

Seabridge Primary School

Behaviour Policy

(Including Rewards and Sanctions)

Our Aims

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 an education of the highest quality with a curriculum which is relevant and engaging. With our motto, 'Working together to be the best we can', we place a strong emphasis on ensuring 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.

A clear school behaviour policy, consistently and fairly applied, underpins effective education. School staff, pupils and parents should all be clear of the high standards of behaviour expected of all pupils at all times.

At Seabridge we encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.

This policy aims to:

- Provide a **consistent approach** to behaviour management;
- **Define** what we consider to be poor behaviour and unacceptable behaviour (including bullying);
- Outline **how pupils are expected to behave**;
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management;
- Outline our system of **rewards and sanctions**.

Our Values & Positive Behaviours

Our Seabridge motto, 'Working together to be the best we can', is at the heart of our school community. Our values underpin everything that is undertaken with the school and align with fundamental British Values and the values of Shaw Education Trust.

Value	What does that look like at Seabridge?
Solidarity	We work together as a team and look after each other.
Equality	We treat others with fairness and respect, valuing everyone.
Ambitious	We reach for the stars and have high expectations of ourselves.
Belief	We believe in ourselves and have a 'can do' attitude.
Resilient	We keep trying and always persevere.
Innovative	We are creative and imaginative with our ideas.
Determined	We are focused on achieving our goals.
Generous	We are kind and helpful to others.
Enthusiasm	We always try our best and have a positive attitude.

In class, we use cooperative learning points to promote positive collaborative behaviours. Pupils are often grouped in teams and can earn dojos for demonstrating these positive behaviours.

Cooperative Behaviour	What does that look like at Seabridge?
Active listening	We listen carefully to the person who is speaking.
Everyone engaged	We work together as a team and contribute equally.
Explain and elaborate	We respond in full sentences and with detail.
Teach and support	We help and guide others to understand new learning.
Job done	We show that we have completed the task set.

At Seabridge we believe that every child should have the right to feel safe, valued and respected, and learn free from disruption of others. All of our staff set an excellent example to pupils at all times and model appropriate behaviour, consistent with our values and ethos.

We ensure that our behaviour policy is followed consistently; we promote and reinforce positive behaviour as we know that this is more effective than enforcing negative punishments. However, sanctions are in place to discourage poor behaviour and are used when needed.

The following outlines what we regard as 'poor behaviour' and 'unacceptable behaviour'; this includes doing the action and also attempting to do it i.e. attempting to damage school property.

Poor Behaviour

- Teasing or "winding up" other children
- Interfering with another person's property
- Talking while the teacher is talking
- Ignoring or refusal to follow instructions
- Calling out or shouting
- Deliberate lateness and time-wasting
- Poking, pushing or prodding
- Swearing as part of a general conversation
- Unsociable behaviour at the lunch table
- Chewing gum
- Dropping litter
- Making irritating noises
- Play fighting/wrestling
- Making unkind remarks about another person's family
- Making fun of another child's work
- Misuse of classroom equipment (especially scissors)
- Misuse of toilet or wash areas
- Name-calling
- Telling lies to cause problems

Unacceptable Behaviour

- Writing graffiti
- Throwing or flicking objects in the classroom
- Answering back or arguing with an adult
- Stone throwing or any dangerous play

- Spitting at another person
- Swearing at another person
- Threatening or intimidating behaviour
- Name- calling related to gender, race or appearance
- Theft
- Vandalism of school or others' property
- Inappropriate touching
- Leaving the classroom or premises without permission
- Persistent and wilful attempt to disrupt the learning of others
- Physical violence
- Bullying (see definition below)

Unacceptable behaviour is dealt with in line with the behaviour policy. The class teacher or the Senior Leadership Team (SLT) will inform parents in these instances as they see fit.

Where poor behaviour and/or unacceptable behaviour is repeated, this will be recorded using Class Dojo, but will also be logged on MyConcern.

Behaviour incidents that could be deemed inappropriate will be dealt with by SLT who will use their discretion.

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 MyConcern.

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.

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 school behaviour 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. It is a means of promoting good relationships so that people can work together in a considerate way.

Although our Behaviour 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 Behaviour 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.

Bullying

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)

Pupils must realise that bullying is unacceptable and that such behaviour will be dealt with appropriately by the staff in our school. All pupils and staff know that it is the responsibility of everyone to report acts of bullying as soon as they arise. Incidents of bullying will be formally recorded and addressed.

All incidents of bullying and any racial incidents will be recorded on MyConcern.

For further information please refer to our [Anti-Bullying Policy](#).

Roles and Responsibilities

The Academy Council

The Academy Council (AC) is responsible for reviewing and approving the behaviour policy.

The AC will also review this behaviour policy in conjunction with the head teacher and monitor the policy's effectiveness, holding the head teacher to account for its implementation.

The Head Teacher

The senior leadership team are responsible for reviewing this behaviour policy in conjunction with the AC. The head teacher will also approve this policy.

The head teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently;
- Modelling positive behaviour;
- Providing a personalised approach to the specific behavioural needs of particular pupils;
- Recording behaviour incidents.

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the behaviour policy;
- Inform the school of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the class teacher promptly.

Pupils

Pupils are expected to:

- Take full responsibility for their behaviour;
- Follow the class rules that are set out at the start of every academic year with their class teacher;
- Strive to model the Seabridge Values and Cooperative Behaviours whenever they can.

Rewards and Sanctions

Rewards

When our children follow our rules and routines, they will be praised and rewarded in various ways. This includes, but is not limited to:

- Verbal praise;
- Dojos;
- Stickers (personal to each year group);
- Golden time;
- Seabridge Superstar;
- Messages home;
- Sharing of good work with other teachers;
- Golden book;
- 'Mitchell' the dog for the winning class with the most Dojos each week;
- Treats for the winning colour team with the most Dojos each term.

Sanctions

Whilst we recognise that positive reinforcement is much more effective than negative reinforcement, we have to have sanctions and consequences in place to discourage poor behaviour. This includes, but is not limited to:

- Verbal warnings;
- Loss of golden minutes;
- Red dot (excluding Nursery);
- Detention;
- Loss of break time (excluding Nursery);
- Thinking spot (Nursery only)

For serious or repeated incidents, it may be necessary to:

- Create a Behaviour Support Plan (BSP);
- Remove of a child from the classroom into a separate learning environment;
- Refer to the Headteacher, Deputy Headteacher or another member of SLT;
- Follow the process for a fixed-term exclusion or permanent exclusion (see Exclusions section below).

What is a Dojo?

From Reception to Year 6, we use the 'Dojo' system to reward pupils for positive behaviours and good work. Dojos are given by staff to recognise when pupils demonstrate one of our Seabridge values or show cooperative behaviours. They can also be awarded for excellent effort, outstanding work or for completing homework. Staff will generally award single Dojos

apart from where a pupil has demonstrated outstanding work/effort/achievement and in this case, may be awarded three Dojos.

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 head teacher 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.

Permanent exclusion

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:

11. 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.

12. 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.

15. 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 that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

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

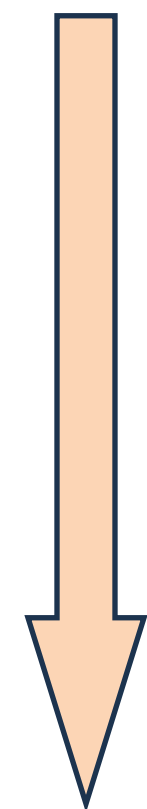
Appendix 1

Positive Dojo Points

 Cooperative Behaviours	 Excellent Effort	 Home Reading	 Home reading (extra)
 Homework Completed	 Other (RECORD...	 Outstanding work/effort/achi	 Seabridge Values

Appendix 2

Behaviour Escalation Stages

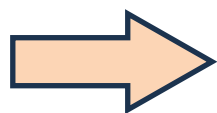


Verbal warning - Pupil is reminded about correcting their behaviour (i.e. staying focused and getting back on task).

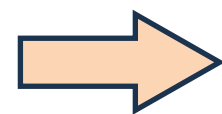
First warning - Poor behaviour is recorded on class dojo - loss of 1 choice time minute.

Second warning - If the poor behaviour continues, this is recorded on class dojo - loss of choice time minutes.

Red dot (with reason) - Poor behaviour is recorded in HSLs diary and the loss of a choice time minute.



Red dot - (Immediate) A red dot with the reason is recorded in HSL's diary with the loss of 3 choice time minutes.



Detention - this is given for unacceptable behaviour. Detention is recorded in the HSLs diary, and a detention will be completed with a member of SLT the following break tie or lunch time depending on the severity of the behaviour (KS1 and KS2).

