

Seaford Primary School



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Artsmark
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SEAFORD PRIMARY SCHOOL BEHAVIOUR POLICY

(This policy may be adapted appropriately for individual children who have an additional 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 provide a happy and positive learning environment and our expectations are that pupils will demonstrate our core values in their positive behaviours towards learning and others. In doing so, everyone is able to achieve their goals and fulfil their potential.

Our School Values are: **Respect, Friendship, Perseverance, Empathy, Ambition and Enjoyment.** These are embedded within our curriculum and aim to engender a sense of pride and high aspiration in our children.

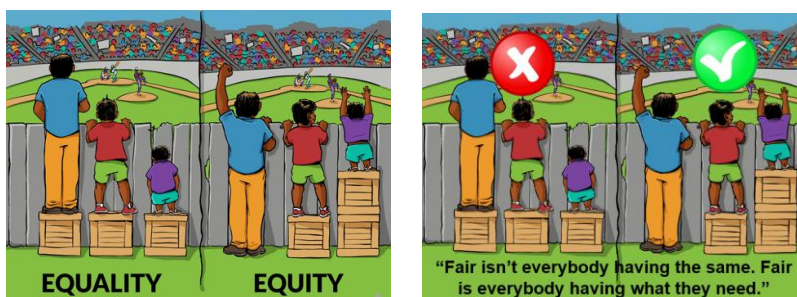
Our Therapeutic Thinking Approach

Therapeutic Thinking is an approach to behaviour that prioritises the prosocial feelings of everyone within a setting. 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.

The Therapeutic Thinking approach to behaviour 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.

Equality and Equity



At Seaford Primary School we recognise that Equity is giving everyone what they need to be successful. Equality is treating everyone the same and promotes fairness.

We recognise that Children who 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.

We recognise that behaviour can be prosocial, unsocial and antisocial. We define these behaviours in the following way: -

Behaviour

- Anything a person says or does, which is everything we see or hear
 - How you act or conduct yourself, especially towards others.
- Everything from the most prosocial to the most extreme antisocial.

Prosocial Behaviours

- Behaviour which is positive, helpful, and intended to promote social acceptance
- Characterised by a concern for the rights, feelings and welfare of other people
 - Behaviour which benefits other people or society

Unsocial Behaviours

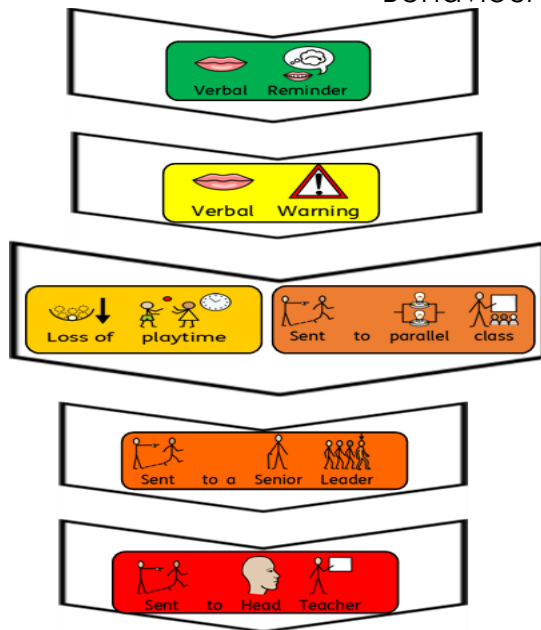
- Not seeking or giving to association with others
- Unwilling or unable to behave sociably in the company of others, but not to the detriment of self or others
 - Not doing as instructed, but not to the detriment of self or others

Antisocial behaviour definition

- Behaviour that causes harm to an individual, the community or to the environment
 - Behaviour that is likely to cause injury, harassment, alarm or distress
 - Behaviour that violates the rights of another person
 - Behaviour that is contrary to the laws and customs of society

This approach means that we can create clear procedures that direct staff on how to respond to unsocial and anti-social behaviours.

If children display either unsocial or antisocial behaviour the adult will refer to the following behaviour flowchart.



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 promote:

- ✿ respect and care for all others and their property (see Golden Rules)
- ✿ keeping everyone safe
- ✿ clear guidelines for behaviour in the classroom (See Seaford Star)
- ✿ positive expectations
- ✿ continuity and consistency of practice by the whole school community
- ✿ this policy with all our stakeholders: children, staff, parents and governors
- ✿ the skills children need to enable them to take the right decisions and take responsibility for their own actions.

At our school we adopt the Golden Rules to reinforce pro-social behaviour. 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 1 and at regular intervals including assemblies (see Appendix 1 for the guiding principles related to the Golden Rules). **The rules will be displayed in every classroom and the playground.**

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.

1. Pro-social

At our school, we focus on encouraging and noticing prosocial behaviour. Our behaviour pathway starts with this. These pro-social behaviours are identified as (but not limited to):

- ✿ Share and take turns
- ✿ Good looking
- ✿ Good listening
- ✿ Being a good friend
- ✿ Using kind hands and kind feet.

Response

For displaying this behaviour, pupils will receive non-verbal and verbal praise and rewards according to age group.

2. Unsocial

Unsocial behaviour is identified in our school as (but is not limited to):

- ✿ Refusing to join in
- ✿ Not listening
- ✿ Being unkind
- ✿ Stopping others from learning

Response

If children display these behaviours, they will move along the behaviour pathway as appropriate.

3. Antisocial

Anti-social behaviour is identified in our school as (but not limited to):

- ✿ Hurting others
- ✿ Rude and disrespectful
- ✿ Being unsafe
- ✿ Damaging property

The school has a zero-tolerance approach to child-on-child abuse.

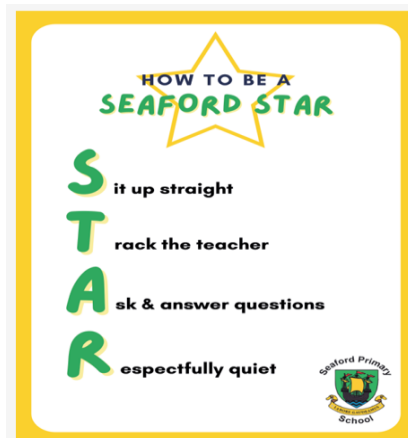
Response

If children display these behaviours, a member of SLT may be contacted and protective consequences will be implemented. These could include one or more of the following:

- ✿ **Going to a safe space**
- ✿ **Reduction in playtimes/alternative playtimes**

Extreme behaviours may require a suspension or (rarely) permanent exclusion. This decision is made by the Headteacher, Deputy Headteacher or Assistant Headteacher.

This will include promoting positive (pro-social) learning behaviours in the classroom underpinned by "How to be a Seaford Star"



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

Stickers EYFS

Children are awarded stickers for good work, good behaviour and for following the Golden Rules. They have one stuck on their jumper and one on their merit card. Children who have demonstrated exemplary behaviour are awarded with a Shooting Star certificate to take home.

Stickers (KS1)

We have a formal reward system involving stickers for pupils in Years 1 and Year 2. The children may be awarded a sticker by any member of staff for work that is exceptionally good or for pro-social behaviour. The sticker charts will not be publically displayed, however totals will be monitored as the children can achieve certificates for 15 stickers (bronze certificate), 30 (silver) and 45 (gold).

Class Dojo Awards KS2

When children reach KS2 they may be awarded Dojo points by any member of staff for work that is exceptionally good or for pro-social behaviour.

Merits

Each week we hold Achievement assemblies (KS1 one week and KS2 the next). Teachers award certificates for children **consistently displaying a school value.**

Termly Awards

Each term staff choose pupils to receive the following certificates:

- Art certificates
- Writing Champions
- Maths Champions

Periodically, we also award pupils with Reading Champion certificate and **Doodle Maths certificates.**

Lunchtimes

Our behaviour pathway and associated actions are also applied by our Midday Supervisors.

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 Restrictive Physical intervention/Use of Reasonable force guidance for settings schools and colleges.

Screening, Searching and Confiscation

Searching

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 and How to be a Seaford Star 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.
- 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).
- Teachers will display the Behaviour Pathway visual and How to be a Seaford Star visual at the front of their class.
- If a child demonstrates behaviour that is unsocial or anti-social, 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 themselves in the normal manner.

- However, if unsocial behaviour continues or anti-social behaviour is evident, the class teacher or TA may 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.

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 (TASS).
- 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. It is the responsibility of the headteacher to ensure that all behaviour incidents reported on CPOMS have their actions recorded.
- The HT has the responsibility for giving suspensions 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

- We explain the Golden rules and School Values on the school website and these are explained at year group information meetings.
- We expect parents to support their child in following the Golden rules and School Values. 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 does not display pro-social behaviour.
- If the school has to use reasonable sanctions with 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.

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

Date of next review
October 2025