



## Behaviour Policy

Our school is based on Christian principles, where Christian concern is shown for the whole school **community**. At Seal Primary School we aim to live by our Christian Values at all times. We are committed to working together as a team, **persevering** to achieve our highest **aspirations**. **Compassion** and **respect** is shown for ourselves, others and the world around us. An enriched and creative curriculum that promotes **independence** is enjoyed both in the classroom and outside. Through the dedication of the children, parents, staff and governors, we make a difference.

### Introduction

This document is a statement of the aims, principles and strategies for Seal Church of England Primary School. It should be read in conjunction with the SEN Policy, Anti-Bullying Policy, PSHCE Policy, Equality Policy and Child Protection Policy.

We are a Level 1 Rights Respecting school (UNICEF). At Seal, we follow the Seal Tree of rights which encourage children to respect the rights of others’.

### Principles and Aims

Every child has the right to learn but no child has the right to disrupt the learning of others, both inside and outside the classroom. Every teacher has the right to teach.

Our school is a Church School and at all times we promote a Christian, caring attitude, which enables the children in our care to have due regard for each other’s needs. This policy relies heavily on the Christian principles of forgiveness, reconciliation and a fresh start.

It is written for all members of the school community to allow each one to understand the policy of the school and to apply it consistently and fairly.

- To ensure appropriate behaviour and language throughout the school
- To support children in taking pride in their behaviour
- To encourage and praise effort in both learning and behaviour
- To ensure a whole school approach to discipline which is used and approved by all the staff in the school – teaching and non-teaching staff
- To ensure that parents are informed and are aware of the disciplinary procedures
- To provide a system of rewards to encourage good behaviour
- To ensure a safe, caring and happy school
- To promote good citizenship and Christian attitudes
- To develop the notion of right and wrong and the consequences of behaviour
- To encourage pupils to take responsibility for their own behaviour
- To prevent bullying
- Children’s behaviour is to reflect this policy both in and out of school

### Definition of bullying

Bullying is “**Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally**”.

Bullying can include: name calling, taunting, mocking, making offensive comments,; kicking; hitting; taking belongings; inappropriate text messaging and electronic messaging (including through web-sites, Social Networking sites and Instant Messenger); sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.<sup>1</sup> Any incident of bullying will result in a meeting being held with the parents or carers and the child being taken through the restorative justice system and receiving a period of internal exclusion.

### **Responsibilities**

All members of the school community – teaching and non-teaching staff, parents, pupils and governors work towards the school aims by:

- Providing a well ordered environment in which all are fully aware of behavioural expectations
- Treating all children and adults as individuals and respecting their rights, values and beliefs
- Fostering and promoting good relationships and a sense of belonging to the school community
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- Encouraging, praising and positively reinforcing good relationships, behaviours and work
- Zero tolerance to all bullying or harassment in any form
- Helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently
- Caring for, and taking pride in both our behaviour and physical environment of the school
- Working as a team, supporting and encouraging each other
- Acknowledging the behaviour contract

### **Seal Rights**

- Right to a clean and healthy environment (Article 24)
- Right to learn (Article 28)
- Right to be safe (Article 19)
- Right to be treated fairly (Article 2)
- Right to be listened to (Article 12)
- Right to play and relax (Article 31)
- Right to follow your own religion (Article 14)

### **Rules**

All the rules have been devised over a period of time after various discussions with the children. After discussions with the children at the beginning of the year, each class decides on their class rules which are displayed within the classroom and the playground. These rules form the classroom and playground charters. The rules are versions of the following:

- Following directions
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- Keep hands, feet and objects to yourself
- No swearing or teasing
- Walk around school
- Respect property
- Respect the beliefs and views of others
- To be the best I can be in my behaviour and in my work

### Rewards

There are many ways in which we reward good behaviour in and around the school. The most common reward received by a child will be to write his or her name on the happy side of the board. They can also receive certificates, trophies and house points (happy marks) to celebrate good behaviour. Happy marks will be collated and a tally will be kept for every child throughout the year. There will be a progression of rewards according to the number of happy marks received. This will be as follows:

Number of Happy Marks	Colour of Certificate/Reward
50	Red
100	Orange
150	Yellow
200	Green
250	Blue
300	Indigo
350	Violet
400	Gold medal and end of year reward

Happy Marks/ house points will be collated into house teams and counted each term; the winning house will be rewarded with an own clothes day at the end of the term.

Parents will notified of particularly good work and behaviour through the use of certificates written by the child's class teacher. Teachers will send home at least two postcards a week.

### Sanctions

DFES "Good Behaviour and Discipline".

*"No school however positive or imaginative can eliminate disciplinary difficulties entirely".*

Should children not conform to the agreed rules, the following sanctions will be applied in order: (in extreme cases or in cases of racism they may move immediately to 7).

1. Verbal warning(s)
2. Name written on the sad side
3. Name and a tick – miss play and complete further work in class
4. Name and two ticks – child is sent to another class to work.
5. Name and three ticks – Child is sent to Head of School and will receive either school community service or an internal exclusion; parents are informed
6. Any further poor behaviour – child will then have an internal exclusion of 2 days along with community service during break times and a meeting with the parent/s or carer/s will be held. If a child receives an internal exclusion more than three times within a six week period, then a fixed period exclusion will follow.
7. Exclusion.

Any extreme physical violence or abuse will automatically result in an internal exclusion for up to three days and a meeting with the parents or carers.

If a child's behaviour presents a threat to themselves or others we shall follow the procedures in the Positive Handling Policy.

### **Restorative Justice**

Restorative approaches are an understanding that we work best as part of a community and that to do so we need to understand how a community works, have self-awareness of our responsibilities towards our community and share communication.

At Seal restorative justice is a process that resolves conflict and fits well within our Christian ethos and values. It promotes telling the truth, taking responsibility acknowledging harm and accountability.

If a child has not respected the rights of others in some way, they will be taken through the restorative justice process which is a series of questions that enables pupils to reflect on their behaviour (see appendix 1) alongside those they have affected. At the end of the process, the child will consider their actions and decide, alongside the member of staff, what the consequence of their actions should be. Younger children will be given more guidance if needed. The consequences will involve making amends to the other child/ren if appropriate.

### **Fighting**

Violence of any sort is not tolerated within school. Any act of intentional violence will result in the child being given community service or internal exclusion for a length of time decided at the Executive Headteacher's or Head of School's discretion and a meeting will be held with parent/s or carer/s.

### **Physical interventions**

We acknowledge that on occasion, staff may find themselves in unforeseen or emergency circumstances when they have no option but to use reasonable force to manage a crisis.

It is recommended that:

- Before using force -staff attempt to use diversion or diffusion to manage the situation
- When using force, staff must use techniques and methods they are familiar, confident and are permitted by the school to use. Ideally physical intervention should only be carried out by those staff members that are trained, however, we appreciate that this may not always be possible.
- In exceptional circumstances-staff manage the situation as best they can to comply with Section 550A of the Education Act 1996.
- Staff must always report and record use of physical force that occurs in unforeseen or emergency situations.

"Guidance on the use of restrictive physical Interventions for pupils with severe Behavioural Difficulties"

### **Community Service and or Internal Exclusion**

Please see flow chart for details on decisions regarding community service or internal exclusion.

Please see appendix 2 for possible community service tasks.

### **Fixed Term Exclusions**

If a child displays extreme behaviours, the Executive Headteacher or Head of School may decide to give a fixed term exclusion without the child's name being given community service. The decision will be made after considering the extent of the behaviour, the safety and education of children and staff, and if it is considered that community service or internal exclusion will have no impact. Three internal exclusions will automatically lead to an external fixed term exclusion.

### **Permanent Exclusion**

The school is committed to a policy of inclusion. The Executive Headteacher or Head of School will normally only resort to a permanent exclusion when all other methods of support and sanction have failed or are deemed inappropriate. The Executive Headteacher or Head of School will consider whether the behaviour is seriously in breach of the behaviour policy, therefore putting the safety of all others at risk; and/or the behaviour affects the learning of the other pupils. It may also be decided that a managed move to another school may be an appropriate course of action to prevent a permanent exclusion from taking place.

### **Liaison with parents**

Parents will be kept informed about their child's behaviour, including repeated warnings. If there is a concern the class teacher will speak to the parents directly or write a comment in the home school book.

### **Children with SEND**

Some children will not fit easily into this pattern of acceptable behaviour and will need to have specific personal behaviour plans written for them. These plans should be written with the support of the Inclusions Manager, Class Teacher and parents/carers where possible. If the personalised behaviour plan is not successful, the Inclusions Manager, Class Teacher and Parents/Carers will meet again to devise a pastoral support plan alongside an SEND advisor from the specialist teaching service. This will need to be revised every 6 weeks. If behaviour does not improve, the involvement of further outside agencies will be considered and in some circumstances, a managed move within the Sevenoaks Partnership of schools In-Year Fair Access agreement may be considered. While pupils with SEND may find adhering to some expectations, the same sanctions will apply, however they will receive additional support in adhering to them.

### **Outside agencies**

Ongoing worries about any pupil should be discussed with the Inclusions Manager. There are times when the advice of outside agencies will be required. This will be the result of discussion between the parent, class teacher, Inclusions Manager and Head of School. Any outside agency will need information and evidence of behaviour will be documented.

### **Monitoring**

We shall continually monitor the behaviour throughout the school.

After twelve months the effects of this policy will be evaluated through consultation with all the parties involved, i.e. children, parents, staff and governors. Agreed changes to this policy will then be incorporated as necessary.

Written and agreed by the school staff, parents and pupils  
Reviewed by the Governors  
Next review date

October 21  
December 21  
September 22

Appendix 1

**Seal CE Primary School**  
**Restorative Justice**



What  
happened?

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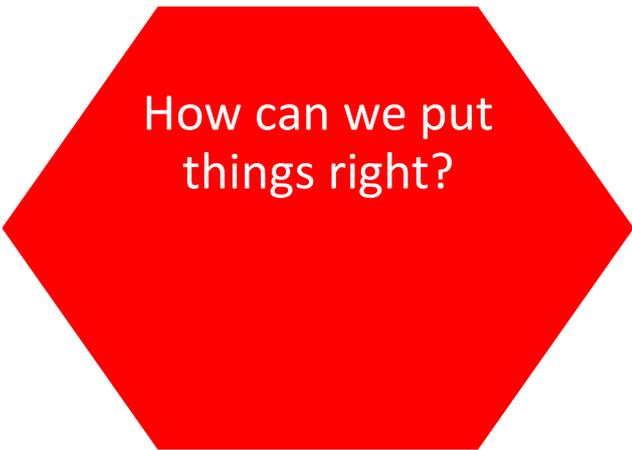


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Appendix 2



**Seal CE Primary School  
Community Service**

At Seal CE Primary School, community is one of our Christian values. We feel it is vital that children understand the importance of community and how it impacts on the well-being of everyone within.

When pupils have not respected the rights of others and not followed the school rules, pupils may be asked to take part in community service. This allows pupils to put back into the school community and make a difference to the school life of others.

Please see below for a list of possible community service tasks. We will encourage pupils to take responsibility for their own actions and therefore they will decide, along with the member of staff, the length of the service and the task. Younger pupils will need more support with this; we expect upper Key Stage 2 pupils to show greater independence.

- Litter picking (pupils will be provided with litter pickers and gloves)
- Leaf collection (autumn only)
- Plate scraping in lunch hall
- Supervising younger pupils with cutting food etc
- Sharpening pencils
- Any tasks required by a member of staff
- Running a lunchtime activity for other pupils
- Admin tasks in the office

This is not a definitive list and pupils will be invited to make suggestions.