



**Seabridge**  
**Primary School**



**Shaw**  
**Education**  
**Trust**

# SEABRIDGE PRIMARY SCHOOL BEHAVIOUR FOR LEARNING POLICY

## ‘Working Together To Be The Best We Can’

Procedure Originator:  
S.Sanders

Approved by:  
Academy Council

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July 2024

Review Interval:  
Annually

Last review date:  
January 2024

Next review date:  
July 2025

At Seabridge we are very proud of our happy and safe school where we aim to ensure we serve our local community well by providing education of the highest quality with a curriculum which is relevant and engaging.

We place a strong emphasis on ensuring that every child is supported and challenged so that they can realise their full potential and flourish within caring, stimulating and purposeful atmosphere.

Children lie at the heart of everything we do and every decision within the school is made by firstly considering what is in the best interest of our children.

#### AIMS OF POLICY:

- to provide a consistent approach to behaviour for learning
- to outline how pupils are expected to behave following the guidelines of 'ready, respectful, safe'
- to summarise the roles and responsibilities of different people in the school community
- to outline our system of rewards and sanctions

We ensure that our Behaviour for Learning policy is followed consistently.

We actively promote and reinforce positive behaviour.

#### All SLT will;

- be a visible presence around the school
- regularly celebrate pupils and staff whose efforts go above and beyond expectations
- encourage use of positive praise 'Praise in Public'
- ensure staff are inducted / trained appropriately
- support teachers in managing pupils with more complex / challenging behaviour
- use behaviour data to target and assess interventions

#### All staff must:

- implement the Behaviour for Learning Policy consistently
- model positive behaviour
- meet and greet pupils every morning
- record any behaviour that reaches / exceeds Level 4 on My Concern
- challenge pupils who are failing to meet expectations
- redirect students by referring to 'ready, respectful, safe'
- establish clear routines and set clear behaviour expectations

#### The Academy Council will;

- review and approve the Behaviour for Learning Policy on a regular basis (3 years)

- monitor the policy's effectiveness,
- hold the headteacher to account for its implementation.

All parents / carers are expected to:

- support their child in adhering to the Behaviour for Learning policy
- inform the school of any changes that may affect their child's behaviour
- discuss any behavioural concerns with the class teacher / member of SLT

All pupils are expected to:

- take full responsibility for their behaviour
- follow the mantra 'ready, respectful, safe'

## READY, RESPECTFUL, SAFE

READY	RESPECTFUL	SAFE
<ul style="list-style-type: none"> <li>- arrive at school / lessons on time</li> <li>- wear correct uniform / PE kit</li> <li>- have correct equipment / kit for each lesson</li> <li>- sit in the correct place</li> <li>- always ready to learn</li> </ul>	<ul style="list-style-type: none"> <li>- listen carefully to the person speaking</li> <li>- speak respectfully to others avoiding aggressive / abusive language</li> <li>- use good manners</li> <li>- take care of the equipment and resources</li> <li>- help keep the school and grounds tidy and litter free</li> <li>- respectful of the individual differences, opinions and values of others</li> </ul>	<ul style="list-style-type: none"> <li>- keep your hands, feet and unkind words to yourself</li> <li>- walk quietly, calmly and purposefully</li> <li>- follow staff instructions at all times</li> <li>- act as a positive role model both inside and outside of school</li> <li>- inform school staff of concerns you have for your own or others' well being</li> </ul>

### COOPERATIVE BEHAVIOUR:

- **ACTIVE LISTENING:** we listen carefully to the person who is speaking
- **EVERYONE ENGAGED:** we work together as a team
- **JOB DONE:** we show that we have completed the task set

### REWARDS:

- verbal praise: specific and sincere praise linked to an achievement

- Dojo points
- stickers
- Golden Time
- Superstar Certificate
- messages home
- Sharing work with SLT
- Golden Book
- Mitchell the Dog - weekly winner of Dojo points
- Afternoon Tea - termly winners of Dojo points

**SANCTIONS:** Step by step process - see Appendix 1

Can include:

- verbal warning
- loss of Golden Minutes
- red dot in diary
- message or phone call to parent / guardian
- time out in another class
- time in reflection room
- loss of break time
- SLT detention
- internal isolation
- behaviour plan with risk assessment
- fixed term inclusion
- permanent exclusion

**POSITIVE HANDLING:**

Positive handling will only be used as a last resort and when other avenues of de-escalation have been explored. Only trained members of staff use positive handling when dealing with behaviour. The use of positive handling techniques will be minimal and only when it is deemed to be in the best interest of the child.

Should positive handling be used, this will be logged on My Concern and a Positive Handling form completed by the staff involved.

**INDIVIDUAL BEHAVIOUR PLANS:**

An Individual Behaviour Plan (IBP) will be drawn up in consultation with the child, parent(s) and where appropriate other professionals as deemed necessary by the head teacher. The Individual Behaviour Plan (IBP) is an individualised document to support each pupil's behavioural needs. It may be an informal document led by the teacher or a formal document led by the Special Educational Needs Coordinator (SENCo).

Pupils with an IBP will be expected to adhere to the school rules/values and policies however for some of these pupils the length of sessions may vary to meet their needs. All children on an IBP will have individual targets to meet their needs and their rewards/sanctions will be tailored to meet their individual needs. The expectation for all children is that they manage their behaviour positively.

For some pupils there will be the need of a risk assessment. These will be drawn up by the relevant staff and shared with the necessary parties.

#### **BULLYING:**

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

Bullying is when you keep picking on someone because you think you're cooler, cleverer, stronger or better than them.

Bullying is behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere - at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally. (Defined by the NSPCC)

All incidents of bullying and any racial / homophobic incidents will be recorded on My Concern.

For further information please refer to our Anti-Bullying Policy.

#### **EXCLUSIONS:**

Seabridge Primary School will only ever exclude as a last resort. All children in our school are entitled to a safe learning environment and all our staff are entitled to work in environment free from violence.

All exclusions will be made in line with Government Guidance and by following the procedures set out in the Shaw Education Trust Exclusions Policy.

Due regard for the implications of the following will be given when making these decisions:

- DfE - Exclusion from maintained schools, academies and pupil referral units;
- DfE - Behaviour and Discipline in Schools;
- The Disability and Discrimination Act;
- Equality Act 2010;
- Keeping Children Safe in Education;
- Code of Practice for Special Educational Needs;
- The Children's Act (with particular reference to children in the Care of the Local Authority).

The decision to exclude will be:

- lawful;
- rational;
- reasonable;
- fair;
- proportionate

A full and detailed investigation will be undertaken prior to a decision to exclude. A record of all written statements, including physical evidence, where appropriate will be retained for disclosure in the event that it is required. In deciding whether to exclude, the headteacher will consider contributing factors resulting in poor behaviour. For example, bereavement, mental health issues, special educational needs or bullying. In accordance with the DfE Guidance, where a pupil is at risk of exclusion, the school will explore early intervention to address the underlying causes of pupil behaviour.

In the event that a child may be at risk of being permanently excluded, the headteacher must take account of the DfE Guidance - Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.

The guidance states:

*A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:*

- *in response to a serious breach or persistent breaches of the school's behaviour policy;*
- *where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.*

*For any permanent exclusion, headteachers should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision.*

*Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered. Paragraph 8 provides further guidance on utilising online pathways and the potential significance of SEND law.*

The guidance is also clear on examples that might lead to a permanent exclusion, but states that this is not a definitive list.

We are clear that we trust headteachers to use their professional judgement based on the individual circumstances of the case when considering whether to exclude a pupil.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion;

- physical assault against a pupil
- physical assault against an adult
- verbal abuse or threatening behaviour against a pupil
- verbal abuse or threatening behaviour against an adult
- use, or threat of use, of an offensive weapon or prohibited item
- bullying
- racist abuse
- abuse against sexual orientation or gender reassignment
- abuse relating to disability

This list is non-exhaustive and is intended to offer examples rather than be complete or definitive.

## EQUALITY:

At Seabridge Primary School we believe that every member of the school community should feel valued and respected, and be treated equitably and fairly. Our Behaviour for Learning policy is designed to support the way in which all members of the school can live and work together in a supportive environment where our values nurture and inspire the potential within every child and where everyone feels happy, safe and secure.

The school has a number of school expectations, but the primary aim of our behaviour policy is not a system to enforce rules but a means of promoting good relationships so that people can work together in a considerate way.

Although our Behaviour for Learning Policy has been designed to be fully inclusive, we recognise that there will be some children in our school community where a modification to our systems and procedures within our policy will be necessary. For example, where a specific need has been identified and where a modified approach is required in order to achieve a positive outcome. The procedures implemented will be personalised according to the needs of the child through their ECHP, ISP or a Behaviour Support Plan.