

Seaford Primary School



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SEAFORD PRIMARY SCHOOL BEHAVIOUR POLICY

(This policy may be adapted appropriately for individual children who have a special need)

Introduction.

At Seaford Primary School we provide a vibrant learning community where everyone is valued, safe and ambitious; where all individuals strive to be the very best they can be and aim for excellence. We believe that exceptional behaviour is at the heart of creating a positive and happy learning environment, where everyone is able to achieve their goals and more!

Our School Values are embedded within our curriculum and aim to engender a sense of pride and high aspiration in our children:

- Respect
- Friendship
- Perseverance
- Empathy
- Ambition
- Enjoyment

A Therapeutic Approach

We believe that children must have the opportunity to flourish in our school where they are understood, have their needs met, and where they are prepared for the next stage in their education and lives.

Therapeutic thinking is based on the principle that:

- Negative experiences create negative feelings. Negative feelings create negative behaviour.
- Positive experiences create positive feelings. Positive feelings create positive behaviour.

We recognise that Children that have Risk Factors in their lives are more likely to have negative feelings and are therefore more likely to display negative behaviours. Whilst an educational setting cannot eradicate all the risk factors a child may have experienced or be experiencing, it can look to ensure the child has as many protective factors and positive experiences as possible, in order to create more positive feelings within them.

The approach enables us to create clear procedures that outline how staff should respond to incidents of behaviour that are not pro-social. Where a consequence is required in order to address a behaviour it must always be a learning consequence; a logical action which supports the child to understand their behaviour and to learn new skills if needed. If a protective consequence is needed to ensure safety this is only ever alongside a learning consequence so that the freedom can be returned to the child as soon as possible.

Our aim is to foster the independence of children by teaching them how to develop internal discipline. The aim being that they are always able to behave pro socially, without the need for adults to manage this.

We will;

- ✿ Encourage respect and care for all others and their property
- ✿ Keep everyone safe
- ✿ Have clear guidelines for behaviour
- ✿ Promote positive expectations
- ✿ Ensure continuity and consistency of practise by the whole school community
- ✿ Have the policy supported by children, staff, parents and governors
- ✿ Equip children with the skills to enable them to take the right decisions and take responsibility for their own actions.
- ✿ Incorporate procedures for extreme circumstances
- ✿ Judge every incident on its merits

We will adopt the Golden Rules (see appendix 1) stated below as the basis for our behaviour policy. These rules will be promoted through the school, in all working areas, classrooms, hall and corridors.

We will expect the rules to be upheld by the whole school community at all times.

The rules will be discussed with the children initially in Term One and at regular intervals including within circle time sessions and assemblies. The rules will be displayed in every classroom and the playground.

The rules and the content of this policy will be communicated to parents and governors annually.

We have procedural recommendations that will be incorporated into our policy and will be made clear to all. These are set out in appendix 1 'Guiding principles for the Golden Rules'.

Golden Rules

ALWAYS

Look after property
Be kind and helpful
Be gentle
Listen to people
Be honest
Work hard

Golden Rules

Never

Waste your or other
people's time
Waste or damage things
Hurt people's feelings
Hurt anybody
Hide the truth
Interrupt

We believe that these rules should be promoted in a positive way through example and reward.

We will encourage children at all times to think before they act and take responsibility for their own actions.

We will promote an open atmosphere during circle time which will encourage children to share their fears or problems.

Rewards for Years 1 to 6 (these will be adapted for children in the early Years as appropriate to their needs)

Golden Time

Golden Time will be held in all classes either weekly for approximately 30 minutes or accrued across a term and rewarded as a special session. This will be a time valued by the children as an opportunity for them to choose an activity which they do not normally have access to in school. It can be an opportunity for teachers to develop relationships with particular children. Teachers can and should 'join in' with activities. Golden time activities will be provided by school. Children need not bring things from home. Golden Time may be taken on any day. In the Foundation Stage this may be split into two twenty-minute sessions.

Stickers

We also have a formal reward system involving stickers. The children may be awarded a sticker for work that is exceptionally good or for behaviour that is better than that normally expected. The award of 15 stickers leads to a bronze certificate, 30 to a silver and 45 to a gold. All children would be expected to approximately reach 40 to 50 stickers by the end of the academic year. Stickers can be awarded by any member of staff to any child where appropriate.

Class Dojo Points

We now have Class Dojo for all pupils across the school. Each pupil is able to receive awards for our school values via Class Dojo.

Positive intervention scale

- ✿ Positive verbal or non-verbal praise
- ✿ Positive marking/comments and other individual systems as appropriate.
- ✿ Drawing class's attention to the work or behaviour
- ✿ Sticker awarded for good work or behaviour
- ✿ Sent to another teacher or member of Senior Management to show work
- ✿ Certificate for Merit Assembly
- ✿ Golden Time

At the end of the Academic year, Year 6 children are awarded various certificates and cups. Each class teacher will nominate 4 children to receive a certificate of recognition for effort, behaviour, citizenship and progress, 4 per class in total.

Responding to behaviours which are not pro-social

Sanctions are consistent across the school and offer:

- ★ Clear boundaries
- ★ Consistency by the teacher
- ★ Knowledge for the children that boundaries are secure
- ★ Opportunities for the children to recognise and rectify behaviour

It will be the responsibility of all adults in the school to promote the Golden Rules but the sanctions will only be applied by those who are employed in the school and have had training. The sanctions are the same for the whole school and will operate in any area of the school. We use the intervention scale below to identify the appropriate sanction for a pupil.

The following is a summary of our actions in increasing order of seriousness.

The vast majority of children will never go past number 3.

1. Non-verbal, e.g. look, gesture
2. Generalised word, reminder of expectations
3. Specific personal reminder
4. Warning
5. Loss of a privilege (e.g. one minute of Golden Time or playtime). Teachers should consider whether to speak to parents or send a letter home.
6. If behaviour persists, pupils receive time out in another classroom and a detention issued for disruption to own and others' learning. The Headteacher and/or Deputy will be informed and the behaviour incident will be logged on CPOMs. Parents will be informed about behaviour and detention via a letter or phone call. During the detention, the child will complete a task which asks them to reflect on the incident and consider the different choices that could have been made to resolve it. This activity may be written or in the form of a picture.

INTERVENTIONS FOLLOWING EXTREME BEHAVIOUR

7. Send for a member of SLT to collect the pupil. The pupil will be accompanied to a safe area in the school. If the behaviour has reached this point, we will contact parents. This may be over the phone or we may ask for a meeting. One of the following will occur:
 - A report card will be issued where the pupil has to share the outcome of each session each day with a senior leader and with parents. The child will be working towards a reward.
 - A therapeutic behaviour plan will be generated and shared with parents.

Some behaviours are so extreme that they require actions which go beyond the actions in point 7. The Headteacher, Deputy Headteacher or Assistant Headteacher will make a decision at this point as to whether or not the behaviour leads straight to a higher level of sanction. This may take the form of a fixed term exclusion.

Examples of behaviour that may lead to a detention (point 6)

- continually disrupting the learning of others in their class
- behaving in an aggressive manner
- heard to use inappropriate language in school
- impolite to another child/adult in school
- deliberately disobeyed school rules
- deliberately wearing incorrect uniform

Examples of extreme behaviour that may lead directly to point 7.

- Refusal to do as an adult asks after repeated requests
- Verbal abuse or rudeness towards another member of the school community
- Racist comments
- Bullying
- Hurting someone physically
- Serious cases of theft or vandalism

The intervention scale will be used for all pupils. However, we recognise that for children with any form of individual needs, or long or short-term emotional needs which affect their behaviour, exclusion is often not appropriate. These children will have been identified by the school and will receive a specific therapeutic plan. For these children, exclusion may still be used as a sanction as a last resort after appropriate support strategies have been put into place and failed.

The Use of Reasonable Force

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force (Section 93, Education and Inspections Act 2006). This power applies to any member of staff at the school.

What is reasonable force?

It is lawful for all teachers and other staff as described above to use 'reasonable' force. The term 'reasonable force' covers the broad range of actions that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury.

The school's use of Positive Handling is outlined in the Positive handling and Physical Intervention Policy.

Screening, Searching and ConfiscationSearching

School staff can search a pupil for any item if the pupil agrees (the ability to give consent may be influenced by the child's age or other factors). Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- inappropriate images

□ any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Screening: What the law allows

In the event of the requirement for searching or screening a pupil the school works in line with the Department for Education's Searching, Screening and Confiscation Guidance.

Schools can require pupils to undergo screening. Schools' statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening. Any member of school staff can screen pupils.

If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation requires a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance. If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil should comply with the rules and attend. This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

The role of the class teacher and TAs

- It is the responsibility of class teachers to ensure that the Golden rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- Class teachers and TAs enforce the Golden rules consistently. Teachers and TAs treat all children in their classes with respect and understanding and take into account each child's individual needs (both educational and emotional).
- If a child demonstrates behaviour that is not pro-social repeatedly in class, the class teacher keeps a record of all such incidents on CPOMS. TAs may also record incidents on CPOMS if the children have been behaving this way in their direct care. In the first instance, the class teacher or TA deals with incidents him/herself in the normal manner.
- However, if non pro-social behaviour continues, the class teacher or TA should seek help and advice from the senior leadership team (SLT).
- The class teacher liaises with the SLT as necessary, to support and guide the progress of each child.
- The class teacher will contact a parent if there are concerns about the behaviour or welfare of a child. This communication will be recorded on CPOMS and reported to SLT.

Lunchtimes

Intervention scales will also be applied at lunchtimes. Midday Supervisors (MDSAs) will promote the golden rules, which are displayed around the school and on the playground and praise pupils when they follow the rules.

MDSAs use this procedure at lunch time:

Listen to both sides of a problem.

Time out on a bench for a pupil.

MDSAs report problems to the class teacher on handover at the end of the lunch hour. If the class teacher is unavailable, they can inform a member of the SLT.

If pupils are demonstrating behaviours which could lead to a detention (see above), the MDSAs will send the pupil (accompanied by them, if appropriate) to the Headteacher, or Deputy or member of the SLT and the procedures linked to detentions will be followed.

If pupils are demonstrating extreme behaviour, the MDSA will send for one of the following: Headteacher, Deputy or SLT. The procedures linked to extreme behaviour will be put into place. The incidents from lunchtime will be logged on CPOMs.

The role of the headteacher

- It is the responsibility of the headteacher, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.
- The HT/SLT will liaise with other external agencies, as necessary, to support and guide the behaviour of each child. The HT/SLT may, for example, discuss the needs of a child with the education social worker or LEA behaviour support service (ESBAS).
- The HT/SLT supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The HT/SLT keeps records on CPOMS of all reported serious incidents.
- The HT and SLT supervise detentions. During these periods of time pupils will be asked to reflect on the behaviour by identifying what went wrong and how they can make it better.
- The HT has the responsibility for giving fixed-term exclusions to individual children for serious acts of behaviour. For repeated or very serious acts of behaviour which is not pro-social, the HT may permanently exclude a child. These actions are taken only after the Chair of Governors has been notified.

The role of parents

- The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- We explain the Golden rules in the school prospectus, and we expect parents to read them and support them.
- We expect parents to support their child in following the Golden rules. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour.
- Parents will be informed if their child received a detention and also if they subsequently go onto a report card.
- If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher and subsequently the HT.

The role of governors

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.
- The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues.

The behaviour policy has been reviewed in light of the Covid-19 Checklist for School Leaders to support full opening – Behaviour and Attendance.

Appendix 1. 'Guiding principles for the Golden Rules'.

Guiding Principles for 'The Golden Rules.

Golden Rules are the moral values agreed by everyone that will inform and develop the 'culture' of the classroom and school. They are a reward to children for keeping the Golden Rules. The following will help to make the use of Golden Rules effective.

Introduction:

- ★ They are best introduced and established during circle time
- ★ For younger children introduce rules one at a time
- ★ Once established and agreed the rules must be displayed prominently
- ★ It is important to remind children after a holiday

Choosing Activities

- ★ It is important that there is some mechanism for children to choose their activity on a weekly basis
- ★ Children could be involved in deciding on what the activities should be
- ★ Activities must be 'Golden' otherwise there is no incentive
- ★ A highly motivational activity is to help with younger children in another class
- ★ Sometimes it may be appropriate to have Golden Time as a whole class activity

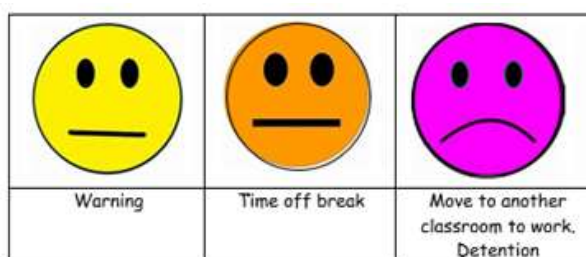
Effective Display

It is important to have an effective display that is at child level and easily accessible by the teacher. This promotes the ideal that Golden Time is a system that we all adhere to. It should include:

- ★ The Golden rules in a standard format
- ★ Golden Time activities – showing who is doing what
- ★ A method to determine who has received loss of break time or Golden time. In Key Stage 1 class teachers display the following in each classroom:



- ★ In KS2 the following is displayed and the negative intervention scale is used to determine the sanctions



Date of next review
September 2021