

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 believe that appropriate behaviour is at the heart of creating a positive and happy learning environment.

Our school values are important to the entire school community and are embedded within our Golden Rules and our curriculum:

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

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 each day in Term One and at regular intervals including within circle time sessions. The rules will be displayed in every classroom and the playground.

The rules and the agreed sanctions and rewards 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

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

NEVER

hurt anybody
hurt people's feelings
waste your or other people's time
waste or damage things
interrupt
hide the truth

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 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.

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.

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.

Sanctions

Sanctions are consistent across the school and offer:

- ★ Clear boundaries and a safe framework
- ★ Consistency by the teacher
- ★ Knowledge for the children that boundaries are secure and not vulnerable to their power

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 negative 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.

Negative intervention scale

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 behaviour incident logged on CPOMs. Parents informed about behaviour and detention via a letter or phone call.

INTERVENTIONS FOLLOWING EXTREME BEHAVIOUR

7. Send for the Head or Deputy to collect the pupil. The pupil will be accompanied to a safe area in the school. The Headteacher/ Deputy Headteacher or Assistant Headteacher will contact parents. Some behaviours are so extreme that they require actions which go beyond the actions in points 8 and 9. The Headteacher, Deputy Headteacher or Assistant Headteacher will make a decision at this point as to whether or not the behaviour leads straight to point 10 (fixed term exclusion).
8. Report card issued, behaviour monitored every session of every day. Parents informed.
9. Individual behaviour strategies – charts, plans etc with regular teacher/parent feedback. Contact with Inclusion Co-ordinator and behaviour support plan set up
10. If, after being put on Report and pupils have received Individual behaviour strategies, there is no improvement in behaviour then the pupil will receive a fixed-term exclusion.

11. On return to school, pupils will go on to a Pastoral Support Programme

12. Permanent exclusion

Where possible we will use public praise and private criticism.

Examples of behaviour that will 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 will lead directly to point 7 or straight to point 10.

- 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 negative 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 behaviour 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. In the event of exclusion being used as a sanction, the school will make every effort to ensure parents or carers are kept informed.

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 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 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 misbehaves 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 misbehaving in their direct care. In the first instance, the class teacher or TA deals with incidents him/herself in the normal manner.
- However, if misbehaviour 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 to the SLT.

Lunchtimes

Positive and Negative interventions 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 linked 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 of all reported serious incidents of misbehaviour.
- 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 misbehaviour. For repeated or very serious acts of anti-social behaviour, 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. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

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 headteacher must take this into account when making decisions about matters of behaviour.

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

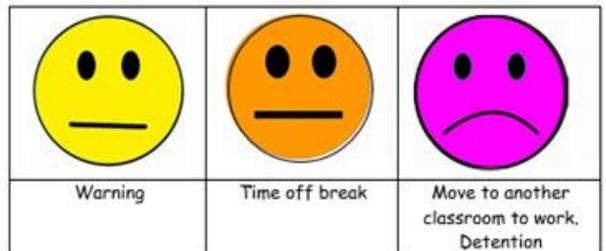
Effective Display

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:

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



Date of next review
September 2019

Seaford Primary Positive Handling Policy