

Seaview Primary School



Promoting Positive Behaviour Policy

Ethos and Values

The ethos of our school is underpinned by the belief that each child has the right to work, play and learn in a friendly, safe and supportive environment. Equally we believe that all members of staff have the right to deliver their professional responsibilities in a similar environment.

The whole philosophy of behaviour management in our school is based on

MAKING THE RIGHT CHOICES

- ✓ right choices bring rewards
- ✓ wrong choices bring consequences.

As a school community our ethos is built on a foundation of core values: honesty; respect; co-operation; happiness; responsibility; tolerance; understanding and peace. These will at times be addressed directly through assemblies / discrete activities, but at all times should permeate the whole curriculum and organisation of the school.

All members of the school are expected to maintain an atmosphere conducive to learning, with courtesy and consideration for others as basic requirements, allowing teachers to teach and children to learn.

We encourage our children to report anything that makes them feel uncomfortable, no matter how 'small' they think it is.

We expect our children to:

- ✓ Treat others as they would like to be treated, demonstrating respect at all times
- ✓ Allow teachers to teach and other children to learn
- ✓ Be responsible for their learning
- ✓ Move around the building safely
- ✓ Look after their own property, the property of others and our school premises

We expect our Staff to:

- ✓ Value all children, display patience and listen carefully to children.
- ✓ Provide opportunities for our children to learn to the best of their ability by setting suitable learning challenges, removing barriers to learning and accepting diversity.
- ✓ Provide an environment in which children can learn.
- ✓ Teach positive behaviour and talk to children about why their behaviour may be unacceptable.
- ✓ Plan and prepare stimulating lessons.
- ✓ Teach respect by treating children with fairness and consistency.
- ✓ Be fully supportive of the school's Behaviour Management and Inclusion Policy.
- ✓ Deploy a restorative approach when investigating any inappropriate behaviours / peer on peer abuse.
- ✓ Avoid shouting, confrontation, aggression, sarcasm, humiliation and personal comments about a child.
- ✓ Only disapprove of the behaviour and not the child
- ✓ Liaise with external agencies for the benefit of our children.
- ✓ Be mutually supportive of all adults within the school.
- ✓ Maintain a good sense of humour – even under pressure!
- ✓ Regularly communicate with parents and carers, ensuring that they are well informed and kept 'in the loop'.
- ✓ Share successful approaches and learn from best practice.

We expect our Key Stage Leaders to:

- ✓ Ensure that activities are planned within their Key Stage, which suit a range of learning styles.
- ✓ Ensure that there is a climate of reward and praise within their Key Stage which outweighs consequences.
- ✓ Ensure that the school's Behaviour Management Policy is followed consistently by all members of their Key Stage.
- ✓ Deploy a restorative approach when investigating any inappropriate behaviours / peer on peer abuse.
- ✓ Supervise an individual child from another class who has been disturbing teaching and learning.
- ✓ Liaise with members of the Leadership Team regarding the progress of individual children.
- ✓ Support any Supply Teachers who are teaching in their Key Stage.
- ✓ Liaise with external agencies for the benefit of our children.
- ✓ Regularly communicate with parents and carers, ensuring that they are well informed and kept 'in the loop'.

We expect our Senior Leadership Team to:

- ✓ Provide a visible and dependable support throughout the day.
- ✓ Support staff in managing children's behaviour by ensuring that effective systems for managing and monitoring behaviour exist and are consistently implemented.
- ✓ Deploy a restorative approach when investigating any inappropriate behaviours / peer on peer abuse.
- ✓ Regularly communicate with parents and carers, ensuring that they are well informed and kept 'in the loop'.
- ✓ Regularly communicate with governors, ensuring that they are well informed.
- ✓ Provide effective support for teachers presented with extremely challenging behaviour.
- ✓ Provide clear leadership and support for the school's Behaviour Management Policy.
- ✓ Liaise with external agencies for the benefit of our children.
- ✓ Ensure that an appropriate curriculum is in place which will excite and motivate children.

We expect our Governors to:

- ✓ Monitor the effectiveness of our Behaviour Management Policy.
- ✓ Support the Leadership Team as they deal with incidents of challenging behaviour.
- ✓ Form a Governors' Disciplinary Committee, which meets as required.

We expect our Parents to:

- ✓ Co-operate with the school to ensure that their child adheres to school rules.
- ✓ Keep the school informed of any circumstances which may affect their child's learning and behaviour.
- ✓ Maintain regular contact with the school through attendance at parent's evenings etc.

Whole School Reward System:

Excellent behaviour is recognised and rewarded. The attention given to excellent behaviour is just as significant as that given to unacceptable behaviour.

We use the ClassDojo system across our school. Children are awarded 'dojo points' as a reward for positive things they do in school: manners, excellent work, excellent attitude to learning etc. At the end of the week, the child in each class with the most 'dojo points' receives a special certificate during our Seaview Stars Assembly. (At the end of each half term, we calculate the top 25% of dojo winners from each class. These children then receive a special reward e.g. movie afternoon; pizza afternoon; visit from the ice cream van etc. – this has had to be suspended due to COVID restrictions)

Seaview Stars Assembly:

On a Friday morning our 'Seaview Stars' Assembly is held. Each week two children's names from each class are entered into a special book. One is the winner of 'dojo points' that week. One is for a specific reason which may be concerned with attitude; effort; learning; behaviour etc. These children's names are read out during this Assembly and the children are presented with a special certificate. They are also allowed to choose from a selection of gifts.

Addressing unacceptable behaviour:

We believe that peer on peer abuse is unacceptable. Abuse of this kind can include:

- ✓ Verbal abuse (including shouting, the use of bad language, the use of prejudice-based and discriminatory comments)
- ✓ Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- ✓ 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 harassment, such as sexual comments, interfering with clothes, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- ✓ Sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)

We have a consistent approach across the whole school so that our standard of behavior is maintained. We also need to recognise that all adults need a repertoire of approaches in both preventing inappropriate behaviour and dealing with it.

Our response to unacceptable behaviours will therefore be:

- ✓ Proportionate
- ✓ Considered
- ✓ Supportive
- ✓ Decided on a case-by-case basis

Warning System:

If a child is behaving inappropriately in Nursery or Reception s/he will be asked twice to change their behaviour. If a child does not respond to this, they may be asked to have 'time out' within the classroom setting. S/he may be required to sit on a 'thinking spot' to reflect on their behaviour.

In Key Stage 1 and 2 there is a Warning System in operation. If a child is behaving inappropriately and disrupting teaching and learning s/he will be given a warning. They will be told exactly what s/he needs to do to improve their behaviour. If the behaviour continues a second warning will be given and the child will be told if the inappropriate behaviour continues then s/he will be removed from class for 'time out'. This is a specified period of time e.g. ten minutes when the child will be supervised by an adult other than the classteacher. This is an opportunity for the child to think about what choices s/he needs to make when s/he returns to the classroom. A child will take an appropriate sand timer (5 / 10 / 15 / 30 minutes), so s/he knows when the 'time out' is complete. If a child is removed from the classroom, then s/he should be sent either to a Key Stage Learning Manager; the Deputy Headteacher or the Headteacher. Alternatively, a Support Assistant may supervise him / her. If a child returns from 'time out' and continues to disrupt teaching and learning, then s/he should be removed for the rest of that lesson. Each lesson allows each child to have a fresh start – warnings are not carried over from one lesson to another.

Logging Incidents:

If there is a behavior incident in school which causes an adult concern, the member of staff will log the incident on CPOMS. The incident will be described and any follow up action taken. The Headteacher and Deputy Headteacher are tagged in to all CPOMS entries.

Physical Restraint:

In extreme cases a child may need to be restrained either because s/he is being extremely defiant or because s/he is posing a danger to themselves or someone else. Almost all staff are 'Team Teach' trained (refresher training takes place every two years). A Major Incident Report should be completed following any physical restraint and parents must be informed. For further information, please see our Restrictive Physical Intervention Policy.

Promote appropriate sexual behaviours

We aim to create a culture and ethos of respect, tolerance, acceptance and diversity which makes it easier for children to 'call out' an incident, no matter how 'small' they think it is, and harder for anyone to get away with sexist or inappropriate sexual behaviour.

Our children know that we will:

- ✓ Take their safety and wellbeing seriously
- ✓ Listen to them
- ✓ Act on their concerns
- ✓ Not tolerate or accept abuse

As well as focusing on what's inappropriate, we help our children to understand what good and healthy sexual behaviour means.

Our RSHE curriculum covers important areas such as:

- ✓ Consent
- ✓ What respectful behaviour looks like
- ✓ Body confidence and self-esteem
- ✓ Healthy relationships

Lead Behaviour Professional:

Lexi Wilkinson, our Deputy Headteacher, is our Lead Behaviour Professional. If any child begins to cause a teacher concern they will record these concerns and share them to Lexi Wilkinson. She will decide if further intervention is required. If any individual child displays challenging behaviour on a regular basis, Lexi Wilkinson will contact parents and the behaviour will be formally tracked in school for a set period of time using a Behaviour Log. When this is the case, a teacher will summarise a child's performance during each lesson of the day. These Behaviour Logs are then signed by a Senior Leader. Copies of these Behaviour Logs are forwarded to parents at the end of the week. It may be necessary to involve external agencies to support the child, parent and school at this stage.

CRISIS Response:

We work very closely with CRISIS Response Team, which fundamentally supports children who are at risk of permanent exclusion. However, more recently we have entered into a Service Level Agreement with CRISIS Response. This results in a member of their Team working with specific children in our school on a bespoke programme.

Access to Counselling:

We have an on-site School Counsellor. If a child is causing concern, then we may seek parents' permission to refer the child to our Counsellor. This would result in bespoke play based therapy sessions to address any underlying issues.

Exclusion:

In some extreme cases it may be necessary to exclude a child. Wherever possible we provide education on an alternative site for a specific number of days. The child concerned will be sent to the Guidance and Learning Centre at Easington Colliery Primary School for the requisite number of days. S/he will be transported there and back by taxi accompanied by the GLC Worker. Work will be provided by the child's teacher to be completed at the centre.

If a parent refuses to give permission for the child to attend the Guidance and Learning Centre, the child will be formally excluded for the requisite number of days.

This Policy must be read in conjunction with:

- ✓ Keeping Children Safe in Education Policy
- ✓ Restrictive Physical Intervention Policy
- ✓ Anti-Bullying Policy

Reviewed February 2022

APPENDIX 1 (BEHAVIOUR MANAGEMENT POLICY)

Returning to school June 2020 (COVID-19)

As school starts to reopen in June 2020, we have the following additional expectations with regard to the behaviour of children and parents:

Expectations of parents:

- Only one parent / carer to enter the school site to bring their child(ren) to school.
- Pre-school children should stay with the parent / carer at all times (holding hands / buggy etc.).
- Ensure appropriate social distance from other adults, whilst waiting for the doors to open.
- Parents / carers cannot currently enter the school building.
- Parents / carers should collect their child as soon as possible if they are contacted regarding illness / symptoms.
- Parents / Carers should stick to allocated drop off / pick up times.
- Parents / carers to collect their child if s/he is not adhering to the rules around no touching / no coughing over others / social distancing etc.

Expectations of children:

- Normal 'Seaview' behaviour rules / rewards / sanctions apply.
- Children should stay at a social distance as much as possible (adults in school to remind children where necessary).
- Children should not play games that involve touching others (tag / stuck in the mud etc.).
- Children not sticking to the no touching rules will be reminded and parents informed to support with reinforcement.
- Children to line up at a social distance in school when asked.
- Children to enter / exit the building separately and patiently, using the allocated entrance / exit.
- Children to wash / sanitise hands when entering the building and at regular intervals throughout the day.
- Any coughing / spitting on someone else, will result in the child being sent home.
- Children to follow any signs and special routes in place (e.g. one-way system).
- Children should only use their own water bottle, which will be clearly named.
- Children should avoid touching their mouths / noses / eyes and follow the 'Catch it, bin it, kill it' advice.

Reviewed – September 2020