and where you should be.

Move sensibly and quietly around the classroom and the school.

Always be polite and considerate.

Treat others, their work and belongings with respect.

Raise your hand before speaking in the classroom.

Follow instructions the first time they are given.

The breaking of these rules will result in clearly stated sanctions/consequences.

### **Responsibilities**

#### **Children's Responsibilities:**

To work to the best of their abilities, and allow others to do the same.

To treat others with respect.

To obey the instructions of all school staff.

To take care of property and the environment in and out of school.

To co-operate with other children and adults.

To be in the right place at the right time.

### **Staff Responsibilities:**

- To treat all children fairly and with respect.
- To raise children's self esteem and develop their full potential.
- To provide a challenging, interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To be a good role model.
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- To recognise that each is an individual, and to be aware of their needs.
- To offer a framework for social education.

### **Parents' Responsibilities:**

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self discipline.
- To make sure that their children arrive on time, in appropriate clothing for the weather, and make sure that they are collected on time.
- To encourage their children to bed at a reasonable time so that they are fresh for school the next day.
- To show an interest in all that their child does at school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To offer a framework for social education.

### **Governors' Responsibilities**

- To support the partnership between home and school.
- To monitor and evaluate the implementation of the schools behaviour policy (on an annual basis).
- The governors support the Head Teacher in carrying out these guidelines. The Head Teacher has day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

### **Rewards**

- To show that the school appreciates good behaviour, the children will be rewarded as follows.
- All children who follow the school rules will receive stickers/stamps and House Points
- These rewards will add up day by day over the school year and children will receive Bronze, Silver and Gold certificates

Certificates and prizes will be awarded during assemblies.

### **Dinnertime Award**

At the end of each week certificates are given to children in the school for excellent lunchtime behaviour during the week. The certificates are awarded during Friday morning's celebration assembly.

## **Sanctions**

Everyone within our school has the right to be listened to and the opportunity to reflect on any inappropriate behaviours. Staff will work hard to ensure children understand why their behaviours may be inappropriate.

Parents of children who are showing worrying behaviour patterns will be asked to come in to school to talk with the Head Teacher and / or class teacher.

