Seamer and Irton CP School
Positive Behaviour Policy

Policy name	POSITIVE BEHAVIOUR POLICY
Frequency of review	Annual
Governor lead	Helen Mallory
Lead member of staff	Robert Webb
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Reviewed by	Governing Board
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Sept 2024	School values added to 'How we promote good behaviours'. Updates to section on 'Restrictive Physical Intervention' added. Reference to Suspension and Exclusion Policy added. Section on Problematic and harmful sexual behaviour added.

At Seamer & Irton CP School we aim to deliver a Behaviour Policy that is simple, highly effective and utterly consistent. This document will outline how our adults react to and acknowledge outstanding behaviour; intervene and correct poor behaviour; and structure restorative conversations when dealing with conflict.

Good behaviour is promoted through supporting pupils to be the best that they can be through restorative conversations; through building strong relationships built on mutual trust and respect for everyone in our school community; and by taking steps to prevent poor behaviour escalating.

At Seamer & Irton CP School we will not accept discriminatory behaviour of any kind from any party. All children and adults have a right to be respected and the responsibility to give respect to others, including those with Special Educational Needs. This is in accordance with the 2010 Equality Act.

The Aims of this policy are to:

1. To encourage a heathy and positive attitude to learning.
2. To always exemplify good behaviour, using positive behaviour management strategies, discouraging and responding consistently to unacceptable behaviour.
3. To create a safe environment, both inside and outside the classroom, in which children can learn without distraction and realise their full potential.
4. To create a culture where children show respect to adults, each other and property.
5. To encourage children to take responsibility for their own behaviour and understand how their actions can impact on others, promoting proper regard for authority among pupils
6. To enable children with special educational needs or disabilities to be identified and supported through an ILP and inclusion passport and where appropriate an Accessibility plan.
7. To build up a strong partnership between home and school and use this partnership to develop a joint approach towards behaviour management with a shared set of goals and aims.
8. To ensure children are treated consistently by all adults who work with them and support children to demonstrate the best behaviour possible.

9. Encourage good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils,
10. Eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act.
11. Advance equality of opportunity and foster good relations between people who share a relevant protected characteristic and people who do not; and

Strategies to realise aims:

- Good behaviour is expected from all pupils and is the norm.
- All staff support pupils in managing their behaviour and avoiding making poor choices.
- The behaviour policy is shared and referred to at an age-appropriate level when discussing behaviour with pupils.
- All staff use the nonverbal signal (hand up) to gain children's attention.
- Good to be Green behaviour charts are displayed in all classrooms and used consistently to celebrate and address incidents.
- All staff model respectful behaviour to children, staff and parents.
- Unacceptable behaviour will be addressed through agreed procedures.
- This policy will be discussed, reviewed and updated at regular intervals.
- All Early Career Teachers and other staff new to the school will receive induction on behaviour management.
- Members of the SLT provide support and training to staff.
- A behaviour meeting will be held to set up and review ILPs and accessibility plans for pupils facing difficulties managing their own behaviour.
- Outside agencies will be approached for support as necessary.
- Exclusions and suspensions will be used rarely and only for extreme breaches of this policy.

How we promote good behaviours

Good behaviour is promoted through building strong relationships with our pupils and supporting pupils to be the best that they can be, underpinned by our School Values and Golden Rules.

School Values: Kindness, Respect, Excellence, Community, Aspiration

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 or others' time.

We look after property – we don't waste or damage things.

The emphasis on positive behaviour is at the centre of our positive behaviour policy. Each teacher has the autonomy to provide rewards appropriate to the age group they teach. These include, but are not limited to the following:

- Verbal praise, a quiet word or encouraging smile.
- Making written comments on pupils' work.
- Presenting stickers and certificates.
- Visiting other members of staff.

- Rewards given by the deputy headteacher and headteacher.
- Acknowledgement to parents and carers face-to-face, via the telephone or email.
- Dojo Points
- Green raffles
- Best efforts meeting with the headteacher

Visible consistency

1. All adults are visibly consistent in their approach and will use calm discussion and aim to encourage positive behaviours and constructive conversations.
2. Loud praise, private correction – praise should be given loudly and publicly, any corrections should be subtle and, where possible, private.
3. We encourage children to take responsibility for their own actions and behaviour.
4. A Good to be Green behaviour chart is displayed in each classroom and used across the school to encourage pupils to demonstrate good (green) behaviours which are in line with our Golden Rules.
5. Our Golden Rules are displayed in all classrooms.
6. Classroom greeting – a member of staff will always greet the children as they enter the classroom at the start of each session.
7. Playground collection – teachers will collect their class promptly from the playground after break times. They will survey the line and praise good behaviour. Any inappropriate behaviour will be addressed at eye level and quietly. This establishes the tone for the classroom.
8. Sanctions and consequences will be clear and consistent across the school.
9. A scaled approach to sanctions is used – see below.
10. Pastoral support plans and/or support logs are used to support the child.
11. Individual risk assessments are used where appropriate.

Good to be Green Behaviour Charts

Good to be Green Behaviour Charts are used to encourage good or better behaviour in every lesson and during break times and lunchtimes. Every class displays and consistently uses Good to be Green Behaviour Charts as outlined below. Children will have a fresh start every day, with every child starting each day on a green card.

Children can move between cards as appropriate throughout the day.

Green Card **('the norm', following school rules and meeting expectations.)** Every child begins every day on a green card and aims to stay on a green card all day. First out to lunch and playtime.
Verbal Warning **(Poor choices such as calling out and not focusing; low-level disruption; being unkind; not being positive towards adults; e.g. answering back, ignoring instructions; not completing work; poor behaviour at break or lunch; use of undesirable language, e.g. name calling)** A warning is given with clear guidance about how to return to good and a reminder that there is an expectation that work must be completed. Pupils kept back at the end of the session before leaving for playtime/lunchtime to receive an 'expectation reminder' from the teacher.
Yellow Card **(Repeated verbal warning)**

A continuation of unacceptable behaviour. A further warning is given with clear guidance about how to return to good and a reminder that there is an expectation that work must be completed along with a reminder of the consequences of receiving a further warning/red card. Pupils kept back at the end of the session before leaving for playtime/lunchtime to receive an 'expectation reminder' from the teacher.
Red Card **(Repeated yellow card or an incident serious enough to be considered a straight red: harming another child; throwing or damaging items; fighting; use of abusive language; any incident which targets any of the protected characteristics; stealing; swearing; or other serious unacceptable behaviour).** Each time a child reaches a red card or fails to improve their behaviour following a red card, they accrue 20 minutes in reflection and the class teacher reports this to the child's parent. All red cards are recorded using CPOMs. 2x red cards in a week, the deputy head teacher will call the parents to inform them of their child's continued poor behaviour. 3x red cards in a week, the headteacher will invite the parents in to discuss their child's behaviour.

Class teachers, the deputy head teacher and headteacher reserve the right to contact parents to discuss changes in behaviour or persistent poor behaviour regardless of the number of, or colour of, cards received.

Whilst we strive to achieve consistency and a sense of fairness, we also acknowledge that behaviour is often nuanced and what supports one child in improving their behaviour, will not work for another. Wherever possible, staff work with children and use the strong relationships they have with pupils to support them in improving behaviour. Staff look for ways to avoid giving out behaviour cards through supporting pupils to alter their behaviour.

In addition to issuing behaviour cards, the following strategies may be employed by staff as they see appropriate to meet the needs and to support pupils in improving their behaviour before escalating behaviour cards:

Remove a child to another classroom to avoid continued disruption and to prevent behaviour escalating.

Allowing a child to leave the classroom to another supervised, safe space to allow them to regulate their emotions before returning to class.

Pupils may be sent to see the head teacher to receive praise or for additional support in improving behaviours.

Contact parents via telephone, email or face-to-face to update parents on behaviour and conduct.

5-minute time out when minor problems occur at break times and lunchtimes.

Suspension from extra-curricular activities or teams.

The following strategies may also be used following consultation between teaching staff and the headteacher to support pupils in improving their behaviour (the head teacher will inform parents of the following):

Remove a child to another supervised space to work and to prevent further disruption.

Individual learning plans.

Pupil Support Plans.

Mentoring and coaching.

Support Logs to monitor behaviour.

Reduced break-times or alternative break-time provision, inc. asking parents to take pupils home for lunch.

Referrals to outside agencies.

Fixed-term exclusion/suspension.

Permanent exclusions.

Supporting the behaviour of pupils with Special Educational Needs:

In line with the SEN Code of Practice, the school operates a staged approach to supporting pupils with behavioural difficulties. These pupils have access to an individual learning plan (ILP) based on realistic targets, and this may include an individual risk assessment. The school recognises that some students will have circumstances, perhaps related to mental health or other medical conditions, that require reasonable adaptations to be made to this policy.

Dealing with incidents outside school hours

Where a matter of anti-social behaviour, safeguarding or internet abuse outside school hours is brought to the attention of the Headteacher, parents may be contacted to inform them of the reported incident so that they can address it. This is to prevent issues that arise outside school having a detrimental influence on school life. The headteacher will inform the appropriate authorities of any breaches of criminal law that have occurred at any time.

Restrictive Physical Intervention (RPI)

In those circumstances where behaviour becomes so uncontrolled that the child or young person becomes a danger to themself or to those nearby, it may be necessary to use physical restraint. The school follows the guidance issued by the DfE (July 2013) "Use of Reasonable Force" and acknowledges its legal duty to make reasonable adjustments for disabled children and children with special educational needs.

Only persons designated should use RPI and should only do so after receiving appropriate training. However, where a child is in immediate danger or is putting another child or adult in immediate danger and it is a staff member's honestly held belief, that without immediate physical intervention, serious injury or death is likely to occur, the head teacher would support physical intervention that is reasonably necessary by any adult in the school regardless of their level of training. In all cases, RPI should only be used when all avenues have been exhausted and the pupil is endangering their own safety, the safety of others, damaging property or threatening the good order of the school.

Incidents of physical restraint are recorded and reported to the governing body (see appendix 1).

Banned items and confiscation

Any mobile phones or items not required as part of school life must be handed in to the class teacher upon arrival and collected at the end of the day. Pupils may be searched following authority given by the Headteacher, and inline with the latest DfE advice found in 'Searching, Screening and Confiscation', if they are suspected of carrying inappropriate, dangerous or prohibited objects into school. Unapproved items brought into school by children (e.g. sweets and electrical items) may be confiscated by a member of staff and returned at a later time to the child or parent/carer. It must be made clear when such items will be returned and to whom. In the case of confiscation of weapons or other illegal items, the police will be informed and the item released only to them until further guidance is given.

Child-on-child abuse

All staff are made aware of the guidance about child-on-child abuse as detailed in Keeping Children Safe in Education 2024 and their duty to report any incidences to the school's designated senior lead for safeguarding.

Problematic and harmful sexual behaviour

Problematic sexual behaviour (PSB) is developmentally inappropriate or socially unexpected sexualised behaviour which doesn't have an overt element of victimisation or abuse.

Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour displayed by children and young people which is harmful or abusive.

Peer-on-peer sexual abuse is a form of HSB where sexual abuse takes place between children of a similar age or stage of development. Child-on-child sexual abuse is a form of HSB that takes place between children of any age or stage of development.

Where cases of problematic or harmful sexual behaviour are identified the school will ensure that all incidents of are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be: Proportionate, Considered, Supportive, dealt with sensitively, Decided on a case-by-case basis.

Sanctions for sexual harassment and violence may include: Carrying out a risk assessment if needed, additional supervision from adults, removal from classrooms or exclusions

Suspensions and Exclusions (Also see Suspension and Exclusion Policy)

Only in extreme cases will suspension and exclusion be used and only the Headteacher can apply these sanctions. These will always aim to reflect the severity of particular behaviours and will be carried out in line with *'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'* (DfE 2024).

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

Behaviours which may lead to a suspension or exclusion may include, but are not limited to the following:

- Violence towards, or swearing at staff or other adults within the school grounds
- Bring weapons, illegal drugs, cigarettes, offensive material, fireworks or any other items with the intent to harm other people in the school.
- Other circumstances deemed serious enough by the Head teacher or deputy to warrant this level of sanction.
- Any actions which reflect safeguarding towards themselves or others.

When the headteacher takes the decision to suspend or permanently exclude a pupil they will, without delay, notify parents (verbally and in writing) and the local authority, regardless of the length of the suspension. If a pupil has a social worker, or if a pupil is looked-after, the headteacher will, also without delay after their decision, notify the social worker and/or VSH, as applicable.

Pupils who are suspended will receive work set by the class teacher within the first 5 days of their suspension, similarly pupils who are excluded will also receive work to complete within the first 5 days where they are not attending alternative provision, this may include remote learning through online platforms such as Purple Mash or Oak National Academy. The school's legal duties to pupils with disabilities or SEN remain in force and reasonable adjustments will be made to support all pupils with SEND during this period.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating

to the suspension, such as the headteacher's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day in determining whether a governing board meeting is triggered.

Following a suspension or exclusion, a reintegration meeting between the headteacher, class teacher, parents and pupil will take place prior to the child returning to school. The aim of the meeting is to reflect on what went wrong, agree actions to prevent it happening again and to establish a fresh start where the pupil feels valued and welcomed back into the school.

If it is felt that it is in a child's best interest, a managed move may be suggested, which is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school.

All suspensions and exclusions are recorded on CPOMs.

The headteacher reserves the right to cancel exclusions or suspensions at anytime.

Code of conduct for parents, carers and visitors to Seamer and Irton CP School

We strongly believe that our school should be a welcoming and safe place for our children, staff, parents and visitors alike and that our parents share that belief. We have legal responsibilities for the safeguarding and wellbeing of children and staff, and a duty of care to all users of our school. All adults who enter our school site at any time set examples of behaviour and conduct which influence children and young people and we believe that they should therefore demonstrate high standards of conduct in order to encourage our pupils to do the same. Parents and carers must show respect to all other parents and carers, children and staff. Adults who do not behave in an acceptable manner may be asked to leave the site and the Senior Leadership Team have the right to further restrict their access.

Behaviour which is regarded as unacceptable includes:

- Physical abuse, threatening, oppressive or aggressive behaviour or use of offensive language towards other adults, staff or children.
- Entering the school site under the influence of alcohol or drugs.
- Smoking anywhere on the school site, including electronic cigarettes.
- Bringing dogs, with the exception of Assistance Dogs, on to the school site without the explicit permission of the Senior Leadership Team.

We expect all communication between parents and school staff to be conducted in a polite and respectful manner. Communication may be similarly restricted if it becomes unacceptable

APPENDIX 1 - USE OF FORCE TO CONTROL OR RESTRAIN PUPILS: INCIDENT RECORD

Details of pupil or pupils on whom force was used by a member of staff (name class)
Date, time and location of incident
Names of staff involved (directly or as witnesses)
Details of other pupils involved (directly or as witnesses), including whether any of the pupils involved were vulnerable for SEN, disability, medical or social reasons.
Description of incident by the staff involved, including any attempts to de-escalate and warnings given that force might be used.
Reason for using force and description or force used.
Any injury suffered by staff or pupils and any first aid and/or medical attention required.
Reason for making a record of the incident
Follow up, including post-incident support and any disciplinary action against pupils.
Any information about the incident shared with staff not involved in it and external agencies
When and how those with parental responsibility were informed about the incident and any views they have expressed.
Has any complaint been lodged? (details should not be recorded here)

Report compiled by:	Report countersigned by:
Signature:	Signature:
Name and role:	Name and role:
Date:	Date: