



SEABRIDGE PRIMARY SCHOOL

BEHAVIOUR FOR LEARNING POLICY

‘Working Together To Be The Best We
Can’

Procedure Originator:
S.Sanders

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2025

Review Interval:
Annually

Last review date:
March 2025

Next review date:
March 2026

STATEMENT OF INTENT

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 a 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.

The purpose of this policy is to provide guidance and support to all the members of the school and the wider school community so that we can work together to create a positive learning environment where pupils can excel academically, personally and socially.

AIMS OF POLICY

- to create a culture of exceptionally good behaviour for learning - allowing all pupils to thrive and reach their full potential
- to ensure a consistent approach to behaviour management throughout the school to ensure all learners are treated fairly and with respect
- to maintain clear and high expectations of behaviour, through building positive relationships, supporting pupils and helping them succeed and building empathy and understanding about the impact of our choices
- to summarise the roles and responsibilities of different people in the school community
- to work in partnership with families - promoting parental co-operation and involvement
- to outline our system of rewards and sanctions
- to follow a positive behaviour strategy which seeks to reward good behaviour, effort and achievements in all areas

To achieve these aims, we will work together as a school community.

The fair and consistent implementation of our Behaviour Policy is everyone's responsibility.

THE SEABRIDGE WAY

Our school rules are **Ready, Respectful, Safe**.

Our rules encompass the positive behaviours and Seabridge values we consistently endorse and expect from everyone at Seabridge. By following these three simple rules in every aspect of our school lives, we can all achieve our best and enable others to flourish. These rules and our values are displayed in each classroom and are explicitly taught and modelled by all members of our school community.

ROLES AND RESPONSIBILITIES

'The culture is set by the way the adults behave.' Paul Dix, 2017

All adults in the school are responsible for the consistent reinforcement of the behaviour policy. Senior leaders and Governors are responsible for supporting staff to implement the policy. Parents are responsible for supporting the school's behaviour policy by reinforcing key messages at home.

Leaders 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
- 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, every day, will ...

- Plan and teach an engaging and motivating curriculum
- Understand the needs of each learner and adapt learning to meet the needs
- Model respectful, positive behaviour
- Behave calmly and consistently
- Use restorative practice, including scripted conversations

All staff, every day, will follow routines ...

- Meet and greet pupils
- Promote and model 'wonderful walking'
- Use 'Team Stop' to gain attention
- Encourage 'STAR sitting' in school
- Ask for line up in line order

All staff, every day, will teach behaviour through ...

- Using the scripted conversations of restorative practice
- Praising in public, reminding in private
- Being a positive role model

All staff, every day, will use consistent phrases ...

- I've noticed that ...
- Remember our rule of Ready, Respectful, Safe
- I need you to ...
- Remember when (previous good behaviour)
- Thank you for ... (listening / wonderful walking / responding to)
- Stop ... thank you
- I can see you need some time
- Let me help you
- I wonder ...

All staff, everyday ...

- Give reminders of Ready, Respectful, Safe through check ins
- Caution and move away giving take up time (When you have ... then you can ...)
- Remind again (last chance) with reminder of the consequence (proportionate)
- Issue consequence if needed, followed by time to reflect and repair

All staff, every day, will use scripted conversations to reflect and repair (see appendix 1)

All staff, every day, will recognise the good behaviour by ...

- Awarding 'green' points (Arbor)
- Using stickers and praise notes
- Sending a positive Dojo message home
- Acknowledging in front of class
- Acknowledging in weekly celebration assembly

REWARDS

We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

Recognition of good behaviour, achievement, attainment, showing the school values etc. come in a variety of different forms and are given by all members of our school staff. Rewards must be attainable for all children and not just for a selected few. Rewards will never be taken away from a child.

The first and foremost form of recognition is through positive praise, enthusiasm, body language and oral recognition with feedback.

Specific rewards include:

- An individual token award e.g. sticker
- Green Points (team points)
- A visit to another member of staff for positive commendation
- A note home / a Dojo message
- A public word of praise in front of a group, class, key stage or the school
- An entry into the Golden Book
- School Certificates and awards - formally presented.
- Termly afternoon tea winners

OUR APPROACH

We use Arbor to record behaviour. It is used in the classroom, in every lesson, to log behaviour. When possible, it is displayed which allows pupils to see their positive behaviour choices earning them points and allows healthy competition to try and win team and individual rewards. It also provides pupils with visual reminders if they have made the wrong choices. This allows pupils to correct their behaviour to ensure they do not progress to receiving a consequence.

STEPS FOR DEALING WITH POOR BEHAVIOUR

- Positive praise for children following the rules and values of the school
- Non-verbal reminder
- Verbal reminder (followed by a 'check in' if needed)
- Warning (followed by a private conversation and support offered to prevent further misbehaviour such as seating change or time out of class)
- Consequence card (followed by a restorative conversation and consequence given if appropriate). Details logged on Arbor using the STAR (scenario, trigger, action, result) approach

BEHAVIOUR FLOWCHART

GREEN BEHAVIOUR

BEHAVIOUR:

I have shown the school values in my behaviour and attitude.

ACTIONS:

positive praise, green points, stickers, Dojo message home, work sent to another teacher, Golden Book, superstar certificate, afternoon tea (termly)

VERBAL REMINDER

BEHAVIOUR:

I have not followed the school values.
I am showing that I am not ready to learn.

ACTION:

Check in with the teacher.

WARNING

BEHAVIOUR:

I have continued to not follow the school values.
I have continued to show that I am not ready to learn.

ACTION:

Move seats or have time out in another classroom - if needed.

CONSEQUENCE CARD

BEHAVIOUR:

I am continuing to disrupt.
I have not shown respect to my friends and adults.
I have not shown that I am ready to learn.
I have not shown the school values.

CONSEQUENCE:

Discuss behaviour during playtime/lunchtime with an adult and an appropriate consequence will be given.
If behaviour is disrupting others, pupil to have time out with SLT to support them to self-regulate.

SENT TO SLT

BEHAVIOUR:

bullying, vandalism, racism, discrimination, fighting, inappropriate language, verbal/physical assault on a member of staff, theft

Staff are provided with guidance for consequences. We understand that consequences need to be immediate where possible and appropriate for the behaviour. Consequences are always linked to the behaviour shown, rather than the child.

For higher level incidents or ongoing disruption throughout the day, SLT will gather information and, if needed, meet after school to discuss relevant consequences and inform parents/carers after school about consequences for the following day.

VERBAL REMINDERS AND WARNINGS

We recognise that children are learners and may often need a reminder of the rules and expectations. These can be given through verbal reminders or warnings. During these steps, adults use micro-scripts when responding to these behaviours, to ensure consistent language is used which is both fair and predictable for the child. This will always be done in a calm manner and after the adult has delivered their message, they will allow pupils 'take up time'.

Adults will not be drawn into responding to secondary behaviour, which we understand children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

CONSEQUENCE CARD

A consequence card is given for either persistent poor behaviour throughout the morning or afternoon, where a pupil has not positively responded to the reminders and warnings given, or for a 'no-tolerance' behaviour such as rudeness, name calling or discrimination.

Following an incident that has warranted a consequence card, the adult that has addressed the behaviour will conduct a restorative conversation (supported by a member of SLT if appropriate) with the pupil. This is done to ensure the relationship between the pupil and the adult remains positive and steps are taken to repair it if needed. It also allows an opportunity for the pupil to reflect on their behaviour.

On many occasions, a restorative conversation and children taking ownership of their behaviour may be enough of a sanction, as the main aim is for children to learn and understand the appropriate behaviour to display.

On some occasions, perhaps where children do not take ownership of their behaviour, where behaviour has been dangerous or where behaviour has been serious, a further consequence might be needed.

As educators, we aim to teach children in everything we do and help them to reflect and improve academically, socially and personally. Incidents of misbehaviour gives adults an opportunity to show and teach pupils the appropriate responses and behaviours.

PERSISTENT POOR BEHAVIOUR

Repeated poor behaviour (3 consequence cards) over a 2-week period will lead to a meeting between the class teacher and parents/carers.

If the pupil's behaviour does not improve and they receive 5 consequence cards over a 2-week period, a member of the Senior Leadership Team (SLT) will speak to the parents and the child may be put on report (appendix 2) or an individual and personalised Behaviour Pathway created.

The aim of this is to provide the pupil with a daily check in, focused targets and personalised support to help them improve their behaviour. This will be agreed by school and parents, who will work together to help the pupil make the correct choices and positively contribute to the school community.

As an inclusive school, we recognise that behaviour is a way of communicating emotions. Where children persistently struggle to self-regulate, class teachers will work alongside parents and the SLT to devise an individual Behaviour Pathway or report card. For further information about this please contact a member of SLT.

INCOMPLETE WORK

Any work which is not completed due to poor behaviour choices, will be sent home to be completed by the next day. If this does not happen it will be completed in school at break or lunchtime. We hope that all parents will work in partnership with us on this.

BEHAVIOUR INCIDENTS

Serious incidents include.

- bullying
- fighting or physical assault to cause harm (including threatening behaviour)
- inappropriate language
- physical/verbal attack on staff member
- discrimination (including racism and homophobia)
- vandalism
- theft

Any of these behaviours will lead to immediate intervention from a member of the SLT and parents will be contacted.

If these behaviours take place out of school and the victim is a member of our school community, consequences can be given if appropriate. The headteacher may notify the police if the behaviour is considered anti-social, criminal or poses a serious threat to another person.

The school will always consider whether this behaviour could be linked to an unmet need and follow the safeguarding policy.

Additional consequences may be given because of the behaviour and will be decided by the class teacher and the SLT.

SERIOUS BEHAVIOUR INCIDENTS AND UNSAFE BEHAVIOUR

These behaviours are deemed serious enough to bypass the procedures mentioned previously and will be dealt with by the headteacher or another member of the SLT.

They can lead to internal isolation, suspension or exclusion, depending on severity and circumstances.

BEHAVIOUR REPORTS AND PATHWAYS

A report or Behaviour Pathway can be drawn up in consultation with the child, parents / carers and where appropriate other professionals as deemed necessary by the headteacher. The individual plans are 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 a Behaviour Pathway 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 a report or Behaviour Pathway will have individual targets to meet their needs and any 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.

BEHAVIOUR PATHWAY

The Behaviour Pathway is a focused, supportive programme which a small number of pupils might require and could be due to a number of serious behaviour incidents or unsafe behaviours, that have previously resulted in internal seclusions, exclusions or the necessary use of reasonable force.

It is a personalised approach that will include independent behaviour plans and adapted timetables. The pupil will be given increased SEMH support and this may be prioritised over learning, in the short term. This is to support pupils to be ready for school, to be respectful and to be safe.

External agencies, parents, classroom teachers, TAs and the SLT will be involved to ensure pupils receive the support they need.

This is a focused programme to reengage pupils back into school life.

LEVELS OF EXTREME BEHAVIOUR CONSEQUENCES

Extended Internal Isolation:

Individual learning - the pupils will participate in learning away from their class individually with supervision for a period of time set by SLT. Parents will be in agreement with the school for this to be activated and supportive of the school's consequence.

Reduced Timetable:

In agreement with parents, and if needed the LA, we will utilise a reduced timetable for a child. The aim is to successfully increase them back to a full-time table within a 6-week period. When the child isn't learning on site, work will be provided.

Off-site provision:

The school will have respite from the situation to defuse feelings around the situation and to offer the school and pupil a cooling-off period to reassess the situation to produce an intervention to help eradicate the negative behaviour. At Seabridge, we activate off site provision if required for a pupil.

Suspension:

As in line with the DfE Exclusion policy, parents will be notified in a meeting and also given written correspondence. The local authority exclusion officer will be informed and parents will be offered an appeal to the governing body if required. The Chair of The Academy Council and the National Director of Primary for Shaw Education Trust will be notified of such a consequence, if it were to be activated.

If your child has been suspended it means that he or she will not be allowed to attend the school for a fixed period of time due to the serious nature of their behaviour.

SUSPENSION PROCEDURES

If an incident is deemed serious enough to involve suspension, the school will endeavour to contact the parents on the day of the incident. A letter will be sent home within 24 hours outlining the reasons for the suspension and the measures parents can take in relation to them. Work will always be provided for the length of the suspension. It is expected that this is returned.

Parents must meet with a member of the SLT for a re-integration meeting on the day that the child returns to school to ensure such events don't reoccur.

There are a number of reasons that a child can be suspended from school but they can be summarised as follows:

- if they have seriously broken the school rules
- if allowing them to stay in school would seriously harm their education or welfare, or the education or welfare of other children

PERMANENT EXCLUSIONS

Permanent exclusion is a last resort, after trying to improve the child's behaviour through other means. However, there are exceptional circumstances in which the headteacher may decide to permanently exclude a child for a 'one-off' offence, these include but are not limited to serious physical assault, being in possession of an illegal substance or weapons on site.

If your child has been permanently excluded, be aware that:

- the school's Academy Council is required to review the headteacher's decision and you may meet with them to explain your views on the exclusion
- if the Academy Council approves the exclusion, you can appeal to an independent review panel
- the school must explain in a letter how to lodge an appeal
- the local authority must provide full-time education from the sixth day of a permanent exclusion.

Incidents that typically will lead to suspension or permanent exclusion include:

- physical assault against a child including fighting
- physical assault against an adult
- verbal abuse and threatening behaviour against a child
- verbal abuse and threatening behaviour against an adult
- abuse against sexual orientation and gender identity
- abuse relating to disability
- instigating violence even if not directly being violent
- bullying
- racist abuse
- sexual misconduct
- theft
- damage to property

- serious challenges to authority
- persistent disruption of learning
- serious breaches of the ICT code of conduct
- inappropriate use of social media or online technology
- deliberate misuse of the fire alarm
- wilful and repeated transgression of protective measures in place to protect public health
- drug and alcohol related incidents - this may include the abuse of a legal substance
- possession of /or dealing drugs at school
- possession of a weapon, including replica weapons
- making malicious allegations against a member of staff
- inciting others to breach the school rules
- behaviour that endangers themselves or others
- behaviour which brings the school into disrepute and tarnishes the reputation of the school, even if this behaviour occurs outside of school time/hours
- recording/filming any of the above incidents

BULLYING

At Seabridge we are aware that pupils may be bullied in our school as with any educational setting. We recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and wellbeing of our pupils.

In line with the Equality Act 2010, it is essential that our school:

- eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relationships between people who share a protected characteristic and people who do not share it

At Seabridge, we are committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment.

BULLYING DEFINITION AT SEABRIDGE

Bullying is defined as **STOP IT: Several Times On Purpose, Imbalance of Power, Targeted.**

When a bullying concern is raised, we will look at the behaviour incidents and see if it is targeted, is with intent, if there is an imbalance of power and is persistent.

We will then put the incidents into one of four categories. These categories are:

- relationship issues
- unkind behaviour
- mean behaviour
- bullying

Depending on the category, we then put support into place to help the children and resolve the problem as quick as possible.

CHILD ON CHILD ABUSE

Child on child abuse is any form of abuse that intends to hurt others.

Keeping Children Safe in Education (KCSiE), 2024 outlines:

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- up skirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

It could happen within children’s relationships, friendships or within wider peer associations.

Everybody at Seabridge is committed to the prevention, early identification and appropriate management of child-on-child abuse.

At our school, we recognise that it is essential for all our staff to maintain the attitude of ‘it could happen here’ and to understand the importance of challenging inappropriate behaviours between peers that are abusive in nature.

“Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.”

Keeping Children Safe in Education (KCSiE), 2024

All concerns around child-on-child abuse will be taken seriously, reported, investigated, recorded and managed in line with the procedures outlined in our Safeguarding and Child Protection Policy. Staff will follow guidance in this policy to respond to incidents of child-on-child abuse and they will do this immediately and sensitively.

Staff will talk to children in a calm and consistent manner; they will not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters. Staff members responding to such incidents will alert the DSL or DDSL by speaking to them face-to-face where possible.

It is the responsibility of the member of staff who is the first responder to ensure that the incident is logged. Any concerns raised regarding child-on-child abuse will be raised with any relevant parties.

PUPILS WITH SEND

When a child is on the Special Educational Needs register for specific behavioural difficulties or has behavioural difficulties because of a disability, the procedure for dealing with that child may differ from our behaviour system. The alternative adapted procedure will be formed in agreement with the child, their parents and relevant school staff and outlined on the child's learning passport or pathway

SUPPORT AGENCIES

If behavioural difficulties continue the head teacher, SLT or SENDCO will become involved. The advice and input of outside agencies will be sought as necessary. These may include the behaviour outreach team or other agencies that offer support for pupils and families.

APPLICATION AND SCOPE OF THE POLICY

This Behaviour Policy is applicable to our entire school community and will only be effective if everyone is empowered to use it with confidence and consistency. There may be occasions when special rules need to be applied, e.g. in the dining room, at play and lunch times or when off site, etc. but the same principles of promoting good behaviour will always apply.

MONITORING AND EVALUATION

The school's SLT will monitor the effectiveness of the policy at least annually and report back to the Academy Council. The SLT will also monitor the visible consistencies around the school and the use of language and personal follow-up. Records will be kept by the SLT to monitor and evaluate any changes brought about by the policy.

Appendix 1
Seabridge Restorative Conversation Scripts



RESTORATIVE CONVERSATION 1

I have noticed you are . . .

This is a reminder about being ready / respectful / safe.

Please take a minute to think and get back on track. Thank you.

You now have the chance to make a better choice . . .

Can you remember last week when you did . . . this is the behaviour I expect from you

If you choose not to do as you are asked, you will have to remove some of your golden minutes.



RESTORATIVE CONVERSATION 2

What happened?

What were you feeling at the time?

How have you felt since?

Who was affected by what happened?

How were they affected?

What do we need to put things right?

What will you do differently in the future?

Appendix 2
Seabridge Behaviour Report



BEHAVIOUR REPORT

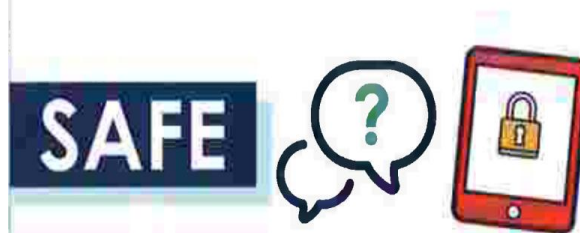
Name		Start Date		Review Date	
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Targets:

1. To be a positive member of the classroom (not distracting others, not shouting out, not talking at inappropriate times) (Ready to Learn)
2. To always follow the behaviour expectations and treat all adults in school equally (Showing Respect).

Things to help me achieve.

- If I am feeling frustrated, I will tell an adult and they will give me time to calm down.
- My teachers will praise me when I am showing the correct attitude and remind me of times when I have shown this.
- My teachers will remind me of the expectations.
- My teachers will speak to parents weekly.



Aim		Week 1	Achieved Y/N
Aim		Week 2	Achieved Y/N

Class Session	Monday	Tuesday	Wednesday	Thursday	Friday
1 (8.45 - 10.30)					
2 (Break)					
3 (10.45 - 12.00/12.15)					
5 (Lunchtime)					
6 (1.00 / 1.15- 2.00)					
7 (2.00-3.00)					
Daily review	Show Mrs Fisher	Show Miss Edwards	Show Miss Edwards	Show Mrs Fisher	Show Ms Sanders and share with parent

OUTCOME OF REPORT: highlight as appropriate.

- *Come off Report
- * Stay on Report
- * Exclusion from Play/Lunchtimes (if behaviour is linked to these times)
- * Internal isolation (half a day)
- * Internal isolation (1 day)

Signed _____