

Seaton Sluice First School



Behaviour and Relationships Policy 2024

Written by: Amanda Bennett September 2024

Role: Headteacher

Approved by: Amanda Bennett

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At Seaton Sluice First School, we aim to provide a community in which lifelong learning takes place, within a calm and structured environment that challenges, motivates, develops confidence and promotes independence.

We aim to foster our school mission statement throughout every aspect of school life and the achievement of these underpins our behaviour policy. The Seaton Sluice mission statement is:

Believe and Achieve

Care and Share

Safe and Secure

Enjoy Together

All members of the school are expected to help to maintain an atmosphere conducive to learning, with good manners and mutual respect.

Aims

This policy particularly relates to our whole school and 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 pupils to understand and follow the agreed expectations of behaviour.
- Support our school 'behaviours for learning' and effective teaching and learning
- Demonstrate mutual respect across the school day through a restorative THRIVE informed approach
- Ensure that the pupils know that they have the agreement and support of teachers, non-teaching staff, parents and carers

Policy into Practice

Within Seaton Sluice First School, agreed practices will support behaviour and discipline:

1. Setting good habits early such as establishing regular attendance and good behaviour from the start, involving parents in the process.

2. Early intervention: prompt intervention will be provided and challenged where there is poor behaviour or unexplained absence, to understand the reasons behind their occurrence.
3. Rewarding achievements: positive recognition of individual children or class achievements demonstrating good behaviour or attitude to learning, through acknowledgements in assembly, stickers, certificates, class dojo points and house tokens.
4. Supporting behaviour management with a particular focus on using a restorative approach. Staff training across the whole school will ensure a consistent approach and use of language that will promote good behaviour, attitudes and relationships within the whole school community.
5. Identifying underlying causes of behaviour: attachment, attention, anxiety, diet, habit, level of development, uncertainty of expectations, medical needs, effects of medication. This can be supported through THRIVE assessments on both an individual and class basis.
6. Work with the school's THRIVE licensed practitioners, parents and external agencies, including behaviour/family support, Jigsaw Therapy Solutions Ltd, school nursing team, educational psychologist, and other healthcare professionals.

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 links, parent meetings, correspondence through either Tapestry/Class Dojo and newsletters.

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 school rules. These are displayed in classrooms and reinforced at various times during class and assembly.

Our Golden Rules

1. We are kind.

2. We are honest.

3. We show respect.

The school rules are discussed with the children regularly. All children and members of the school community are expected to behave according to them.

Other Rewards in School

At Seaton Sluice First School, we recognise that praise and rewards should have a considerable emphasis within school and pupils. Contributions include:

- Good academic work and effort
- Positive attitude to work, learning and general school life
- Good behaviour and following the school rules
- Being an excellent role model to others

It is expected that excellent 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.

There are informal rewards such as giving praise for appropriate behaviour in and out of the classroom and formal rewards such as certificates, for further agreed aspects of school life. Examples of situations and circumstances in which formal rewards (such as stickers, badges and certificates) are for:

- Working hard to develop a new skill
- Showing particular care or kindness to other people
- Consistency following the code of conduct

Examples of both formal and 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 (used as much as possible)
- Daily messages home via Class Dojo
- Notes of praise
- Headteacher's stickers and award certificates
- Weekly 'Star of the Week' certificates as part of Celebration Assembly
- Maths Times Table Rockstar Certificates
- Displaying of pupil work to give well deserved recognition
- Nomination of 'Special Day' person

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 school code of conduct. An appropriate sanction is one which is designed to put matters right, provide an opportunity for reflection and impact on future behaviour. It is inappropriate to punish whole groups for the misdemeanours of a few or to impose a sanction, 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. Sanctions which are differentiated solely on the grounds of gender, should be avoided.

All staff have access to a 'Behaviour Log' which is password protected on the staff intranet. This is used to record incidents of bullying, racial incidents and homophobic behaviour (colour coded). The Headteacher or Deputy Headteacher will be alerted if an entry is added to this log as soon as possible. If there is a serious breach of the school's code of conduct or a child protection issue, the Headteacher must be informed immediately. Otherwise, the record will be monitored weekly by the Headteacher and followed up with staff, pupils and parents.

All sanctions are delivered using the THRIVE approach language that includes phrases such as 'I'm wondering...', 'I'm thinking...' and 'I'm imagining...' that show empathy towards the child.

Classroom Sanctions

Children are verbally reminded of the way they should behave, given a warning and then asked to speak to either the teacher or as appropriate requested to speak with the Headteacher or Deputy Headteacher. Such an incident will be dated and recorded in the 'Behaviour Incident File' stored in the Headteacher's office. If the behaviour has resulted in the child not completing sufficient work, they may have to complete the task in a quiet space over break time. If the behaviour continues, the parent/carer will be contacted for further discussion. In line with the school's THRIVE approach, no child will ever be asked to stand and wait outside of the classroom area where they could feel excluded from the group.

Lunchtime/Playtime Sanctions

1. Children are quietly reminded of the school rules verbally
2. If the rule is broken second time, the child will be asked to have a break from playing for five minutes and stay with an adult.
3. If there is a third repeat, the supervisor will write the child's name on a slip of paper which will be passed on to the appropriate member of staff. In

addition, it may be appropriate to have a discreet word with the Class Teacher, Headteacher or Deputy Headteacher. The child may be asked to spend 10 minutes of the next lunchtime play supervised inside.

4. If the incident is sufficiently serious, the Headteacher/Deputy Headteacher will be informed and those involved will miss at least one full lunchtime play. Parents/Carers will be informed of such incidents.

Children who are asked to stay in for these reasons will be supervised by the Headteacher or Deputy Headteacher and will spend time thinking about their behaviour and the consequences, a letter of apology or a similar task.

If a child has to stay in to complete work, they will work in the community room, supervised by an indoor member of staff.

A Behaviour Contract can be set up to track the behaviour of an individual child which will be shared on a weekly basis with home.

Headteacher Sanctions

If a child has been involved in an incident where they have behaved in an unacceptable way to another child or an adult, the Headteacher or Deputy Headteacher will telephone the parents or carers to inform them and the circumstances will be recorded in the internal school electronic system or accident book as appropriate. Examples of unacceptable behaviour may include:

- Offensive and abusive language
- Physical assault
- Threatening language or behaviour

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

A decision to exclude a child should only be taken:

1. In response to serious breaches of the school's behaviour policy; and
2. If allowing the child to remain in school would seriously harm the education or welfare of the pupil/s 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/carers and outside agencies such as the NCC Behaviour Support Team to try to remedy the situation.