



# Sedbergh Primary School

## Behaviour Policy Statement & Rationale

At Sedbergh Primary School we aim to create a calm, orderly and purposeful environment in which children learn and feel safe. We believe that the welfare needs of our children are best met when school staff, governors and parents work together to achieve all our aims. Through our behaviour policy we endeavour to make children take responsibility for their actions.

### Our Vision

Through our curriculum we aim to equip our children to;

- be resilient, positive and hardworking
- flourish and enjoy their lives, recognising and valuing all the opportunities that they are presented with
- be ready to work and thrive in a modern, constantly evolving, technological world
- make healthy and safe choices in order to protect their physical and emotional wellbeing
- be tolerant, empathetic and respectful towards all the people they encounter
- understand their responsibilities as members of the human race and inhabitants of planet earth

### Aims

Our school and staff aim to ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our school's Whole School Behaviour Policy and procedures 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 the overall well-being of pupils and staff and an environment in which everyone feels happy, safe and secure.

Our whole school approach to behaviour focuses on 3 areas:

- **Ready**
- **Respectful**
- **Safe**

Pupils are taught that any behaviour choice can be linked to one of these 3 areas.

For example, staff may expect pupils to:

- arrive at lessons on time (ready);
- enter the classrooms quietly (ready);
- wear full school uniform correctly (ready);
- follow classroom rules and procedures and not disrupt the learning of other pupils (respectful);
- follow instructions given by staff and other adults without arguing (respectful, safe);
- listen attentively to the teacher who will explain the lesson, what you are going to do, why and how (ready);
- put up your hand to indicate you wish to speak (ready, respectful);
- treat all members of the school community with dignity, kindness and respect (respectful);
- use appropriate language (respectful);
- listen to others' ideas and work co-operatively (respectful);
- tell the truth and learn from your mistakes (respectful);
- care for the classroom and resources, respecting others' property (respectful, safe);
- value other individuals and their contributions to lessons (respectful);
- lead by example creating a good role model for younger pupils in the school (ready, respectful);

- accept responsibility for your behaviour (ready, respectful);
- consider the needs of all the other people in the classroom (respectful);
- use ICT in accordance with school Online Safety Policy and procedures (safe);
- be responsible when using online technologies and not compromise staff or other adults in the school community (safe);
- report to a teacher or other adult any bullying behaviour by others including bullying with the use of technology (cyberbullying), physical threats, abuse or harassment, intimidation, discrimination, aggression and derogatory language (including name calling) (safe);
- behave appropriately when outside school (respectful, safe);
- be an ambassador for the school (respectful).

The Whole School Behaviour Policy and procedures confirms the school commitment to:

- ensure that each child can develop and achieve his/her full potential, educationally, morally {and spiritually};
- provide a safe and attractive environment where everyone feels welcome, happy and secure; free from disruption, violence, bullying and any form of harassment;
- provide each young person with the motivation and confidence to learn effectively;
- promote self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- promote a culture of praise and encouragement in which all pupils can achieve;
- provide every pupil with appropriate high-quality teaching through a broad and balanced curriculum which is appropriately differentiated to meet each pupil's individual needs;
- teach children to respect themselves and others and to take responsibility for their own action and behaviour;
- help teachers and other staff manage behaviour problems that can inhibit effective learning for all children, and to realise that we cannot always deal with problems by ourselves and that we have colleagues and other agencies who are willing to assist;
- help young people to understand how behaviour affects others and the world around them;
- create a partnership of support and effective communication between home, school and the wider community;
- provide young people with an informed view of life and develop a strong sense of right and wrong enabling them to become thoughtful, caring members of society;
- value every child regardless of ability, race, gender or religion;
- maintain, develop and consistently apply high standards within the school and enable teachers and other school staff to develop and use their own professional expertise.


The aim of this Policy and supporting procedures is to determine the boundaries of acceptable and unacceptable behaviour, introduce rewards and sanctions and determine how they will be fairly and consistently applied.

To achieve this, the school will:


- make clear its expectations of good behaviour, through assemblies, class/school council meetings and in published documents;
- reward achievements, awarding Class Dojo points, 'Wonder of the Week' certificates, postcards home and Headteacher Awards to recognise effort and success;
- treat every member of the community as individuals and respect their rights, values and beliefs;
- create a zero-tolerance environment against all instances of bullying or discrimination based on race, gender, ability or cultural differences;
- provide positive examples for modelling behaviour;
- promote good relationships and a sense of belonging to the community;

- intervene early to challenge undesirable behaviour;
- follow and apply consistently clear guidelines when responding to instances of unacceptable behaviour.

In future, this Policy Statement will be reviewed in line with our Behaviour Policy **(including anti-bullying and the positive handling of children)**.

Signed:   
Victoria Hudson  
Headteacher

Date: 20<sup>th</sup> April 2026

Signed:   
Elliot Hartley  
Chair of Governors

Date: 20<sup>th</sup> April 2026