

Seaview Primary School



Promoting Positive Behaviour Policy

Ethos and Values

The ethos of at Seaview Primary School is for all children to **Do MORE, Know MORE, and Be MORE.**

This ethos 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

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 use a restorative approach when 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 policies and procedures
- ✓ Deploy a restorative approach when investigating any inappropriate behaviours / child on child 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!
- ✓ Share with leaders when they have had an emotional response to a child's behaviour and it may be appropriate to make a change to adult support.
- ✓ 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 policy is followed consistently by all members of their Key Stage.
- ✓ Deploy a restorative approach when investigating any inappropriate behaviours / child on child 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 / child on child 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 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.

We use a lunchtime reward system. Children are chosen by lunchtime supervisors once a week to receive a reward for their behaviour in Seaview Stars Assembly. These children are rewarded with a place on the table of awesomeness.

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 winners 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 child on child 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 behaviour 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. They 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 behaviour 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). The bound book 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 PSHE and Relationships curriculum covers important areas such as:

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

Lead Behaviour Professional:

Lexi Wilkinson, 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. 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.

Suspension:

In some extreme cases it may be necessary to suspend 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 either by school staff or family members. 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 or if places are unavailable, the child will be formally suspended 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

February 2024

Lexi Wilkinson

Headteacher