

Seaham Trinity Primary School



Behaviour Policy

<i>Document Log</i>	
Previously referred to as:	NA
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OUR GOLDEN RULES

*“Respect and Integrity in all we do.
Be Ready, Be Resilient, Be Reflective.”*

It is our ambition to create a calm, safe and happy environment where everybody can be true to themselves and thrive, in an inclusive and accepting environment.

RR Article 3

“The best interests of the child must be a top priority in all actions and concerns”

RR Article 28

Discipline in schools must respect children’s dignity and their rights.”

Seaham Trinity Primary school is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to:

- 🎯 Maintain the highest standards of personal conduct,
- 🎯 To accept responsibility for their behaviour and encourage others to do the same.
- 🎯 Develop an understanding of how to manage emotions.

We believe strongly that our children learn best when they feel **safe, secure and happy**. In our school we strive for warmth, mutual respect and clear, consistent boundaries for behaviour.

Aims of the Policy

- 🎯 To create a culture of exceptionally good behaviour for learning, for community and for life
- 🎯 To ensure that all learners are treated fairly, shown respect and promote good relationships
- 🎯 To help children take responsibility for their behaviour
- 🎯 To provide a safe, comfortable and caring environment where optimum learning takes place
- 🎯 To provide a clear guide for children, staff and parents on what behaviour is expected.
- 🎯 To provide a consistent, calm approach
- 🎯 To develop children’s confidence and self esteem
- 🎯 **For children to begin to understand how to manage emotions and engage in safe and appropriate regulatory activities when needed.**
- 🎯 **To outline our rewards and sanctions.**

Purpose of the Policy

To provide simple, practical procedures for staff and children that:

- 🎯 Recognise behavioural norms
- 🎯 Positively reinforce behavioural norms
- 🎯 Promote self-esteem and self-discipline
- 🎯 Teach appropriate behaviour through positive interventions **and curriculum delivery**
- 🎯 Foster the belief that every child can make **positive** choices and encourage the children to recognise that they can and should make these choices

*“Exceptional behaviour lies in the behaviour of every adult and their ability to create a culture of certainty”, Paul Dix
When the Adult Changes Everything Changes.*

Adult Expectations

We believe strongly that children learn best when they feel **safe, secure and happy**. Therefore it is imperative that all adults have an approach that is consistent and provides predictable responses to managing behaviour. With this in mind we expect every adult to:

- 👤 **Meet & Greet** at the door
- 👤 **Embed our golden rules of “Respect and Integrity in all we do. Be Ready, Be Resilient, Be Reflective.”** In everyday language.
- 👤 **Use zones of regulation to support positive behaviour through understanding emotions and how to regulate them.**
- 👤 Model positive behaviours and build good relationships
- 👤 Display consistent, calm, adult behaviour.
- 👤 Show “first attention” to best conduct
- 👤 Have relentless routines **and memorable phrases to direct these.**
- 👤 Scripted interventions
- 👤 Use Restorative follow up every time.
- 👤 Never ignore poor behaviour.
- 👤 **Use visible recognition boards throughout every lesson**
- 👤 **Harness the use of calm spaces throughout the day to support self-regulation.**

Middle & Senior Leaders

Middle & Senior Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, and model, showing a unified consistency to children.

We expect Middle & Senior Leaders to:

- 👤 Meet and Greet children at the beginning of the day
- 👤 Be a visible presence around school to encourage appropriate conduct
- 👤 Refer to **“Respect and Integrity in all we do. Be Ready, Be Resilient, Be Reflective.”**
- 👤 Support staff in returning children to class by sitting in on restorative conversations and repair meetings and supporting staff in conversations.
- 👤 Ensure staff training needs are identified and targeted.

We expect our parents & carers to:

- 👤 Support the work of the school
- 👤 Be well informed about their child’s achievement and behaviour
- 👤 Support the school to ensure that their child adheres to school rules
- 👤 Inform us of any circumstances which may affect their child’s learning or behaviour
- 👤 Maintain regular contact with school (school events, parent’s evening’s, meetings)

6. Roles and responsibilities

6.1 The governing body

The governing board, or assigned committee, is responsible for reviewing and approving the written statement of behaviour principles ([appendix 1](#)).

The governing board, or assigned committee, will also review this behaviour policy in conjunction with the head teacher and monitor the policy’s effectiveness, holding the headteacher to account for its implementation.

6.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Pastoral Lead, giving due consideration to the school's statement of behaviour principles ([appendix 1](#)). The headteacher 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.

6.3 Staff

6.3.1 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 on CPOM's and personalised reports.
- Reporting incidents to senior leaders/ parents where appropriate

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

6.4 Parents

6.4.1 Parents are expected to:

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




Relentless Routines

We believe that children respond best to structure and routine. All staff will teach children the routines in which children will be expected to follow around school and within classrooms. Our 4 relentless routines are:-

Straight, Smart and Silent walking	5,4,3,2,1 to be ready	RWInc hand across signals in classrooms
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Our Rules

Respect and Integrity in all we do	This means respect for:		
	Each Other 	Environment 	Resources 
We show respect through			
Kindness	Teamwork	Inclusion	Understanding
Be Ready	Be Resilient		Be Reflective

		
<p align="center"><u>RR Article 28</u></p> <p align="center">Every child has the right to an education.</p>	<p align="center"><u>RR Article 29</u></p> <p align="center">Education must develop every child's personality, talents and abilities to the full.</p>	<p align="center"><u>RR Article 12</u></p> <p align="center">Every child as the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.</p>
<p>Be here; be on time Have the right equipment Follow Instructions Listen, respond, work hard Question Ask for help Tidy up Follow routines. Respect learning times and social times Prepare for next year</p>	<p>Give it a go. Don't give up - persevere. Try again. Be open to new ideas. Think about how to do it differently Be honest with yourself Be brave It's not I can't do it, but "I can't do it yet"</p>	<p>Consider others Learn from mistakes Accept help and advice Share your opinions Listen to opinions Compromise Support each other Respect differences and needs Work to be in green zone Use sensory support</p>

Our rules have been kept to a minimum to ensure they are understood clearly and used consistently by all.

Children will be regularly reminded of these rules and reasons why we have them **and understanding will be developed in assemblies and through our PHSE curriculum.**

We fully accept that our children will make mistakes and at times demonstrate inappropriate behaviour. On these occasions, we will respond in a calm, consistent manner seizing the opportunity to further the child's personal and social skills.

We also understand that for some children following our behaviour expectations are beyond their development level. In this case, these children will have bespoke positive behaviour plans to meet their individual needs, **using zones of regulation. (See Appendix for example of this)**

Misbehaviour is defined as:	Serious misbehaviour is defined as:
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<ul style="list-style-type: none"> • Disruption in lessons, in corridors between lessons, and at break and lunchtimes. • Non-completion of classwork or homework. • Poor attitude Incorrect uniform 	<ul style="list-style-type: none"> • Repeated breaches of the school rules • Any form of bullying • Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation • Vandalism • Theft • Fighting • Smoking • Racist, sexist, homophobic or discriminatory behaviour • Possession of any prohibited items. <p>These are:</p> <ul style="list-style-type: none"> ○ Knives or weapons ○ Alcohol ○ Illegal drugs ○ Stolen items ○ Tobacco and cigarette papers ○ Fireworks ○ Pornographic images ○ Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
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5. Bullying

5.1 Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

5.2 Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

5.3 Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures

Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school’s approach to preventing and addressing bullying are set out in our **Anti-bullying Policy**.

Equality

At Seaham Trinity Primary School we understand and respect that all of our pupils are different and are committed to providing a school experience that is accessible and appropriate for all. Where relevant, we will seek the support and guidance of other professionals such as:

- Educational Psychologist
- Behaviour support specialists
- Local PRU outreach services
- Educational Welfare Officers
- Families First Team
- Children’s Care Services

Recognition & Rewards

We believe that positive behaviour that is recognised and rewarded is more likely to be repeated. Therefore we aim to show **first attention to best conduct**, recognising and rewarding good behaviour consistently. The attention given to good behaviour is just as significant as that given to unacceptable behaviour.

Praise

The use of praise in developing a positive atmosphere in the class room cannot be underestimated. It is key to developing positive relationships.

DoJo Points

Dojos are given to individual children and the class or groups for good behaviour and learning. They can be given by anyone in the school. Parents are informed via the app if their child gets a dojo point.

Star of the Week

For individuals who have demonstrated exceptional behaviour/effort during the week and gone ‘over and above’ what is expected they will be awarded the class star award. Each teacher will nominate a star of the week which will be recognised and rewarded during celebration assembly each Friday.

Managing Behaviour

De-escalation

De-escalation of inappropriate behaviour by staff avoids low-level behaviour escalating and becoming more serious. When students are behaving in a way that is not appropriate staff should use a range of strategies to support that student to get back on track without giving attention to the negative behaviour. This may include: - ignoring, distraction, diversion, humour, giving a choice, walking away and allowing space or considering time in rather than time out.

Stepped Boundaries/Consequences

Poor behaviour cannot be tolerated as it is a denial of the rights of the pupils to learn and teachers to teach. Pupils are encouraged to take responsibility for their own behaviour, actions and consequences. When applying consequences, it is an opportunity to remind a child of rules and routines, reset boundaries and model what is meant by appropriate behaviour.

For the vast majority of our children a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave a classroom for short time, every minute a child is out of the lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary.

All staff will follow the steps below for dealing with inappropriate behaviour. All children must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low level disruption.

<i>Behaviour Management Steps</i>	
Step 1 – Drive by	Gentle prompt can be verbal or non-verbal
Step 2 - Reminder	A reminder of the rule that we need to be of “Respect and Integrity in all we do. Be Ready, Be Resilient, Be Reflective.” Delivered Privately Repeat if necessary. De-escalate and decelerate where reasonable and possible.
Step 3 – Caution	A caution to either follow instruction or change behaviour Scripted clearly stating behaviour and consequences if continue reminding them of previous good Behaviour 30 second script (Delivered Privately) <i>I noticed you chose to...</i> <i>It was the rule about..... that your broke</i> <i>If you choose to break the rules again you leave me no choice but to ask you to leave the room/ go to</i> <i>Do you remember when (model of previous good behaviour) that is the behaviour I expect from you.</i> <i>Think carefully I know you can make good choices. Thank you for listening</i> Walk away allow them time to decide what to do next. If there are comments made write them down and follow up with that later
Step 4 – Time out/Repair conversation – Note home Log on CPOMS and Tracker	A chance to reflect away from others. Child asked to take time out either at a spot in class or asked to go and speak to the teacher outside of the class Script “I notice you chose to(noticed behaviour) remind of rule they have broken You have chosen to (consequence) .. (go and sit in the quiet area) I will come and speak to you in 2 minutes” Following a time out a repair conversation must take place by adult who issues time out, to repair relationship, remind of previous good behaviour and reset boundaries
Step 5 time out with another adult	Child asked to leave the classroom to work with another adult for a remainder of the lesson. (Paired year group partner or class next door for Y3 Classes) (DO NOT describe the child’s behaviour to other adult in front of the child) Script

– Parent Informed Log on CPOMS and Tracker	“I notice you chose to(noticed behaviour) remind of rule they have broken You have chosen to leave the classroom and go and work with I will come and speak to you” Following time out Repair conversation must take place.
Step 6 – Refer to SLT.	Member of SLT to support. This may be escalated straight to this step for any aggressive/ violent outburst either physically or verbally.
Behaviour Support plan/Meeting with parents	Where a child’s behaviour becomes a concern and is impacting negatively on their own and others learning or well-being, parents/carers will be invited in to discuss behaviour and a support plan will be implemented at the earliest stage.

Exceptions

There are certain behaviours which will not follow the Stepped behaviour flowchart for example:

- 🚫 Bullying (see anti-bullying policy)
- 🚫 Physical aggression
- 🚫 Verbal aggression
- 🚫 Offensive language
- 🚫 Theft
- 🚫 Damage to property
- 🚫 Racist, sexist, homophobic, bi-phobic or transphobic behaviour

On these occasions, children will move directly to a school leader, who will take over the management of the unacceptable behaviour. Parents will be notified and planning of the appropriate consequence and sufficient consequence. Incident details will be recorded on CPOMS and Restorative meetings will be held.

Repair/Restorative Meetings

Repair/restorative conversation will take place after a child has reached either step 4 or Step 5. Restorative approaches give the child an understanding of how their behaviour has affected others and it helps them reflect on where they went wrong and what they can learn for next time, as well as allowing teachers to understand what has happened.

Restorative meetings allow staff to address difficult behaviour while leaving relationships with the child intact. It should leave the child thinking about their actions and knowing someone important believes in them.

Restorative question will need to be selected based on the incident and also the child’s age and developmental level. Key stage 2 children should be asked maximum of 5 questions and Reception and key stage 1 a maximum of 3. Each child’s development and understanding should be taken into account.

- 🗣️ What happened?
- 🗣️ What were you thinking at the time?
- 🗣️ What have you thought since?
- 🗣️ How did this make people feel?
- 🗣️ Who has been affected?
- 🗣️ How have they been affected?
- 🗣️ What should we do to put things right?
- 🗣️ How can we do things differently in the future?

Absconding

If a pupil chooses to leave school without permission, staff will react in the following way:

- 🗣️ Contact parents
- 🗣️ Search immediate grounds for the pupil
- 🗣️ If the pupil cannot be found, contact the police

- Once pupil returns to school they will spend time with SLT

Off-site behaviour

- Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Malicious allegations

- Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.
- Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations of abuse.
- The Headteacher will also consider the pastoral needs of staff accused of misconduct.

Guidance & Learning Centre (GLC)

On occasions we may refer children to the Guidance and Learning Centre (GLC) based at Easington Colliery Primary School that can provide short term provision for pupils at risk of permanent exclusion, where serious incidents have occurred or for respite behaviour support. Pupils may stay from one single day up to five full days, however may not exceed fifteen days in one academic year.

Physical Intervention (Positive Handling)

Staff at Seaham Trinity Primary School are appropriately trained to respond to the social, emotional and behavioural needs of children in their care. Our duty of care includes a requirement to intervene as appropriate in order to prevent pupils from:

- Self-harming
- Causing injury to others
- Damaging property
- Prevent a pupil from leaving the premises, where allowing them to leave would risk their safety
- Any behaviour prejudicial to the maintenance of good order and discipline within school, or among any of its pupils

To prevent serious incidence of the above, it may be necessary for staff to physically intervene to ensure the best outcome. **All members of school staff have a legal power to use reasonable force** where it is deemed **necessary, proportionate and reasonable**, however we endeavour for all staff to be trained in positive handling techniques. (DFE (2013) Use of reasonable force)

What is positive handling?

The term 'Positive Handling' includes a wide range of supportive strategies for managing challenging behaviour. Positive handling is a holistic approach to behaviour management entailing policy, guidance, management of the environment and deployment of staff. Its practice necessitates emotionally intelligent adults skilled in the use of diversion, diffusion and de-escalation - 95% of all positive handling should be de-escalation:

Primary Prevention

- Ensure we create opportunities for our students to engage in meaningful activities in and around school
- Ensure that the curriculum is sufficiently stimulating, challenging and meaningful to our students
- Ensure that school expectations are clear and consistently applied
- Ensure that staff are effectively deployed and their training corresponds to the needs of their students

- Maintain an awareness of each students circumstances and events in their lives, which may cause them additional stresses and necessitates additional support
- Good communication
- Teach students about emotions and how to manage them constructively
- Form risk assessments of our students behaviour

Secondary Prevention

- **Speaking calmly:** Speak in a calm, quiet and sincere voice which conveys to the learner that you are composed, in control, but concerned for them.
- **Highlighting expectations:** A solution focused technique to highlight when a student has previously been on the verge of losing their 'self-control', but have regained their composure, have accepted adult support and resolved their difficulty,
- **Potential Consequence awareness:** Alerting the learner to potential consequences should their behaviour deteriorate further and prompting the learner to reflect upon consequences.
- **Using humour:** Humour can be extremely effective in defusing anger and aggression from *some* learners – it should be judgement based upon the adults knowledge of the learner.
- **Distraction:** By creating a distraction you may shift the learner's focus sufficiently from their negative feelings or actions to thinking about doing something more constructive.
- **Stepping away:** Stepping away from an angry or distressed learner can lessen the intensity of the situation and facilitate a way out for them.
- **Self-directed withdrawal:** Learners may be sensitively advised leave a situation and take some time away from the focus of their stress. This could encompass change of adult or environment.
- **Directed withdrawal:** A much more direct approach where students are firmly advised to leave a situation/venue and accompany an adult to a designated area.
- **Withdrawal from lessons/groups:** Students may be withdrawn from class or any corresponding group situation should their behaviour seriously disrupt the education, care or support of peers.
- **Physical presence:** The physical presence of adults, will for many learners communicate authority and can re-engage feelings of safety and security.
- **Physical Diversion:** Deflecting a learning from dangerous, destructive or disruptive behaviour it could include: holding a hand, placing a hand on the forearm or putting an arm around a shoulder.
- **Modifications to the environment:** An ongoing risk assessment of the environment to keep learners safe and secure.

What happens when de-escalation has been exhausted?

Once a child has reached crisis point, de-escalation strategies have been exhausted and there is a need for positive handling, the following staff should be alerted to deal with the situation:

- Headteacher
- Deputy Headteacher
- Assistant Headteacher SENCO
- Team Leaders

If the listed adults are unavailable, **all members of school staff have a legal power to use reasonable force** where it is deemed **necessary, proportionate and reasonable**, but efforts must be made to contact the named members of staff where possible.

Next steps

Where restrictive physical intervention occurs the staff involved should log this on CPOMS under Team Teach, parents will be informed. This should be completed as soon as possible, post incident, before the end of the school day, or within a 24 hour period.

There should be opportunities for both the child and adults to debrief post incident.

Physical intervention should only be used when both verbal and non-verbal de-escalation strategies have been utilised and exhausted.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- It is also based on the [special educational needs and disability \(SEND\) code of practice](#)
- Section 175 of the [Education Act 2002](#), which outlines a schools duty to safeguard and promote the welfare of its pupils.
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupil's behaviour and publish a behaviour policy and written statement of behaviour principles and give schools the authority to confiscate pupil's possessions.
- DfE [guidance](#) explaining that maintained schools should publish their behaviour policy online.

- Anti-Bullying Policy
- Attendance Policy
- Safeguarding Policy