



Good behaviour policy

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Agreed by school council:	
Agreed by governors:	
Date to be reviewed:	

In Seascope Primary School we consider that good behaviour is a vital part of school life. The ethos of the school is one in which its unique character and atmosphere promote an environment which will make a difference to our pupils. We acknowledge that there are many other influences on pupils' social development such as parents, friends, community and the media; however we consider that the school's role is an important one and can systematically and overtly contribute to the pupils' personal and social development.

The children at Seascope Primary school can expect to:

- Feel happy and secure in a safe environment
- Learn in a rich and stimulating environment where they can achieve their full potential.
- Develop confidence and feel valued.
- Learn independence and work and play co-operatively with others. Learn tolerance and respect for others, their beliefs and their belongings.
- Enjoy the benefits of a mutually supportive partnership between home and school.

Rationale

Effective learning will take place if there is a clear, succinct behaviour policy, both throughout the school generally and in individual classrooms. Learning not only takes place within the subject based curriculum but also through a hidden curriculum of socialisation and the development of values, beliefs and attitudes which permeate the ethos of the school.

Good behaviour is also necessary to ensure pupils safety and well-being.

With these considerations in mind Seascope Primary School seeks to ensure that there are clearly stated rules and a code of behaviour adhered to by all those within the school environment.

In Seascope Primary School we follow the five golden rules.

- Do be gentle and kind
 - Do work hard
- Do look after property
 - Do listen to people
 - Do be honest

These should be on display on every classroom and known by all children.

Front loaded behaviour expectations:

Children come to school in their school uniform (including school shoes) or PE kit. All equipment is provided by school so no stationery etc. is allowed in any classrooms. Children should not be bringing mobile phones into school and must be locked in and switched off in the main office.

Children line up (in a straight line) on a morning at 8.45 at the bottom of the steps in silence. Teachers come out and greet every child as they come through the doors. Teachers must say good morning ____ to every child.

Once the line is in doors are closed. Other children are late and go through the learning zone. Teachers have until 8.55 to register children for lunch. After that the learning zone doors are locked; children go through the office and get main choice for lunch. Until 8.55 teachers are responsible for registering children.

Within lesson times children should be using indoor voices and the session should be calm. All children and adults should be aware of and using the STAR sitting acronym.

All staff should members should be using the stop signal for silence.

When going to assembly children should be walked by the class teaching assistant to allow teachers to remain for intervention model. Teachers should stand outside of their doors during transition times to support. All staff should challenge children when they are not walking quietly through corridor at any times. Children should walk in a single file straight line, in silence, keeping right and facing the correct way. Staff need to maintain this. Teaching assistants should leave the children at the hall doors so they can get their break. Teaching assistants should collect the children from their row at the end of assembly. Children will only leave when the staff member is there. Children should then exit for playtime in silence as they walked in.

At the end of playtime children should again line up at their classroom steps and wait for their teacher. The teachers must ensure the children are silent and lined up straight before bringing them into the classroom. Children must walk sensibly up the steps.

At lunchtime a member of staff must walk the children to the hall. Children should walk in a single file straight line, in silence, keeping right and facing the correct way. At the end of lunchtime children should again line up at their classroom steps and wait for their teacher. The teachers must ensure the children are silent and lined up straight before bringing them into the classroom.

At the end of the day children should be lined up in the cloakroom in a clam, orderly manner. Teachers should stand at the door and dismiss the children one at a time, UKS2 children may walk alone from the classroom doors once they get to the front of the line, not in a cluster.

This system will only work with the consistent cooperation of all staff and good timekeeping by everyone. Staff need to be aware breaks, lunches etc. should not overrun for anyone for any reason and everybody must keep to time.

Feedback strategies and silent signals:

We believe that great staff cultures come from the careful development of habits that build a strong staff community. Consistent habits and routines are fundamental to a school's culture. At Seascope Primary School, we employ a range of feedback strategies and silent signals to ensure all children are engaged and have the opportunity to contribute to every lesson. Teachers select their strategies from an approved list, see below, to ensure consistency across the school. Feedback strategies and silent signals are vital to managing behaviour and the children respond well to familiar systems across school that are used by all staff.

Silent Signals

TTYP

This strategy provides an opportunity for all children to discuss their learning and respond to questions by talking with their partner.

- Hold both hands pointing forward as if they are two, open gates
- Close the gates as soon as you have finished asking the question
- Children should turn their heads towards their partner not their whole body or chair
- Listen to the children as they prepare an answer with their partner – don't get stuck with just one partnership. Use this time to choose the partners with the most helpful answers to feedback to the group.
- Stop the children using the stop signal

MTYT

This signal is used when the teacher wants children to repeat something after them

- This signal is the teacher's – children do not need to copy it
- My turn – gesture towards yourself with one or two hands
- Your turn - gesture towards the children with one or two open palms

Magnet Eyes

This signal should be used when teachers want to be sure the children are listening

- Point to your eyes with two fingers
- Children need to know that this indicates their eyes should be on yours and their bodies still

1,2,3 signal

This strategy allows teachers to move children from carpet to table silently in under 15 seconds

- Hold up one finger - children stand
- Hold up 2 fingers - children walk and stand behind their chairs
- Hold up 3 fingers - children sit down ready to work

- This can be done in reverse to move children from their tables to the carpet in silence

Stop Signal:

This is a strategy used to gain children's attention.

- Hold one hand in the air with a flat palm
- Do not clap or talk
- Stand next to a child who is a 'one to win'
- Scan the room to check every child has raised one hand
- Train children to scan their table and gently tap their partner's arm to advise of the stop signal if needed
- Ensure children are looking attentively at the teacher, sitting up tall
- Lower your hand, smile and nod
- Scan the room to ensure everyone is looking
- Do not start talking until you have the children's full attention
- Choose an appropriate feedback strategy

Feedback strategies for long responses:

Choose Two

This strategy is used to take responses that need an explanation or a reason

- While children are talking, search for responses that can be built upon
- Ask one or two partners to share their response with the group

Paraphrase

This strategy is used to keep the discussion moving

- Repeat what children have said using 'I heard...'

Cold Call

This technique creates an expectation that all students are ready to answer every question.

It promotes attention, participation and engagement. Children are chosen by the teacher and not through volunteering for this strategy to be effective.

- Pose a question to the entire class
- Give adequate waiting time
- Call on individuals by name for their response

Feedback strategies for short responses:

Word Wave

This strategy is used for one word answers with multiple responses

- Ask the question using TTYP
- Say 'Word Wave'
- Children call out their answers as the teacher moves a hand across the group

Choral Response

This strategy is used when there is only one correct answer

- Children use TTYP to decide
- We open our hands for the children to give their response together

Hands up

At Seascope Primary School, we recognise that the hands up signal may be needed in certain situations. Teachers can choose to use this at their discretion but must balance its use with a range of the feedback strategies listed above. All of our staff are mindful that they must engage every child in learning and will therefore use the hands up signal sparingly in their classroom.

Equal Opportunities

Every child who attends Seascope Primary School is entitled to live and learn in a calm working atmosphere. They are entitled to live and learn in an environment, which is orderly, supportive and secure. The school behaviour policy should be used as a sound guidance to ensure that every child, regardless of race, sex, religion, ability, special need or social circumstances is treated fairly and has the opportunity to learn and develop without fear of discrimination.

This policy should be read in conjunction with other policies such as Equal Opportunities, Inclusion, Special Needs, and Ethnic Diversity etc.

Special Needs

Children who have special needs in Seascope Primary School which can be either physical, social, emotional or educational or in relation to their behaviour, are entitled to opportunities which will enable them to become self-disciplined. We need to ensure that appropriate arrangements are made to support these children with a wide range of needs to support them to access the curriculum and where necessary reasonable adjustments to this policy need to be made. Children who, through their special needs are identified as likely to become disadvantaged are entitled to be given specific programmes, which will enhance their self-esteem and ability to cope. Children who have specific behaviour problems are entitled to have individual programmes of support which will be designed to offer positive reinforcement in modifying poor behaviour patterns.

Management of Behaviour

The manner employed by each staff member should enable them to talk to the children, and show a liking and respect for them. Adults should show an interest in the children and should not be curt or dismissive. Efforts should be made by every adult to relate appropriately to

individual children, to small groups of children and to a whole class and occasionally to the whole school. Active listening is paramount to the needs of the child.

Each staff member needs to place more emphasis upon positive reinforcement and encouragement than on blame and accusations. Each staff member must establish and maintain a secure, safe, happy and stimulating environment in which the children in their care can develop and flourish.

The Leadership and Pastoral Support Teams in Seascope Primary School are always willing to help should difficulties arise and every teacher must inform them if they feel that a behaviour issue is arising within the class. Middle leaders should also be willing to offer each other support because management of behaviour is the responsibility of ALL and not just an individual.

Rewards and Sanctions

It is very important that the positive aspects of praise and rewards should have a great emphasis. Children will achieve more, be better motivated and behave better when staff commend and reward their successes rather than focus on their failures. However, we do not promote an over-emphasis on extrinsic rewards as studies in the long-term indicate this does affect motivation.

Individual Awards

Class dojo points

Good work and good behaviour are awarded by a dojo point. These should be given in individual amounts and not blocks of 10. A running total is kept for each child. This dojo cannot be taken away for later inappropriate behaviour of a different type. Members of staff who are not classroom based also reward children with dojos asking the children to record them when back in class.

The children who are the dojo winners in class each week are chosen as class leaders. Class leaders receive certain privileges:

Front of the line when walking around school

Handing out books

Taking diner registers

Running any messages

Seated in assembly

Any extra jobs that appear through the week

Class dojo winners should be on display in the classroom to celebrate the achievement

Head teacher Awards

Children are nominated for a headteacher's award for exceptional effort in their work. The headteacher will come to the classroom to congratulate the child. They will receive:

- A special sticker to wear

- A copy of their work and a sticker to take home
- A prize from the Golden basket in Friday Assembly

Star of the week

Every week each class nominates a Star of the Week based on the SMSC agenda. Star of the Week should promote learning behaviours as well academic success. Each child is awarded with a certificate and a prize from the Golden basket which is presented in Fridays' assembly. Parents are informed if their child is nominated via the newsletter.

The children who are the star of the week in class each week are chosen as class leaders. Class leaders receive certain privileges:

Front of the line when walking around school

Handing out books

Taking diner registers

Running any messages

Seated in assembly

Any extra jobs that appear through the week

Star of the week should be on display in the classroom to celebrate the achievement

Extrinsic Rewards

We strongly encourage the careful use of extrinsic rewards. The only long-term extrinsic rewards recommended in school will be given out on Fridays from the golden basket. At all other times extrinsic rewards should be stickers and dojo points. Intrinsic rewards are of the utmost importance such as telling children how proud you are of them and why.

If children require more specialist behaviour management support then this should be on a SEN support plan and discussed with the SENCO.

Sanctions

As in any school there will be occasions where children will not adhere to the 'Golden Rules' set out in this policy. Consistent, high expectations for behaviour should remove of low-level disruption.

In Seascape Primary school we see unacceptable behaviour in these dimensions: disruptive, dishonest, disrespectful, defiant, aggressive, both physical and verbal, uncontrollable, bullying and intolerance including racial. Although we strive to turn all negative behaviour into positive we recognise that sometime we may need to have consequences including sanctions in place to alleviate this.

All staff administer the following step system internally in their classrooms:

If children are not following the school expectations to allow a calm, orderly classroom. Staff should be using the following strategies:

Non-verbal

Positive group reminders

Anonymous individual reminder

Private individual reminder

Lightening quick reminder

If none of these techniques work over the course of a lesson then a consequence should be issued by the member of staff in charge. This might be missing a few minutes of break, moving seats. This needs to be issued by the member of staff delivering the consequence. The same techniques should be used over a playtime and lunchtime

If these techniques have not corrected the behaviour then it needs to be escalated appropriately. Staff would then use the clipboard system with a referral slip on to be sent to SLT. The information on this slip should be recorded on Cpoms at the end of the day. SLT will take the information from the children and may return them back to class, place them in internal exclusion, or send them to another class.

The school do follow a restorative approach. SLT have been allocated to work with pupils on an afternoon who have been sent using the clipboard system. This work may take a variety of avenues and will be dealt with on a case by case basis.

If a child's behaviour is seen by the class teacher as dangerous or violent to children or staff then the school office can be called for a member of senior staff to assist. Children need to be made aware by the class teacher that if this happens then the consequence will be instantly more serious. This may consist of:

- Missing breaks / lunches over a longer period of time e.g. a week
 - Missing of trips / outdoor learning for the half term
 - Internal exclusion
 - Fixed term exclusion
 - Permanent exclusion

Restorative Approaches

As a school we follow a restorative behaviour policy. Restorative approaches work to resolve conflict between individuals or groups and to repair harm. They encourage those who have caused harm to acknowledge the impact of what they have done and give them an opportunity to make reparation. They offer those who have suffered harm the opportunity to have their harm or loss acknowledged and a resolution sought.

When behaviour problems or disputes arise, all children involved should be given the opportunity to explain their case without interruption. They should be encouraged to find a solution. No blame should be attached to one child more than another until all facts have been determined.

Where appropriate, each child should be given the opportunity to apologise and make friends after disputes. Time needs to be put aside to repair and rebuild.

Exclusions

It is important that children understand the seriousness of exclusion.

Internal exclusion days are cumulative and recorded. Fixed term exclusions also are cumulative and recorded and have to be shared with the local authority. School at times do use the GLC at Easington Colliery Primary School as an alternative to fixed term exclusions. Permanent exclusion is a last resort when all avenues have been exhausted.

Playground Management

Children are not allowed in the playground until a supervising adult is present i.e. dinner supervisor, classroom assistant or teacher.

The children are encouraged to follow the golden rules. Any incidents that take place over playtime will be shared with the OPAL lead by lunchtime staff. Incidents over lunchtime need to be recorded on CPOMS.

If a child misbehaves at playtime they will be asked to do time out for 5, 10 or 15 minutes depending on the severity of the incident. Time out will NOT be done "on the wall" but children will be asked to hold an adult's hand. If the incident is very severe then a non-teaching member of staff must take the child to SLT for assistance.

EYFS

Golden rules are visible throughout EYFS following the same principles as the rest of the school and embedded through positive reinforcement. The following points are applicable particularly to staff within our EYFS unit:

- Staff should never use any form of physical punishment, restraint, or humiliation when dealing with undesirable behaviour.
- Staff have to ensure that the children are aware that hurting their friends or making unkind comments towards them is not acceptable.
- Whilst in the nursery, staff should use a gentle, calm tone, and child friendly and age appropriate language when dealing with undesirable behaviour.
- Always keep calm; never show that undesirable behaviour has had any impact on you.
- Our approach is to give praise in order to promote positive behaviour rather than blaming the other child whose behaviour was deemed to be unacceptable.

- On occasion it may be necessary to separate children from one another or if there is a situation where there is a risk of them causing the other/each other harm.
- No child/children should be sent to the book corner or a particular area in the room to be used as punishment.
- Pudding or other treats must not be withheld or exchanged for something else, in order to make a child behave.

Offensive Weapons

If an adult suspects that a child is carrying an offensive weapon, i.e. glass, knives, pencil sharpener/knife blade, syringes, pieces of metal, guns etc., then the Head teacher must be sent for. All other children should be removed from the vicinity of the child with the suspected offensive weapon. The Head teacher or whoever is in charge of the school will follow the Critical Incident policy and Safety Protocols.

Drugs/Alcohol/Tobacco

If a child is suspected of carrying drugs, alcohol, cigarettes etc. then the child is taken to the Head teacher who will follow the DCC guidelines on Drugs.

Parental Contact

Parents can see their child's behaviour being rewarded and celebrated by:

- Stickers and stamps in exercise books
- Certificates brought home
- Stickers worn on sweaters
- Evidence around school of the class dojo system
- Contact with parents at the beginning and at the end of the day.

Links with other plans and policies

- Anti-bullying policy
- Safeguarding policy
- Anti-radicalisation policy

