



Good behaviour policy

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In Seascope Primary School we consider that good behaviour is a vital part of school life. The ethos of the school is one in which its unique character and atmosphere promote an environment which will make a difference to our pupils. We acknowledge that there are many other influences on pupils' social development such as parents, friends, community and the media; however we consider that the school's role is an important one and can systematically and overtly contribute to the pupils' personal and social development.

The children at Seascope Primary school can expect to:

- Feel happy and secure in a safe environment
- Learn in a rich and stimulating environment where they can achieve their full potential.
- Develop confidence and feel valued.
- Learn independence and work and play co-operatively with others. Learn tolerance and respect for others, their beliefs and their belongings.
- Enjoy the benefits of a mutually supportive partnership between home and school.

Rationale

Effective learning will take place if there is a clear, succinct behaviour policy, both throughout the school generally and in individual classrooms. Learning not only takes place within the subject based curriculum but also through a hidden curriculum of socialisation and the development of values, beliefs and attitudes which permeate the ethos of the school.

Good behaviour is also necessary to ensure pupils safety and well-being.

With these considerations in mind Seascope Primary School seeks to ensure that there are clearly stated rules and a code of behaviour adhered to by all those within the school environment.

In Seascope Primary School we follow the five golden rules.

- Do be gentle and kind - Do not hurt anybody
- Do work hard - Do not waste your or other people's time
- Do look after property - Do not waste or damage things
 - Do listen to people - Do not interrupt
 - Do be honest - Do not cover up the truth.

We have a school listening code: The signal for stop is a raised hand by all adults in school.

Specific classroom rules based on our golden rules and the restorative approach are negotiated with the children at the beginning of the year and are reminded by their class teacher. Each classroom should have no more than 5 rules clearly understood by the children and linked to the school golden rules.

Equal Opportunities

Every child who attends Seascape Primary School is entitled to live and learn in a calm working atmosphere. They are entitled to live and learn in an environment, which is orderly, supportive and secure. The school behaviour policy should be used as a sound guidance to ensure that every child, regardless of race, sex, religion, ability, special need or social circumstances is treated fairly and has the opportunity to learn and develop without fear of discrimination.

This policy should be read in conjunction with other policies such as Equal Opportunities, Inclusion, Special Needs, and Ethnic Diversity etc.

Special Needs

Children who have special needs in Seascape Primary School which can be either physical, social, emotional or educational or in relation to their behaviour, are entitled to opportunities which will enable them to become self-disciplined. We need to ensure that appropriate arrangements are made to support these children with a wide range of needs to support them to access the curriculum and where necessary reasonable adjustments to this policy need to be made. Children who, through their special needs are identified as likely to become disadvantaged are entitled to be given specific programmes, which will enhance their self-esteem and ability to cope. Children who have specific behaviour problems are entitled to have individual programmes of support which will be designed to offer positive reinforcement in modifying poor behaviour patterns.

Management of Behaviour

The manner employed by each staff member should enable them to talk to the children, and show a liking and respect for them. Adults should show an interest in the children and should not be curt or dismissive. Efforts should be made by every adult to relate appropriately to individual children, to small groups of children and to a whole class and occasionally to the whole school. Active listening is paramount to the needs of the child.

Each staff member needs to place more emphasis upon rewards and encouragement than on blame and accusations. The school has a clear reward system but staff members can supplement it with their own rewards. Whatever methods each staff member employs their individual personality and mannerisms will be factors. Each staff member must establish and maintain a secure, safe, happy and stimulating environment in which the children in their care can develop and flourish.

The Leadership and Pastoral Support Teams in Seascape Primary School are always willing to help should difficulties arise and every teacher must inform them if they feel that a behaviour issue is arising within the class. Year group partners should also be willing to offer each other support because management of behaviour is the responsibility of ALL and not just an individual.

Rewards and Sanctions

It is very important that the positive aspects of praise and rewards should have a great emphasis. Children will achieve more, be better motivated and behave better when staff commend and reward their successes rather than focus on their failures.

Individual Awards

Class dojo points

Good work and good behaviour are awarded by a dojo point. These should be given in individual amounts and not blocks of 10. A running total is kept for each child and prizes are awarded. This dojo cannot be taken away for later inappropriate behaviour of a different type. Members of staff who are not classroom based also reward children with dojos asking the children to record them when back in class. The children who are the dojo winners in class each week are chosen as class leaders..

Head teacher Awards

Children are nominated for good work, good behaviour and good manners to receive a special award for excellence from the Head teacher. This consists of:

- A special sticker to wear
- A copy of their work and a sticker to take home
- A prize from the Golden basket in Friday Assembly

Headteacher awards can be given at any time and more than one award can go out each week.

Attendance Awards

Every Friday the class with the highest attendance for the previous week in school is presented with an award to display in the classroom. They keep the award for a week.

Star of the week

Every week each class nominates a Star of the Week based on the SMSC agenda. Each child is awarded with a prize which is presented in Fridays' assembly. Parents are informed if their child is nominated via ParentMail.

Class Leaders

Special chairs are situated for these children in assembly and the class leaders for the week may sit on them during assemblies. The children may receive other privileges such as being at the front of the line or completing extra jobs for the teacher as teacher's see fit.

Other Awards

- Positive comments/stamper/smiley face on children's work.
- Stickers for good behaviour (including for lunchtime supervisors) and good work.
- Child takes work to show another teacher
- Displaying good work from a child.
- Positive messages sent home to parents.

Sanctions

As in any school there will be occasions where children will not adhere to the 'Golden Rules' set out in this policy or when the restorative approach cannot be followed as and when this happens children are aware of the step system operated in Seascope Primary School

In Seascope Primary school we see unacceptable behaviour in these dimensions: disruptive, dishonest, disrespectful, defiant, aggressive, both physical and verbal, uncontrollable, bullying and intolerance including racial. Although we strive to turn all negative behaviour into positive we recognise that sometime we may need to have sanctions in place to alleviate this.

All staff administer the following step system internally in their classrooms:

- Verbal warning -
- Verbal warning – warning 1
- Second warning – warning 2 sanction administered potentially by teacher
- Third warning - Time out from the activity inside the classroom with a more significant sanction and sent to a middle for a restorative conversation. – warning 3
- Final warning. – Child accompanied by TA to headteacher's office with clipboard. warning 4
 - Incident recorded on CPOMS once the class teacher reaches warning three stage.

All warnings are recorded on the school clipboard. If a child is recorded with more than warnings in a week then they will miss golden time playtime that week. SLT will monitor this every Friday morning. If this happens three times in a half term then parents will be given a letter and a meeting arranged between the head teacher and pastoral team.

If a child's behaviour is seen by the class teacher as dangerous to children or staff, violent, racist or disrupting the learning of others then the school office can be called for a member of staff to assist. This staff member will be team teach trained and will escort the children from the classroom until they can return calmly. Children need to be made aware by the class teacher that if this happens then the consequence will be instantly more serious. This will consist of:

- Missing breaks / lunches over a longer period of time e.g. a week
 - Missing of trips / outdoor learning for the half term
 - Internal exclusion
 - Fixed term exclusion
 - Permanent exclusion

Due to the ongoing coronavirus crisis moving children to a partner classroom or teacher is not permitted and children must remain in class with a middle leader informed when it is possible to do so. Due to coronavirus purposely spitting or coughing in other people's faces is seen as a severe break of the school good behaviour policy and any incidents should be reported immediately to SLT and recorded onto CPOMS

If a class teacher request's support from the on-call person then it **must be recorded on CPOMS**. It is the responsibility of the member of on-call staff to complete any MIR if a

restraint has taken place. All children who have to be removed from the class must have their consequence recorded.

Restorative Approaches

As a school we follow a restorative behaviour policy. Restorative approaches work to resolve conflict between individuals or groups and to repair harm. They encourage those who have caused harm to acknowledge the impact of what they have done and give them an opportunity to make reparation. They offer those who have suffered harm the opportunity to have their harm or loss acknowledged and a resolution sought.

When behaviour problems or disputes arise, all children involved should be given the opportunity to explain their case without interruption. They should be encouraged to find a solution. No blame should be attached to one child more than another until all facts have been determined.

Where appropriate, each child should be given the opportunity to apologise and make friends after disputes. Time needs to be put aside to repair and rebuild.

Exclusions

It is important that children understand the seriousness of exclusion.

Internal exclusion days are cumulative and recorded. Fixed term exclusions also are cumulative and recorded and have to be shared with the local authority. School at times do use the GLC at Easington Colliery Primary School as an alternative to fixed term exclusions. Permanent exclusion is a last resort when all avenues have been exhausted.

Playground Management

Children are not allowed in the playground until a supervising adult is present i.e. dinner supervisor, classroom assistant or teacher.

The children are encouraged to follow the golden rules. Any incidents that take place over playtime will be shared with the OPAL lead by lunchtime staff. Incidents over lunchtime need to be recorded on CPOMS.

If a child misbehaves at playtime they will be asked to do time out for 5, 10 or 15 minutes depending on the severity of the incident. Time out will NOT be done “on the wall” but children will be asked to hold an adult’s hand. If the incident is very severe then a non-teaching member of staff must take the child to SLT for assistance.

Offensive Weapons

If an adult suspects that a child is carrying an offensive weapon, i.e. glass, knives, pencil sharpener/knife blade, syringes, pieces of metal, guns etc., then the Head teacher must be sent for. All other children should be removed from the vicinity of the child with the suspected offensive weapon. The Head teacher or whoever is in charge of the school will follow the Critical Incident policy and Safety Protocols.

Drugs/Alcohol/Tobacco

If a child is suspected of carrying drugs, alcohol, cigarettes etc. then the child is taken to the Head teacher who will follow the DCC guidelines on Drugs.

Parental Contact

Parents can see their child's behaviour being rewarded and celebrated by:

- Stickers and stamps in exercise books
- Certificates brought home
- Stickers worn on sweaters
- Evidence around school of the class dojo system
- Contact with parents at the beginning and at the end of the day.

Links with other plans and policies

- Anti-bullying policy
- Safeguarding policy
- Anti-radicalisation policy