

SEABURN DENE PRIMARY SCHOOL POLICY FOR BEHAVIOUR



...”we always try to be that little bit better.”

Link governors: *Jamie Bell, Jerome Pichal (Behaviour and Attitudes)*

Policy written by: *John Howe*

Policy Last Reviewed by Governors: *Scheduled, September 26th 2023*

Date ratified by governors: *Scheduled, September 26th 2023*

Date of next review: *September 2024 or sooner if appropriate*

I Introduction

Seaburn Dene Primary School is an inclusive school and we are committed to making sure that every child is given the opportunity to learn in an environment that is calm and positive. We aim to create a welcoming, caring environment where relationships are based on respect and develop positive self-esteem in each child. Staff at Seaburn Dene are committed to modelling and maintaining high expectations of good behaviour.

We are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with an emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. Consistency, and clear, calm adult behaviour underpins this.

Seaburn Dene Primary School’s Vision: “we always try to be that little bit better...”

At Seaburn Dene, we have high expectations for pupils; we expect children to be Seaburn Dene ready by demonstrating our Seaburn Dene Values. This is recognised through weekly Values Certificates at assembly, positive reinforcement strategies, Class Dojo in classrooms, the Golden Book in the hall. We want all of the Seaburn Dene family to follow the four core VALUES: **kindness, respect, aspiration and determination.**

From this the school has 3 simple rules: “Ready, Respectful, Kind.” This can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Purpose of this policy

To provide simple, practical procedures for staff and children that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promotes self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions.

Standards of behaviour

School

The school understands that modelling good behaviour is to **lead by example**, which means that all staff, volunteers, and anyone else who comes to the school must act responsibly and respectfully towards children and one another. We work hard to ensure that discipline is consistent across the school so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, taking into account SEN needs and disabilities as well as the additional challenges that some vulnerable children may face. Staff are trained to deal with behavioural issues as part of their continual professional development.

We work with parents to understand their children and their behaviour and believe that in conjunction with behaviour boundaries and sanctions, good support systems, praise, and rewards for good behaviour are an important part of building an effective learning community. The school will report behaviour, good or bad, to parents regularly. We encourage parents to communicate with the school if they have a concern about their child's behaviour, and we will do as much as is possible to support parents as and when they need it. We promote good behaviour within the school curriculum and reminders of expected standards of behaviour are up on walls in classrooms and situated around the school.

Staff must be a constant presence around the school, in-between classes, during breaks in the school day, and at lunch times in order to check that children are using the school grounds respectfully and behaving appropriately. This will support the building of positive relationships outside the classroom.

We recognise that where individual children are engaging in continuing disruptive behaviour, this can be as a result of mental health needs. If such needs are identified we will do all we can to ensure that the pupil receives appropriate support. We recognise our legal duties under the **Equality Act 2010** in respect of children with SEN and/or disabilities. Whilst all children identified with SEN and/or disabilities are covered under this behaviour policy, we recognise that these children often require support which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all children. An Individual Behaviour One Page Plan may be used for children who's SEN and/or disabilities cause them to display challenging

behaviour or the policy may be temporarily disapplied for complex needs. Advice will be sought from **external agencies** where necessary to assist putting in place appropriate support strategies, which will be monitored and reviewed. *Please read the school's special educational needs policy for more information.*

The school will take all reasonable measures to ensure the safety and wellbeing of **all** children and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of children's social, emotional and behavioural skills.

Consistency in practice

- **Consistent language;** consistent response: Simple and clear expectations reflected in all conversations about behaviour. Ready, Respectful, Kind.
- **Consistent follow up:** Ensuring 'certainty' at the classroom, middle and senior management level. Teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- **Consistent positive reinforcement:** Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour. Verbal, phone calls and notes home for above and beyond,
- **Consistent consequences:** Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- **Consistent, simple rules/agreements/expectations** referencing promoting appropriate behaviour; icons, symbols and visual cues, interesting and creative signage EG. All staff reinforcing rules and modelling good behaviour.
- **Consistent respect from adults:** Even in the face of potentially disrespectful or disregulated children.
- **Consistent models of emotional control:** Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners
- **Consistently reinforced rituals and routines for behaviour around the site:** In classrooms, around the site, at reception.
- **Consistent environment:** Display the quality of a good primary school, consistent visual messages and echoes of core values, positive images of learners

All staff will:

1. Meet and greet children at the door of their classrooms.
2. Refer to "**Ready, Respectful, Kind**" in terms of how we do things at Seaburn Dene.
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use a **visible** recognition mechanism throughout every lesson.

6. **Be calm** and give 'take up time' when going through the behaviour pathway. **Prevent** before **sanctions** - staff will work hard to prevent off task behaviour and use the yellow and red warning system to provide children with the opportunity to turn behaviour around prior to escalating the behaviour steps.

7. **Follow up** every time, retain ownership and engage in reflective dialogue with learners.

8. **Never ignore** or walk past learners who are behaving badly.

Pupils will:

1. Be ready
2. Be respectful
3. Be kind

Senior Leaders:

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Take time to welcome children at the start of the day
- Be a visible presence around the site and especially at transition times
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Support phase leaders in managing learners with more complex or entrenched negative behaviours
- Use behaviour data (recorded from CPOMS) to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who may need additional support.

Working with parents and carers:

1. Encourage independence and self – discipline, to show an interest in all that their child does in school and to offer a framework for social education.

2. Foster good relationships with the school and support the school in the implementation of this policy.

3. Make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.

We ask that parents be prepared to attend meetings at the school with staff or the Head teacher to discuss their child's behaviour.

In the case of exclusions, parents must provide appropriate supervision for their child during the time that they are excluded from school and, if invited, to attend a reintegration interview at the school with their child.

Getting the Basics Right

Before School	Children line up on the playground at the sound of the bell and are led in by their class teacher.
Welcoming children	At the start of the day, children should be welcomed into school and into the classroom. This includes the SMT being visible in the playground and staff standing at their classroom door (unless on the yard.)
Playtimes/ end of lunchtimes	Teachers need to be out promptly at the end of playtimes/lunchtimes and be proactive in ensuring children are ready to go into school
Assembly	Children need to come into Assembly quietly. It is the class teacher's responsibility to ensure this. Children should remain silent throughout the assembly as appropriate
In the corridors	Children are expected to walk quietly in the corridors, on the left.
Dining room	Children should enter quietly and remain quiet whilst queuing. Pupils should use quiet voices to talk to pupils in the immediate vicinity only once sat down.

Classroom/teaching space

Engagement with learning is always the primary aim. For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions, when it is necessary, to remove a learner to support the pupil who has demonstrated a 'serious breach' and disruption to learning is significant. However, every minute a child is out of lesson is one where they are not learning.

Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Staff will praise the behaviour they wish to see; not pander to attention seekers. However, persistent attention seeking behaviours may be a sign of attachment disorder, teachers need to be vigilant and when concerned, refer to the SMT. All children must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Children are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct.

Key steps and actions in tackling behaviour

Redirection – a gentle encouragement, a 'nudge' in the right direction.

Reminder – a reminder of the expectations. *Ready, Respectful, Kind* delivered privately. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.

Caution A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.

Reparation – a restorative meeting and/or phone call home should take place within **24 hours**. This is to inform parents of any behaviour concerns or repeated negative behaviour patterns and build positive relationships to tackle concerning behaviours. Senior leaders will contact parents if the behaviour is a high concern following a serious breach.

Formal - A meeting with the Deputy Head or Head teacher recorded with agreed targets that will be monitored - via tracking - over the course of two weeks.

Behaviour Intervention – For children who are causing low level disruption but having high learning impact on themselves or others, behaviour targets will be put in place to support the pupil. These may be part of a Behaviour Support Plan or a short term, stand alone intervention. Class teachers will at the end of each session praise children and explain what they have done well, or ensure the pupil understands how they can improve their behaviour. At the end of the day there will be a delegated member of the Senior Management Team who will discuss the behaviour progress for that day.

Unacceptable Behaviour

Under no circumstances will illegal or inappropriate items be brought into school, and all children will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in serious action and possibly in exclusion and/or suspension *depending on the circumstances*:

- verbal abuse or threats to staff and others
- verbal abuse or threats to children
- physical abuse to/attack on staff
- physical abuse to/attack on children
- bullying (including cyberbullying in any form which takes place both in and out of school)
- damage to property with intent
- misuse of illegal or legal drugs
- theft
- serious actual or threatened violence against another pupil or a member of staff
- sexual abuse or assault
- supplying an illegal or legal drug

- carrying an offensive weapon
- arson
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's.

Our School Rules: Ready, Respectful, Kind

Be Ready

- We arrive at school on time, every time ready to learn.
- We are ready to take on new challenges.
- We are ready to listen and learn.
- We wear our uniform with pride and have all the correct uniform for indoor and outdoor P.E.
- We take part fully in lessons and show resilience.

Be Respectful

- We respect, follow and demonstrate Seaburn Dene.
- We are respectful to our own and others belongings.
- We respect difference and know we are all equal. (Rights Respecting)
- We look after our environment and never drop litter.
- We demonstrate 'fantastic walking' around school.
- We are polite and show our manners at all times.

Be Kind

- We know who to talk to for help and support.
- We help others through kinds actions and words.
- We stand up to bullying of all kinds including staying safe online.
- We are kinder than necessary.

Restorative practice

If a pupil makes a negative choice about their behaviour they will have some reflection time where they will be supported to think about their actions, how this affected others, and how they can make better choices next time.. If the behaviour of a child deteriorates then a teacher will use the yellow, amber and red card pathway. During restorative conversations children will have the opportunity to give their version of the incident and will be listened to by the adult.

Positive Strategies

The following positive strategies will be used consistently by all adults in the school. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines.

All adults will be looking out for children who show Seaburn Dene Values. Ways that children will be recognised for doing so:

Classroom Level:

1. Praise for choices
2. Class Dojo Reward for adherence to school rules and 'doing the little things well.' This should be limited to **no more** than 15 per child, per week – for consistency.
3. On to Class Dojo class recognition boards for Learning Behaviours.

For pupils who go “over and above” in one of the 3 ways stated (consistently exhibiting our school values, impacting the wider school community and living out our SDPS values) additional rewards are in place such as:

1. Phone calls home to parents.
2. Praise Card from Class Teachers or Senior Leaders.

School Level:

1. HT Awards linked to school values
2. Our Annual Awards Assembly will reward pupils who have consistently gone 'over and above' in relation to our Values. These will mean that 7 children per class will be recognised each year.
4. Golden Table - for those exhibiting fantastic behaviour at lunchtime.

Managing Daily Behaviour in the Classroom

Class Dojos

Class Dojos are used to reward adherence to the school rules through the 'little things.' We encourage pupils to understand the importance of 'doing the little things well.' Dojos are used simply with positive points being awarded to pupils. Teachers will issue a certificate at the end of the week to those deserving.

'Over and Above' Phone Call Home Teacher or SMT phone parents to share their child's success.

House points

Our four houses ensure that all pupils and staff belong to a team. We use our team approach so our children and staff know that their positive attitude and behaviour is for more than individual recognition as it is for the good of all. Pupils will be awarded House Points for demonstrating exemplary attitudes to learning and for following the school values. For example, two house points will be given to children receiving a values certificate and a Dojo certificate.

Equal Opportunities

All activities relating to Behaviour Management will be delivered through the curriculum to all children irrespective of gender, race or ability. Instruction and support will be given at appropriate levels.

Bullying

Seaburn Dene Primary School will ensure that all children feel safe at school, and accepted into our school community. Our ethos is one of inclusion and equality and upholding the Rights of the child; bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated, whether it is a one-off incident or an ongoing campaign. (Article 19)

Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and children. The school practices a preventative strategy to reduce the chances of bullying, and our anti-bullying policy is instilled in our curriculum and everything we do at the school. It is made very clear to children what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

If an allegation of bullying (including cyberbullying) does come up, the school will:

- take it seriously
- act as quickly as possible to establish the facts
- record and report the incident; depending on how serious the case is, it may be reported to the head teacher
- provide support and reassurance to the victim
- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and the school will make sure that they understand what they have done and the impact of their actions
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used
- consider a fixed term suspension in cases of repeated bullying.

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures

Sexual Explicit	sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct/indirect	sarcasm, spreading rumours, teasing, verbal/name-calling
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming site.

Policy Blueprint & Classroom Plan

Behaviour Policy Blueprint (See Appendix 1) This is a concise A4 document which teachers will refer to for a consistent approach to ensure behaviour and expectations are clear and consistent.

Classroom Plan (See Appendix 2) The Classroom Plan is a sequence of steps which are focused on small but certain consequences and a restorative, not punitive, ending. The plan will be used by every teacher to ensure consistent language and steps are being used throughout the school, and expectations and consequences for the children are clear.

Scripted Response (See Appendix 3)

As part of the Classroom Plan, a 30-Second Script will be used to reinforce expectations when behaviour shown is not reflective of our school values. This will take place at Step 3 of the Classroom Plan. The purpose of this script is to provide a quick, consistent and nonjudgmental dialogue with the child to encourage positive choices to be made. The scripted response should be delivered in an emotionless tone, designed to prevent escalation. Once the script has been delivered, the child 'owes 2 minutes'. They then must stay behind at break time or lunch to have a quick discussion with the class teacher.

Personalised Behaviour Plans

These plans are in place for children with behaviour as an additional need. Relevant teachers will create these personalised plans for all adults working with the child to follow. They will be created with input from the child and shared with parents.

Restorative Approach

Every adult in our school is important and has the ability to deal with behavioural incidents. If an incident takes place in the playground, this will normally be responded to by support staff who all use the same strategies as teaching staff. This allows an intervention to take place immediately and may involve a restorative conversation. It will not usually then be revisited by the class teacher or management team unless further action is required. Teachers will deal with almost all behaviours which take place during lessons. In order to minimise loss of teaching and learning time, the management team may become involved in a variety of ways, e.g. releasing the class teacher to have a restorative meeting with a child.

Restorative Meetings/Conversations

At Seaburn Dene, we believe that nurturing and restorative practice, as well as high expectations, are key to building positive relationships. Restorative meetings and/or conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future. This will happen within 24 hours of the incident.

Restorative Questions {See Appendix 4}

These restorative questions will be used to support restorative meetings and/or conversations. For LKS2 and UKS2, up to 5 questions will be used. For EYFS/KS1, the teacher may decide it would be more appropriate to start with two and build on these as the child develops in maturity.

Consequences

At Seaburn Dene, we encourage positive behaviour which reflects our vision. Our behaviour management approach is based upon building strong relationships between adults and children. The use of positive reinforcement strategies will always be our default approach.

However, if a child is not responding to these strategies, there needs to be clear, consistent consequences chosen by the adult dealing with a specific incident. For children with behaviour as an additional need, examples of these will be detailed on their personalised Behaviour Plan

Consequences implemented can be '2 minutes owed', 'Pay it Back time' or, in more serious circumstances, parental phone calls home. For example, not completing work in class due to choices made regarding behaviour that is not reflective of our school values results in lost learning time which then needs to be paid back.

Appendix I – Policy Blueprint

Relentless Routines
1. Fantastic Walking 2. Legendary Lines 3. Hand signal for stop 4. Eyes on Me

Our Rules	Visible Consistencies	Over and Above
Ready Respectful Kind Our Values: <ul style="list-style-type: none"> ● Kindness ● Respect ● Determination ● Aspiration 	1. Daily meet and greet. 2. Persistently catching children doing the right thing 3. Picking up children who are failing to meet expectations. 4. Praising in public (PIP)	1. Values Certificates 2. Class Dojo Points 3. Stickers 4. Phone call/CD message home 5. Verbal praise 6. Postcard/Notes home 7. SMT praise 8. Dojo Champion

	Reminding in private (RIP) 5. Consistent language	
--	--	--

Appendix 2 – Classroom Plan

Children are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible.

Sanction Steps

Steps	Actions
Off-task Child off-task (non-disruptive) Talking Distracting others	Check in <ul style="list-style-type: none"> • Gentle encouragement • A “nudge” in the right direction based on your relationship with the child. • A reminder of our three simple rules – Ready, Respectful, Kind – delivered privately wherever possible. • De-escalate and decelerate where reasonable. • Praise will be given if the child is able to model good behaviour.
Level I Child continues to be off task following a reminder.	Warning <ul style="list-style-type: none"> • A clear verbal warning delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. • Reminded of their previous good conduct to prove that they can make good choices. “stop, think,make the right choice” “think carefully about your next step”
Level I Final Warning Child continues to be off task following a caution. Disrespectful attitude.	Sanction <ul style="list-style-type: none"> • Speak to the pupil privately and give them a final opportunity to engage. • Use the 30-second scripted intervention (including a two minute <u>time owed</u> - for a reflective conversation with the CT.) This should happen within 24 hours.
CPOMS If the warning is not heeded and the behaviour	Repair <ul style="list-style-type: none"> • At this point the child will be informed that they will have to miss two minutes from the next break/lunch time in reflection time. (include the scripted intervention here...)

continues this must be recorded on CPOMS.

- If a child has **2 incidents in need of a reflection time in a week**, the class teacher must inform parents.
- If a child has **3 or more incidents in a week requiring reflection**, a meeting with SMT and parents/carers will be arranged.
- Children who regularly receive **more than 3 reflections in a week** will have weekly monitoring meetings (during lunchtime) to discuss their behaviour.

Level 2 - YELLOW

Continuation or escalation of Level 1 behaviour.

Refusal to comply.

Swearing.

Deliberate physical contact.

Cool Off

- The pupil is directed to take a **3-minute timer (KS1)**, a **5-minute timer (Lower KS2)** or a **10-minute timer (Upper KS2)**, and go to an appropriate location
- This may be **within the classroom or within another class.**
- **Work should not be taken to time out** - this time is intended to be for reflection on behaviour.
- This is **not the time for the adult and child to discuss the incident.**
- At the **end of the time out the pupil returns to their classroom and continues with their work.**
- Any **missed work must be caught up within the lesson or as soon as possible afterwards.**
- If the pupil is not ready to return to class, the class teacher can arrange for the pupil to work in a suitable class/room for the remainder of the session.
- **Class teacher to hold 'RESTORATIVE CONVERSATION'**
- **Class teacher could phone home, logged on CPOMS.**
- **Phase leaders to track the number of "cool offs" a child has each half term.**

Level 3 - AMBER

Continuation or escalation of Level 2 behaviour.

Evidence of bullying behaviours.

Abusive talking back.

Sent to SMT/Phase Leader

- **Time out in isolation for AM/PM**
- **Phone call home from SMT/phase leader**
- **SMT/phase leader and class teacher could meet with parents/ carers**
- **A behaviour record of the child will be created and maintained by class teacher - recorded on CPOMS and reported to SMT/phase leader.**

<p>Challenging Authority.</p> <p>Fighting</p> <p>Stealing.</p>	
--	--

<p>Level 4 - RED</p> <p>Continuation or escalation of Level 3 behaviour.</p> <p>Racist, sexist or homophobic comments</p> <p>Using abusive/offensive language</p> <p>Physically striking adults.</p> <p>Damage to property.</p>	<p>Sent to Head Teacher</p> <p>The head will then decide possible sanction:</p> <ul style="list-style-type: none"> • Internal suspension. • Fixed term suspension. • Permanent exclusion. • Phone call home from head teacher • Head teacher, SMT/phase leader and class teacher to meet with parents/carers • A behaviour record of the child will be created and maintained by class teacher - recorded on CPOMS and reported to SMT/phase leader.
--	--

Appendix 3 – 30 Second Script

<ul style="list-style-type: none"> • 'I noticed you are....' wandering around the classroom chatting... • At Seaburn Dene, we... (refer to the 3 school rules – ready, respectful and kind.) • Because of that you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time.) • See me for 2 minutes after class/during break.
--

- Do you remember yesterday/last week when you... (refer to previous positive...)
 - That is who I need to see today...
 - Thank you for listening
- ... then give the child some 'take up' time (reflection.)

Appendix 4 – Restorative Questions

The Restorative Eight:

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

SEN

Serious incidents

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or SMT.

Such incidents could include:

- Fighting
- All forms of bullying
- Racist, sexist or homophobic comments
- Inappropriate name calling
- Using abusive/offensive language
- Physically striking adults.

Damage to property.

Abusive talking back.

Behaviour Pathway:

Reminder/Redirection

Caution

Last chance/Time Owed

Follow-up/Restorative conversation

(Should you feel, using your professional judgement, a senior member of staff needs to be part of the follow up/restorative conversation, then follow the guidelines below:

- Send to SMT/DHT/HT, according to yellow, amber, red pathway.
- Parents phoned
- Parents called to school
- Exclusion

Extreme Behaviours

Sometimes there is a need to devise specific responses to inappropriate, persistent or challenging behaviours in the classroom which has led to a loss of learning or the playground which may have been unsafe. This may require teaching and/or support staff to consider additional, alternative or specialised approaches. Teachers are encouraged to approach more experienced senior members of staff, or SMT, for help to manage behaviour challenges.

Children with Social, Emotional and Mental Health Problems

Children who exhibit behavioural problems will need to have a behavioural support plan put in place – a Behaviour Support Plan (BSP) and/or a Positive Handling Plan. For some children it will be necessary to place them on the SEND list for social, emotional and mental health issues. In these cases, the Head/SENCo/SMT will be involved, as well as Parents/Carers. Strategies already listed will inevitably be used as well as other therapies as advised by outside agencies, and according to advice from the educational psychology service.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Challenging behaviour can come as a result of children being unable to express their emotions or verbalise how they are struggling. This is often the situation with children with special educational needs. We expect all children to abide by the Seaburn Dene Rules.

As much as possible, we want to keep children with special educational needs within whole school behaviour management systems; however, this will be more difficult for some children at certain times.

Children with behaviour difficulties:

- Have regular meetings with their teacher and parents/carers to discuss appropriate support.
- May be placed on a daily/weekly Individual Behaviour Tracking report by a senior teacher, or the deputy head teacher. A mutual decision is made, involving the child as to when the form is deemed no longer necessary. Parents/carers are able to see the form.
- Have targets for improved behaviour on their Individual Behaviour Support Plan /School Support Plan.
- Meet regularly with a member of the SMT to review progress.

Children who have an Education, Health and Care Plan or have an SEN Support Plan may need the whole school behaviour management systems to be modified to manage their behaviour. Some pupils

may not comprehend the rules and structures of the school and are unable to meet expectations without additional support. Practical ideas include individual planning and reviews. A formal meeting will take place each term between parents/carers, school staff and relevant outside agencies. Staff should refer to the Special Educational Needs Policy for information re: setting

At Seaburn Dene Primary School, staff are trained in Team-teach. This is a programme designed to help staff to calm children and de-escalate difficult situations. It also trains staff to hold children safely if it becomes necessary. This would only be done for safety reasons and for the shortest time possible. Staff only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself or others. Should this occasion arise children and staff will be given time to reflect and find a different way to deal with difficult situations in the future. The actions that we take are in line with government guidelines on the restraint of children. Records are kept and parents or carers are informed.

The school will record all serious behaviour incidents on CPOMS and any instances of positive handling using a Serious Incident Report Form (SIR).

SCHOOL SUSPENSIONS AND PERMANENT EXCLUSIONS

Suspensions and/or permanent exclusions will occur following extreme incidents at the discretion of the Head Teacher.

A fixed-term suspension will be enforced under these conditions:

- Staff need respite after an extreme incident
 - The child needs time to reflect on their behaviour
 - To give the school time to create a plan which will support the child better
 - The child being at home will have a positive impact on future behaviour
- If these conditions are not met, other options may include a day seclusion with a member of the SMT or Headteacher. We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Internal suspension

At Seaburn Dene Primary, we define internal suspension as when a child is removed from a classroom setting, but not from the school site, for a temporary period due to inappropriate behaviour (that may have been a first occurrence or not) that breaks the school rules.

There might also be times when a child has deliberately chosen to make undesirable choices and displays high level inappropriate behaviour in the hope that they will be externally excluded and sent home.

In these cases, internal exclusions will be appropriate, as the child will have to accept responsibility for the choices that they have made and face the consequences in a reflection room on site, where they would be expected to complete all class work, without having any contact with their peers. If, during this time he/she refuses to co-operate or disturbs other classes, they are at increased risk of exclusion from school.

During this period they will not be permitted access to before or after-school activities, class treats (visits etc), playtimes or lunchtimes with class.

External suspension

Suspension is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered. The pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high.

In cases of repeated disruption or on occasions of serious incidents of behaviour such as bullying, violence, verbal abuse, causing significant risks to others and defiance, the Headteacher, or in his absence the Deputy Headteacher, may suspend a child for a fixed term.

This is not a decision taken lightly and will have been reached considering the best interests of the child excluded, and other children affected by his/her behaviours.

A reintegration meeting will always be established before a child returns from exclusion and is chaired by the Head teacher or member of the Senior Management Team.

Finally, and in the last resort the Headteacher can use ***permanent exclusion***. This will be in response to extreme or repeated high level negative behaviour.

In all cases of suspension exclusion, both fixed term and permanent, the school will comply with Sunderland LA guidance on exclusion and report cases as required. Parents can appeal against decisions made and this will be detailed to them in the letter which will always be sent out with an exclusion.

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

Physical Attacks on Adults

At Seaburn Dene Primary, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves and should call for support if needed. Only staff who have been trained in Team Teach should restrain a child.

All staff should report incidents directly to the Headteacher or Deputy and they should be recorded on CPOMS. We appreciate these incidents can cause distress for the adults involved, therefore all

staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SMT.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Suspension will only happen once we have explored several options and have created a plan around a child.

SAFEGUARDING

We recognise that a change in behaviour can be a symptom of issues related to safeguarding e.g abuse or exploitation and staff are vigilant in reporting such changes. (All staff take part in Safeguarding training which is updated on a regular basis).

OUTSIDE AGENCIES

Our staff has a wealth of experience so most problems can be resolved without recourse to specialist help. However on certain occasions help may need to be sought from outside agencies. See *The Single Equality Scheme and Plan and Anti-bullying policies*.

USE OF RESTRICTIVE PHYSICAL INTERVENTION

We recognise that there are occasions when the use of reasonable force is necessary and is needed to control or restrain pupils.

All staff within our school aim to help children take responsibility for their own behaviour. We do this through a combination of approaches, which include positive role modelling, teaching an interesting and engaging curriculum, setting and enforcing appropriate boundaries and expectations and providing supportive feedback.

Definitions:

- *Control* means either passive physical action, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- *Restraint* means to hold back physically or to bring a pupil back under control.
- *Reasonable* means using no more force than is needed. Minimising the need to use reasonable force:

All staff should work together to:

- Create a calm environment that minimises the risk of incidents that might require using force.
- Use different approaches, through for example, circle time and PSHE to teach pupils how to manage conflict and strong feelings.
- De-escalate incidents as they arise.

- Only use force when the risks involved in doing so are outweighed by the risks involved in not using force.

The use of restrictive physical intervention may be justified where a pupil is:

1. Committing an offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil).
2. Causing personal injury to, or damage to the property of, any person (including the pupil himself).
3. Prejudicing the maintenance of good order and discipline of the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

RPI may also be appropriate where, although none of the above have happened, they are judged as highly likely to be about to happen. RPI would only be used in **EXCEPTIONAL CIRCUMSTANCES, WITH STAFF THAT ARE TRAINED IN TEAM TEACH, KNOW THE CHILD WELL AND WHO ARE ABLE TO MAKE INFORMED DECISIONS.**

Application of force: Only the minimum force necessary should be used and for the least amount of time necessary.

Listed below are the examples of force that may be used but no form of restraint should be used that is likely to injure the pupil (particularly anything what could constrict breathing).

As far as possible, staff should not use force unless, or until, another responsible adult is present to support, observe and call for assistance.

The following are examples of 'force' that may be used in exceptional circumstances:

- Physical interposing between pupils.
- Blocking a pupil's path.
- Leading a pupil by the hand or above the arm.
- Ushering a pupil away by placing a hand in the centre of the back.
- In other circumstances using restrictive holds (Team Teach).

Practical considerations:

Before intervening physically an adult, will, wherever practicable, tell the pupil who is misbehaving to stop, and what will happen if s/he does not.

The adult should continue attempting to communicate with the pupil throughout the incident, and should make it clear that physical contact of restraint will stop as soon as it cease to be necessary. A calm and measured approach to a situation is needed and adults should never give the impression that they have lost their temper, or are acting out of anger.

An adult should not intervene in an incident without help if s/he believes that there is a risk of personal injury. The age and level of understanding of the pupil and the severity of the incident are

important factors to consider. Staff must always bear in mind their legal duty to make reasonable adjustments for disabled children and children with SEN.

Minor injuries may occur as a result of RPI by staff.

Recording Incidents

All incidents which necessitate the use of force to control pupils must be reported by the staff members involved as soon as possible and the Head teacher informed on the same day. We use CPOMS to record incidents. Parents will always be informed of such incidents on the same day. They may be asked to come into school to collect their child and receive a letter confirming the use of RPI by staff.

Post-incident

Serious incidents that require the use of force can be upsetting for all concerned and may result in injuries to the pupil or staff. Immediate action will be taken to ensure first aid or medical support is administered.

It is also important that staff and pupils are given emotional support. This may include children who have witnessed the incident. The parents of the pupil concerned will be included in discussions about further actions and support.

A Positive Handling Plan and/or support plan will be set up if the child does not already have one. The plan will include positive strategies to prevent or deal with the reoccurrence of incidents requiring the use of force.

The Head teacher with the DHT and SENCo will decide whether other agencies need to be involved e.g. KS1/2 Behaviour Team or CAMHS.

The pupil will be required to recognise and repair damage caused, whether emotional or physical, including relationships with staff and pupils affected by the incident, and to develop their social and emotional skills. In some cases the decision may be taken to exclude the pupil.

Support and training

Training in safe handling techniques will be provided (Team Teach). Staff will be informed about pupils who may be at risk to themselves or others through staff briefing, pupil records and discussions with staff members. Those children seen as presenting particular risk will have individual programmes drawn up (Positive Handling Plans) which include targets and strategies.

Parents will be kept informed of the pupil's needs and how we are trying to support the pupil.

Dealing with allegations

Complaints If a specific allegation of abuse is made by a pupil or parent against a member of staff it will be dealt with under the school Complaints Procedure.

IDENTIFYING AND RECORDING INCIDENTS

Behaviour Tracking Sheet (see Appendix D) when appropriate, teachers keep records of a child's behaviour on a behaviour tracking sheet, held in each class. Certain incidents deemed significant enough (see criteria above) will also be logged on CPOMS, so that professionals can build a picture of the needs

Recording of strategies for improvement

The class teacher and SENCO record targets for the pupil on his/her Support Plan/Behaviour Plan if the pupil has identified SEN.

Pupils may be given an orange card or report to monitor daily progress, which is shared with parents. Reports from Educational Psychologists etc will assist staff in managing pupil behaviour and raising self-esteem.

Evaluation Criteria

Pupil behaviour has improved if:

- The pupil achieves his/her targets.
- The pupil no longer requires a weekly or daily timetable report or book.
- The pupil is no longer having incidents reported on CPOMS.

MONITORING AND SUPPORT

All staff are responsible for monitoring and supporting children's behaviour at Seaburn Dene Primary School.

The Deputy Head and SENCO, reporting to the Headteacher, uses contextual information (e.g. age, gender, SEN, ethnicity, etc) when monitoring and evaluating behaviour.

Responsibility for the planning and implementation of behaviour support plans lies with all staff involved.

The Deputy Head, with Phase and Senior Leaders where appropriate, is responsible for the effective management of the process.

Appendix A

POSITIVE HANDLING PLAN

Child's Name:..... Date of Plan: Review Date of Plan:

What does the behaviour look like?

Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours	Stage 3 Crisis Behaviours

What are common triggers?

De-escalation skills

	Try	Avoid	Notes
Verbal advice and support			
Giving Space			
Reassurance			
Controlled choices			
Humour			
Logical consequences			
Planned ignoring			
Time out			
Switch adult			
Removing audience			
Supportive touch			
Success reminded			

Listening			
-----------	--	--	--

Diversions and distractions

Any medical conditions to be taken into account before using Physical interventions?

Preferred method Physical intervention?

Intermediate	Try	Avoid	Notes
Friendly Escort			
Caring C Guide			
Single elbow			
Double elbow			
Other			

How should we record incidents and who should we inform?

Stage 4 Follow Up (Only after Stage 3 Crisis Behaviour). Please fill in a SERIOUS INCIDENT REPORT

Child:

School:

Parent/Carer:

Teacher:		
Parent/carer:		
Pupil:		
Educational Psychologist:		
Social Service (if applicable)		
Headteacher		

Appendix B

PHYSICAL INTERVENTION & USE OF REASONABLE FORCE POLICY

Key Points

1. DEFINITIONS

- 'Reasonable force' - actions involving a degree of physical contact with pupils; it can be used to prevent pupils from hurting themselves or others, damaging property, or causing disorder
- 'Force' can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed
- 'Control' is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm out of a classroom
- 'Restraint' means to hold back physically or to bring a pupil under control

2. THE LEGAL POSITION

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying students on a school trip.

Staff should use their professional judgement of each situation to make a decision to physically intervene or not.

Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible. Schools do not require parental consent to use force on a pupil.

3. WHEN CAN PHYSICAL FORCE BE USED

Schools can use reasonable force to:

- Remove disruptive pupils if they have refused to follow an instruction to leave
- Prevent a pupil:
 - who disrupts a school event, trip or visit
 - leaving the classroom where this would risk their safety or disrupt others
 - from attacking someone
- Restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot use force as a punishment – this is always unlawful.

The school will record all serious behaviour incidents on CPOMS and any restraints using a Serious Incident Report (SIR form). This can be found in Appendix C.

Appendix C

SERIOUS INCIDENT REPORT



Seen by head:	Date seen by head:	
---------------	--------------------	--

Name of child:	Year Group:	
Date of incident:	Time:	Location:
Name of Staff involved:	Name of witnesses:	
Reason for intervention		
Danger to Self:		Danger to others:
Severe damage to property		Committing an offence
Describe lead up to incident		

--	--	--	--

De-escalation techniques used and effectiveness rating (1= Not Effective, 10=Very Effective.)

Verbal advice and support		Supportive touch	
Giving space		Success reminded	
Reassurance		Listening	
Controlled choices		Others: Please specify:	
Humour			
Logical consequences			
Planned ignoring			
Time-out			
Switch adult			
Removing audience			

Details of incident:

--

--

Section B (only to be completed if physical controls were used)

Positive handling strategies used and effectiveness rating (1=Not Effective, 10=Very Effective.)					
Caring C Guide		Friendly hold		Single elbow	
Double elbow		Other			

Breathing Monitored		Number of staff involved	
Duration of physical intervention			

Section C Medical intervention (please mark every box **YES** or **NO**.)

Injury suffered by child		Please specify:
Treatment required		Please specify:
Injury suffered by staff		Please specify:
Treatment required		Please specify:
Injury suffered by others		Please specify:
Treatment required		Please specify:

Section D Follow up

What happened from the child's point of view?
How did the child feel?
What will the child do differently next time they feel that way?
Review of pupil's Positive Handling Plan as a result of this incident:

Witness signatures				
Signed:				Date:

Reported to parent/ comments



Behaviour Tracking Sheet

Week of _____ Class _____

Pupil	Monday	Tuesday	Wednesday	Thursday	Friday
	R 2 3 4	R 2 3 4	R 2 3 4	R 2 3 4	R 2 3 4
MONDAY					
TUESDAY					
WEDNESDAY					
THURSDAY					

FRIDAY

Inclusion Statement

At Seaburn Dene Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.

Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them. Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, which is anything that is additional to or different from what is normally available in schools in the area. At Seaburn Dene Primary School we undertake the duties, including in relation to this policy:

- Not to treat disabled pupils less favourably for a reason which relates to their disability
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To do our best by all disabled members of our school community in relation to the requirements of this particular policy

Equality & Diversity Statement

Seaburn Dene Primary School fully recognises its duty to comply with equality and diversity legislation, and its Gender Equality Scheme sets out the school's aims in relation to equality and what it will do to ensure that equality is fully embedded in practice. The school fully acknowledges its responsibilities in terms of equality issues in relation to gender, age, race, disability, religion or belief, sexual orientation and gender reassignment, including in relation to this policy.

Seaburn Dene Primary School is firmly committed to equality and diversity, and when carrying out our functions, we shall have due regard to the need: to eliminate unlawful discrimination and harassment; to promote equality of opportunity between men and women.