



Signed:

Date:

Review Date:

### Behaviour policy

The Behaviour Policy at Seaton Delaval First School is a statement of good practice which covers all aspects of the school that contribute to the development and maintenance of good behaviour and a positive ethos. All members of the school are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements.

### Aims

This policy particularly relates to our whole school aims to encourage children to

- understand the need for honesty, trust and reliability
- be caring, tolerant of and respect others
- have high standards of behaviour and self discipline
- have a positive attitude to learning and school

This policy also aims to:

- encourage adherence to an agreed set of principles of behaviour by pupils.
- support effective teaching and learning.
- contribute to mutual respect.
- gain the agreement and support of teachers, non teaching staff and parents.

### Policy into Practice

Within Seaton Delaval First School certain practices will support behaviour and discipline:

- a) setting good habits early: to help children establish regular attendance and good behaviour from the start, involving parents in the process
- b) early intervention: prompt intervention is needed where there is poor behaviour or unexplained absence, so it is clear that this will not be tolerated
- c) rewarding achievements: positive recognition of individual children or classes achievements in good behaviour, through mentions in assembly, certificates etc.
- d) supporting behaviour management: behaviour management techniques, assertive discipline, individual behaviour programmes, circle time and circle of friends can help improve and maintain high standards of behaviour and discipline
- e) identifying underlying causes: attention, anxiety, diet, habit, developmental level (mouthing becomes biting), uncertainty about what is expected from them, epilepsy, medication
- f) work with parents and colleagues, including speech therapist, nurse, consultant, dietician, educational psychologist on addressing any underlying causes
- g) Family support services such as community nurse or learning disabilities support groups may help parents support their own children.

### Children

Involving children can help reinforce school behaviour policies by active involvement in anti-bullying policies, and contributing ideas through class discussions.

### Parents

The school encourages parents to support good attendance and behaviour through home-school agreements, parents' meetings and newsletters. Parents and children will be aware that the school has an Inclusion, Equality & Diversity policy.

### Monitoring, Evaluation and Review

The Governing Body should review the policy every two years. It should be promoted and implemented throughout the school.

### The Code of Conduct

The code of conduct is simplified for the children into the 'Golden Rules'. These are displayed in classrooms and reinforced at various times including assemblies.

## Golden Rules

We are gentle.

We don't hurt others.

We are kind and helpful.

We don't hurt anybody's feelings.

We listen.

We don't interrupt.

We are honest.

We don't cover up the truth.

We work hard.

We don't waste our own time and others' time.

We look after property.

We don't waste or damage things.

## **The Seaton Delaval First School Code of Conduct**

- Make it easy for everyone to learn and for the teacher to teach
- Speak politely to everyone
- Listen to others and expect to be listened to
- Keep the school clean and tidy so that it is always a welcoming place, which we can be proud of
- Move quietly and gently about the school
- Respect other people's personal space

### **IN CLASS**

#### **MAKE IT EASY FOR EVERYONE TO LEARN AND FOR THE TEACHER TO TEACH**

This includes:

- \* Arrive on time
- \* Put bags and coats away
- \* Begin and end the lesson in a polite and orderly way
- \* Listen carefully
- \* Follow instructions
- \* Work hard
- \* Ask for help when you need it.
- \* Help each other when it is appropriate but don't distract or annoy anyone.
- \* Put your hand up to answer a question.
- \* Be sensible at all times
- \* Do your homework as well as you can and hand it in on time.

### **IN GENERAL**

#### **SPEAK POLITELY TO EVERYONE**

This includes:

- \* Using a low voice - as shouting is always rude
- \* Using language which is neither abusive or offensive
- \* Offering to help others
- \* Being polite to visitors

#### **LISTEN TO OTHERS AND EXPECT TO BE LISTENED TO**

This can include:

- \* Trying to understand other people's point of view
- \* Not interrupting anybody or being interrupted by others
- \* Being silent when required
- \* Not answering back.

#### **RESPECT OTHER PEOPLE'S PERSONAL SPACE**

This can include:

- \* Not kicking, pushing or punching
- \* Keeping a distance between you and other people

#### **KEEP THE SCHOOL CLEAN AND TIDY SO THAT IS ALWAYS A WELCOMING PLACE, WHICH WE CAN BE PROUD OF**

This includes:

- \* Taking great care of our displays
- \* Keeping the walls and furniture clean and unmarked
- \* Putting all litter in bins (even if this means carrying it until you find a bin)
- \* Wear the correct uniform at all times
- \* Reporting any damage you see to a teacher
- \* Using toilets in an acceptable way.

## OUT OF CLASS

### MOVE QUIETLY AND GENTLY ABOUT SCHOOL

This includes:

- \* Lining up sensibly
- \* Walking rather than running, pushing or barging past others
- \* Being ready to help by opening doors
- \* Being ready to help by offering to carry things
- \* This pattern of behaviour should also apply outside school

### Rewards

We consider it is important that praise and rewards should have a considerable emphasis within school and pupils will thus achieve recognition for a positive contribution to school life. Such a contribution includes: sound academic work and effort; positive attitude to work, learning and school; good behaviour and adherence to the code of conduct. The attention of our school should not be limited to those whose academic work is outstanding or to those whose behaviour is consistently poor.

It is expected that good standards of behaviour will be encouraged through the consistent application of our code of conduct supported by a balanced combination of rewards and sanctions within a constructive school ethos.

It is important to develop and maintain consistency in the application of the reward system.

There are informal rewards (such as giving praise for appropriate behaviour in and outside the classroom) and formal rewards such certificates, for further agreed aspects of school life.

Examples of situations and circumstances in which formal rewards (such as stars, stickers and certificates) are: for working hard to achieve a new skill; for showing particular care or kindness to other people; for consistently following the code of conduct.

Examples of informal rewards which staff are encouraged to use for academic achievement, appropriate behaviour and outstanding effort and attitude include:

- General praise and encouragement in lessons, which should be used as much as possible
- Daily certificates awarded to one child from each class by the teacher
- The Headteacher or other appropriate members of staff to be invited to praise individuals, groups or classes and being invited into classrooms as appropriate
- Headteacher's "Gold Shiny" award sticker
- Recognition to be given to success of differing kinds in assemblies or in form time including half termly "Celebration Assembly" with parents invited
- Weekly "Lucky Dips" where pupils can choose a small gift [pencils, rubbers, stickers, badges, playing cards, dominoes, etc.]
- Pupils' work to be displayed as much as possible in order to give recognition to it.

### Sanctions

Pupils have a right to expect fair and consistently applied sanctions for poor behaviour and which make a clear distinction between serious and minor infringements of the code of conduct.

An appropriate sanction is one which is designed to put matters right and encourage better behaviour in future. Thus it is inappropriate to punish whole groups for the misdemeanours of a few or to impose a sanction, which is designed to humiliate a pupil or pupils.

There is a relationship between the principles of our Equal Opportunities Policy and the sanctions system. In addition, consistency in the application of sanctions also has a gender based equal opportunities dimension. Thus, rebukes and sanctions, which are differentiated solely on the grounds of gender, should be avoided.

All staff will have access to a "Behaviour and Safeguarding Record" [see Appendices 1]. This is used to record incidents of poor behaviour [including attitude to learning and school], racial incidents,

bullying, homophobic behaviour and Child Protection plus the action taken to support improved behaviour, safety and attitude. The Headteacher will be shown our "Behaviour and Safeguarding Record" immediately if there is a serious breach of our behaviour rules or a Child Protection issue otherwise the records will be monitored weekly by the Headteacher and followed up as appropriate with staff, pupils and parents.

### Classroom Sanctions

Children are verbally reminded of the way they should behave, given a warning [move to amber] and thirdly [move to red], if the behaviour continues, will miss part of a playtime in the company of the Headteacher, class teacher or a Senior Teacher to discuss how this behaviour can be avoided. If the behaviour has resulted in the child not completing sufficient work they may have to finish their work in the library at playtime.

A visual 'traffic light' system in each classroom, clearly and simply shows children if their behaviour is causing concern, they are then able to modify their actions and return to working 'on green'. This was reviewed in April 2017 to include silver and gold. We use 5 colours to support and further improve behaviour: RED means "Time out with Headteacher," ORANGE means "Think and Fix," GREEN means "It's good to learn," SILVER means "Brilliant" and GOLD means "Outstanding." If a child is unable to behave appropriately within the classroom, is disrupting the learning of others or is acting in a way that may harm themselves or others, the child can be sent to another class for 10 minutes to 'cool down'. If the situation is sufficiently serious the Headteacher should be informed.

### Headteacher Sanctions

If a child has been involved in an incident where they have behaved in an unacceptable way to an adult, the Headteacher will telephone the parents to inform them and the circumstances will be recorded in the incident book and/or accident book as appropriate. Example of unacceptable behaviour may include use of offensive or abusive language or physical assault.

If similar occurrences continue to happen the Headteacher will phone the parents and ask them to remove their child for the rest of the day.

A decision to exclude a pupil should be taken only:

- a) in response to serious breaches of the school's behaviour policy; and
- b) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Only the Headteacher can exclude a pupil.

At all steps of this process the school staff would work closely with the child, their parents and outside agencies e.g. Behaviour Support team to try to remedy the situation.

Lunchtime/Playtime Sanctions

1. Children are quietly reminded of the playground rules(a playground version of the Golden Rules) verbally.
2. If the rule is broken a second time the child has to withdraw from playing for 3 minutes. This will be timed with a simple egg timer. After 3 minutes the timer is returned to the supervisor & the child can return to playing.
3. If there is a third repeat the supervisor writes the child's name on a piece of paper, this is given to the class teacher for information & passed to the Headteacher. The child spends 10 minutes of the next lunchtime play inside.
4. If the incident is sufficiently serious the Headteacher is informed & those involved will miss all the next lunchtime playtime.

Children having to stay in for these reasons will be supervised by the Headteacher or deputy & will spend the time writing out the playground rules or similar task.

If a child has to stay in to complete work, they will work in the library area, supervised by the indoor lunchtime staff.

If a child is sent in for misbehaving, the outside supervisor will inform the inside supervisor by 2-way radio.

A 'Behaviour Tracking Sheet' will be used to record the pattern of warnings etc. of those children identified as repeatedly breaking the playtime rules.

If there is any kind of incident (good or bad) at lunchtime which the supervisor thinks the class teacher should know about, a lunchtime report slip should be used and passed to the teacher. (Similar to the bumped head/injury notes) Playtime incidents can be informed verbally.

## **Appendices 1**

Seaton Delaval First School

### **SAFEGUARDING RECORD 2017-2018**

Class teacher's record of all incidences of poor behaviour (B), bullying (Y), racial harassment (R) and child protection (C).

CLASS:

YEAR GROUP:

ACADEMIC YEAR: 2014-2015

CLASS TEACHER:

| Date and time | Code | Child's full name | Happening (include times, a full description and pupils' full names) | Action taken by adult (must be signed) then given to HT/DHT to counter-sign |
|---------------|------|-------------------|--|---|
|               |      |                   |  |   |
|               |      |                   |  |   |