

SEABURN DENE PRIMARY SCHOOL POLICY FOR BEHAVIOUR



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

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I. Introduction

At Seaburn Dene Primary School, we believe in fostering an inclusive and supportive learning environment that empowers every child to succeed in a calm and positive setting. Our aim is to build a welcoming, caring atmosphere grounded in mutual respect, where each child’s self-esteem is nurtured and strengthened. The staff at Seaburn Dene are dedicated to modelling and upholding high standards of positive behaviour.

Our commitment to creating a culture of exemplary behaviour is essential to promoting productive learning. We encourage everyone within our school community to uphold the highest standards of personal conduct, take responsibility for their actions, and inspire others to do the same. Our Behaviour Policy supports staff in guiding students toward self-discipline rather than mere compliance, reflecting our core values through an emphasis on respect, collaboration in managing behaviour, and supportive interventions for both staff and students. Consistency and calm, clear adult behaviour are fundamental to our approach.

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

We have high expectations for our pupils and encourage them to be “Seaburn Dene ready” by embodying our core values. To recognize these efforts, we award weekly Values Certificates during assemblies, use positive reinforcement through Class Dojo, and feature achievements in our Golden Book in the school hall. The four key **VALUES** we promote—**Kindness, Respect, Aspiration, and Determination**—are integral to our school culture.

These values are supported by four simple, clear rules: **“Ready, Respectful, Kind, Safe.”** These expectations are consistently taught, modelled, and reinforced in diverse contexts throughout the school community, fostering a respectful and supportive environment for all.

We recognise that for some children, meeting our behaviour expectations may be challenging due to their developmental level or unique needs. For these children, we implement customised positive behaviour plans, which may include individualised rewards to encourage and reinforce positive behaviour.

Purpose of this Policy

The purpose of this policy is to provide clear, practical guidelines for both staff and children, aiming to:

- Recognise and uphold expected behavioural standards
- Positively reinforce these standards
- Foster self-esteem and self-discipline
- Teach appropriate behaviour through constructive interventions

Standards of Behaviour

School Environment

At Seaburn Dene Primary School, we believe in **leading by example**. All staff, volunteers, and visitors are expected to act with responsibility and respect towards both pupils and one another, setting a positive standard. We strive to maintain consistent discipline across the school to ensure clear and fair behaviour expectations and sanctions. These are applied without discrimination and take into account the specific needs of children with SEN or disabilities, as well as the additional challenges some vulnerable children may face. Staff receive regular training in managing behaviour, reinforcing our commitment to professional development.

Collaboration with Parents

We value working closely with parents to understand each child’s needs and behaviours. Alongside our behaviour expectations, we emphasise support systems, recognition, and rewards as key to building an inclusive and effective learning community. Behaviour—whether positive or requiring improvement—is communicated regularly with parents, and we encourage open communication to address any concerns. Our goal is to work together to support each child’s behavioural growth.

Positive Environment and Visible Reminders

Good behaviour is actively promoted within the school curriculum, with visible reminders of expected standards displayed in classrooms and common areas. Staff are consistently present around the school—between classes, during breaks, and at lunch times—to ensure respectful use of school grounds, encouraging appropriate behaviour and building positive relationships beyond the classroom.

Support for Mental Health Needs

We recognise that persistent disruptive behaviour may sometimes stem from underlying mental health needs. When these needs are identified, we are committed to providing the necessary support to help each child thrive both academically and personally.

We are committed to providing all students with the support they need to thrive, including those with Special Educational Needs (SEN) and/or disabilities. We uphold our legal duties under the Equality Act 2010, acknowledging that children with SEN and/or disabilities may require additional or different support to access educational opportunities fully. For students whose SEN or disabilities result in challenging behaviour, we may develop an Individual Behaviour One-Page Plan, and in cases of complex needs, parts of the behaviour policy may be adapted temporarily to meet those needs effectively. When needed, we seek guidance from external agencies to implement tailored support strategies, which are regularly monitored and reviewed. Please refer to our Special Educational Needs Policy for more information.

Seaburn Dene Primary School takes every reasonable measure to ensure the safety and wellbeing of all students and staff, which includes protecting against bullying. We actively work to prevent bullying and other harmful behaviours by fostering social, emotional, and behavioural skills among our students.

Consistency in Practice

To maintain a supportive and structured environment, we apply consistent practices throughout our school:

- **Consistent Language and Expectations:** Clear and simple expectations guide all behaviour-related conversations, reinforcing our core values of *Ready, Respectful, Kind, Safe*.
- **Consistent Follow-Up:** Behaviour issues are addressed reliably at all levels, from the classroom to senior management, with teachers taking responsibility for interventions and seeking support as needed without delegating the issue entirely.

- **Consistent Positive Reinforcement:** We have established routines for recognizing, encouraging, and celebrating positive behaviour, including verbal praise, phone calls, and notes home to acknowledge outstanding conduct.
- **Consistent Consequences:** Defined and agreed-upon consequences are applied in the classroom, with established procedures for addressing more serious behaviours as necessary.

Consistency in Our Approach to Positive Behaviour

To create a positive and supportive environment at Seaburn Dene Primary School, we follow consistent practices across all areas of school life:

- **Clear and Simple Expectations:** Behaviour expectations are made accessible to all children through straightforward rules, visual icons, symbols, and signage. These cues remind pupils of appropriate behaviour, with all staff reinforcing and modelling positive behaviour at all times.
- **Respect from Adults:** All staff maintain a respectful approach, even in challenging situations, modelling the respect we expect from students and providing a supportive atmosphere for everyone.
- **Emotional Control and Restraint:** Teachers consistently model emotional regulation, showing restraint and calmness in all situations. They act as role models for learning, supporting students by learning alongside them.
- **Reinforced Routines and Rituals:** Behaviour routines are consistently reinforced in classrooms, throughout the school grounds, and at reception to promote familiarity and structure.
- **Positive School Environment:** Displays throughout the school reflect our core values and celebrate our pupils, creating a warm and visually engaging environment that promotes a sense of pride and belonging.

Expectations for All Staff

To uphold these practices, all staff members are expected to:

1. **Meet and greet** children at their classroom doors, creating a welcoming start to each day.
2. **Refer to our core values**—*Ready, Respectful, Kind, Safe*—to guide students in their behaviour and interactions.
3. **Model positive behaviours** consistently and build strong, respectful relationships with students.

4. **Plan engaging and challenging lessons** that meet the diverse needs of all students, promoting an inclusive and stimulating learning environment.

Behaviour Plan Guidelines

For Staff:

1. **Stay Calm and Allow 'Take-Up Time':** When addressing behaviour, staff remain calm and provide children with the opportunity to adjust their actions. A preventive approach, using a yellow and red warning system, helps guide children to redirect behaviour before further consequences are needed.
 2. **Follow Up and Reflect:** Staff follow up on each incident, maintaining ownership and engaging students in reflective discussions to encourage personal responsibility.
 3. **Address All Behaviour Concerns:** Staff consistently address any negative behaviour they encounter, promoting a respectful and safe environment.
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Expectations for Pupils:

1. **Be Ready**
 2. **Be Respectful**
 3. **Be Kind**
 4. **Be Safe**
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Senior Leaders:

Senior leaders work in collaboration with staff, offering support, guidance, and a consistent approach to behaviour management.

Senior leaders will:

- **Welcome children** warmly at the beginning of the school day.
- **Be visibly present** around the school, particularly during transitions.
- **Celebrate those who exceed expectations**, including staff, children, and leaders.
- **Support phase leaders** in managing complex or challenging behaviours.
- **Use behaviour data** from CPOMS to monitor and refine school-wide behaviour practices.

- **Regularly review** and adjust support provisions for students with additional behavioural needs.

Working with Parents and Carers:

1. **Encourage Independence and Self-Discipline:** Parents are encouraged to take an interest in their child's school life and to provide a supportive framework for social development.
2. **Support School Policy:** Parents are asked to foster good relationships with the school and reinforce school behaviour policies at home.
3. **Discuss Behaviour Expectations:** Parents should help children understand and meet the school's rules and expectations in various settings.

Parents may be invited to meetings with school staff or the Head Teacher to discuss their child's behaviour. In cases of exclusion, parents are expected to supervise their child during this time and attend a reintegration meeting at the school to support a successful return.

Getting the Basics Right

Before School	Children enter school from the yard, ready to start their day.
Welcoming children	Each morning, children are warmly welcomed by staff. Senior Management Team (SMT) members are visible on the playground, and teachers greet children at their classroom doors (unless assigned yard duty).
Playtimes/ end of lunchtimes	At the end of break and lunch, staff on duty proactively ensure children are ready and settled to re-enter school calmly.
Assembly	Children enter assemblies quietly, with teachers ensuring this. During assembly, children are expected to sit quietly and listen attentively.
In the corridors	Children walk quietly on the left side of the corridors, respecting others' learning spaces.
Dining room	Children enter the dining hall quietly, stay silent while queuing, and use low voices to speak only with those nearby when seated.

Classroom Expectations

Engagement with Learning

- Learning engagement is the primary focus. For most children, a gentle reminder is enough to help them stay on task. However, if there's a significant disruption, a child may be removed briefly to support a calm learning environment, though minimising time out of class is essential.

Approaching Behaviour Steps

- Steps for addressing behaviour are carried out thoughtfully, with individual needs in mind. Positive behaviour is reinforced, and staff avoid drawing excessive attention to negative behaviours, though persistent patterns may indicate underlying needs (e.g., attachment issues) and warrant SMT attention.

Consistent Steps for Behaviour Support

1. **Redirection** – A gentle prompt or nudge in the right direction.
2. **Reminder** – A clear, private reminder of expectations (Ready, Respectful, Kind, Safe). Reminders may be repeated as needed, with a focus on keeping things calm and controlled.

Take-Up Time

- Children are given adequate time to respond to guidance, ensuring fair and respectful handling of low-level disruptions.

Ownership of Behaviour

- Children are accountable for their actions, and staff address issues directly without passing responsibility. Key steps and actions are followed with consistency and respect.

Key steps and actions in tackling behaviour

1. Redirection

- Provide gentle guidance with a positive nudge to help children refocus on the task.

2. Reminder

- Quietly remind the child of our school expectations: *Ready, Respectful, Kind, Safe*. Use repeated reminders as needed, prioritising calm de-escalation and maintaining a constructive environment.

3. Caution

- Give a clear, private caution outlining the behaviour that needs change and the consequences if it continues. This helps the child understand expectations without creating a public scene.

4. Reparation

- Within 24 hours, arrange a restorative meeting or phone call home to inform parents of concerns and build a collaborative approach to support positive behaviour. If behaviour is a significant concern, senior leaders will contact parents directly.

5. Formal Response

- For continued behaviour issues, schedule a meeting with the Deputy Head or Head Teacher. Set clear targets for improvement, monitored over two weeks to track progress and support positive change.

6. Behaviour Intervention

- For children causing low-level disruptions with a high impact on learning, set specific behaviour targets. These may be included in a Behaviour Support Plan or used as a temporary intervention. Class teachers will end each session with positive feedback or specific guidance on areas for improvement. Each day, a Senior Management Team member will check in with the child to review behaviour progress.

Unacceptable Behaviour

Bringing illegal or inappropriate items to school is strictly prohibited, and all children are expected to care for school property. The following behaviours are entirely unacceptable and may lead to serious consequences, including suspension or exclusion:

- Verbal abuse or threats directed at staff or other children
- Physical aggression or attack on staff or other children
- Physical abuse to/attack on children

The following behaviours are considered unacceptable and will result in serious consequences, including possible suspension or expulsion:

- Bullying, including any form of cyberbullying that occurs both in and out of school
 - Intentional damage to property
 - Misuse of illegal or legal drugs
 - Theft
 - Serious actual or threatened violence against another student or a member of staff
 - Sexual abuse or assault
 - Supplying illegal or legal drugs
 - Carrying an offensive weapon
 - Arson
 - Unacceptable behaviour that has been previously reported, for which school sanctions and interventions have not successfully modified the pupil's behaviour.
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Our School Rules: Ready, Respectful, Kind

Be Ready

- We arrive at school on time, ready to learn every day.
- We embrace new challenges with enthusiasm.
- We listen attentively and engage in learning activities.
- We wear our uniform with pride and ensure we have the correct attire for indoor and outdoor P.E.
- We actively participate in lessons and demonstrate resilience.

Be Respectful

- We respect and adhere to the values of Seaburn Dene.
- We treat our belongings and those of others with care.
- We embrace diversity and understand that we are all equal, following the Rights Respecting principles.

Respect Our Environment

- We care for our school grounds and always dispose of litter properly.
- We walk calmly and purposefully around school to create a focused atmosphere.
- We demonstrate politeness and use good manners in all interactions.

Be Kind

- We know who to approach for help and support when needed.
- We show kindness to others through thoughtful actions and words.

- We actively stand against all forms of bullying, including promoting online safety.
- We strive to be kinder than expected, building a positive school community.

Be Safe

- We understand who to reach out to for help and support.
 - We support others by being mindful and considerate.
 - We are proactive in standing up against bullying, ensuring safety both online and offline.
 - We make choices that contribute to a safe and supportive school environment.
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Restorative Practice

If a pupil makes a poor choice in behaviour, they will have a time for reflection where they can consider their actions, how others were affected, and how to make better choices in the future. If behaviour escalates, staff will follow the yellow, amber, and red pathway to help guide improvement. During restorative conversations, pupils will have an opportunity to share their perspective, with the adult actively listening and supporting them through the process.

Positive Strategies

To consistently promote positive behaviour, all staff will use the following strategies to ensure "first attention goes to best conduct," helping establish clear and simple routines.

Staff will actively recognize pupils who show Seaburn Dene Values through:

Classroom Recognition:

1. Offering praise for positive behaviour choices.
2. Awarding Class Dojo points for following school rules and demonstrating consistency in "doing the little things well." Points are limited to **15 per child** per week to maintain fair and consistent recognition.

Recognition for Pupils Going “Over and Above”

For pupils who excel in demonstrating school values, positively impact the wider school community, and embody Seaburn Dene Primary School (SDPS) values, we offer additional rewards:

1. **Parent Communication:** Positive phone calls home to share outstanding behaviour.
2. **Praise Cards:** Issued by Class Teachers or Senior Leaders to celebrate achievements.

School-Wide Recognition:

1. **Head Teacher Awards:** Recognising pupils who exemplify school values.
 2. **Annual Awards Assembly:** Celebrates pupils who consistently go “over and above” regarding our values, with 7 children from each class recognised annually.
 3. **Golden Table:** Lunchtime reward for those displaying exceptional behaviour.
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Daily Behaviour Management in the Classroom

Class Dojos:

Class Dojos are awarded for following school rules and "doing the little things well," helping pupils appreciate the importance of small, consistent efforts. Positive Dojo points only are awarded, and certificates are issued weekly to deserving pupils.

‘Over and Above’ Phone Call Home:

Teachers or Senior Management Team (SMT) call parents to share their child’s success in consistently going above expectations.

House Points:

Our four house teams foster a sense of community and teamwork. House Points are awarded for exemplary attitudes, school values, and significant achievements. For example, pupils may receive two house points for earning a values or Dojo certificate.

Equal Opportunities

All behaviour management activities and positive reinforcements are integrated within the curriculum and made accessible to all pupils, regardless of gender, race, or ability, with support tailored to meet diverse needs.

Anti-Bullying Commitment

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;

At Seaburn Dene Primary School, bullying is regarded as a serious breach of our behaviour policy and is not tolerated under any circumstances, whether it is a one-time occurrence or ongoing.

Bullying is defined in alignment with *Article 19 of the United Nations Convention on the Rights of the Child*, ensuring all children's right to be protected from harm.

Definition and Types of Bullying: Bullying can take many forms and can affect both children and staff. It includes any verbal, physical, electronic (online), or written actions that harm, intimidate, or isolate another person. Our definition of bullying is best summed up by STOP: Several Times On Purpose. Types of bullying include:

- **Emotional:** Exclusion, tormenting, or unfriendly behaviour
- **Physical:** Hitting, pushing, or taking belongings
- **Racial:** Racial slurs, graffiti, or gestures
- **Sexual:** Unwanted remarks or physical attention of a sexual nature
- **Verbal:** Teasing, name-calling, or spreading rumours
- **Online bullying:** Harassment or bullying conducted online through social media, messaging apps, or gaming platforms

Preventative Strategies

Our school embeds anti-bullying values across the curriculum and all school activities. Expectations around respect for peers, staff, and the community are clearly communicated to pupils to create a positive environment and prevent bullying.

Responding to Allegations of Bullying

If bullying is reported, we will:

1. **Take all allegations seriously** and act quickly to establish facts.
2. **Record and report incidents;** if necessary, escalate to the Head Teacher for further action.
3. **Support the victim** by offering reassurance and guidance.
4. **Address the behaviour with the 'bully'** by making clear the school's stance and working with the child to understand the impact of their actions. Group incidents are handled with individual and group discussions.
5. **Implement sanctions** that align with the severity of the incident, explaining clearly to the child involved why specific consequences are used.
6. **Consider a fixed-term suspension** in cases of repeated or severe bullying.

Behaviour Management: Consistent Positive Strategies

Policy Blueprint & Classroom Plan

- **Behaviour Policy Blueprint:** A concise A4 document provides a consistent approach across the school to ensure expectations and behaviour management are aligned.
- **Classroom Plan:** Steps include minor, certain consequences followed by a restorative, non-punitive approach. Each teacher follows this structured plan to maintain consistency.

Scripted Response

A **30-second script** is used to address behaviour that does not reflect our school values, providing a quick, calm, and nonjudgmental reminder. Following the script, the child will 'owe 2 minutes' for a brief follow-up conversation with the teacher.

Personalised Behaviour Plans

Created for children needing additional behavioural support, these plans involve the child, relevant staff, and parents, ensuring consistency and appropriate strategies are in place.

Restorative Practice at Seaburn Dene

All staff are trained to respond to incidents using restorative practices, which allow immediate intervention and encourage children to reflect on their actions. Support staff may address playground incidents using the same strategies, reducing the need for escalation unless further action is warranted. Teachers manage most in-class behaviour, with senior staff available to facilitate restorative meetings as needed.

Restorative Meetings and Conversations

Within 24 hours of an incident, a restorative conversation helps pupils understand the impact of their behaviour, learn appropriate responses, and equip them to make positive choices in the future.

- **Restorative Questions:** Age-appropriate questions guide the discussion. Younger children (EYFS/KS1) may start with two questions, increasing as maturity allows, while up to five questions may be used in LKS2 and UKS2.
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Consequences and Positive Reinforcement

We encourage positive behaviour by focusing on strong adult-child relationships and reinforcing good conduct. However, consistent and fair consequences are necessary for repeated or unresolved behaviour issues. Consequences may include:

- **'2 minutes owed'** for small infractions
- **'Pay it Back' time** for work or behaviour-related losses
- **Parental contact** for significant behaviour incidents

For children with additional behavioural needs, specific consequences are outlined in their personalised behaviour plans to ensure an approach tailored to their individual requirements.

Appendix I – Policy Blueprint

Relentless Routines
<ol style="list-style-type: none"> 1. Positive comments re: walking/lining up (fantastic, awesome etc) 2. Show me your ready 3. Hand signal for stop 4. Eyes on Me

Our Rules	Visible Consistencies	Over and Above
<p>Ready Respectful Kind Safe</p> <p>Our Values:</p> <ul style="list-style-type: none"> ● Kindness ● Respect ● Determination ● Aspiration 	<ol style="list-style-type: none"> 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) Reminding in private (RIP) 	<ol style="list-style-type: none"> 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

	5. Consistent language	
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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. <div style="background-color: red; color: white; padding: 2px;">(include the scripted intervention here...)</div>

<p>continues this must be recorded on CPOMS.</p>	<ul style="list-style-type: none"> • 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.
<p>Level 2 - YELLOW Continuation or escalation of Level 1 behaviour. Refusal to comply. Swearing. Deliberate physical contact.</p>	<p>Cool Off</p> <ul style="list-style-type: none"> • 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.
<p>Level 2 plus YELLOW Continuation repetition of Level 1 moving into Level 2 <i>behaviour ie persistent low level disruption</i></p>	<ul style="list-style-type: none"> • Cool Off (as Level 2 - Yellow.) • Phone call home/face to face meeting with parents from Class Teacher advising their child is "at risk" of moving onto Level 3 Amber and directly onto a weekly behaviour record. • Class Teacher to log on CPOMS and advise DHT or HT.
<p>Level 3 - AMBER</p>	<p>Sent to SMT/Phase Leader</p> <ul style="list-style-type: none"> • Time out in isolation for AM/PM • Phone call home from SMT/phase leader

<p>Continuation or escalation of Level 2 behaviour.</p> <p>Evidence of repeated bullying behaviours.</p> <p>Abusive talking back.</p> <p>Challenging Authority.</p> <p>Fighting</p> <p>Stealing.</p>	<ul style="list-style-type: none"> • 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. • Pause to representing school for the duration of behaviour record, eg football team, house captain etc.
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<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.
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Appendix 3 – 30 Second Script

- 'I noticed you are....' wandering around the classroom chatting...
- At Seaburn Dene, we... (refer to the 4 school rules – ready, respectful, kind, safe.)
- 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?

Responding to Serious Incidents

Incidents of a serious nature will be managed at the discretion of school staff, considering the age and developmental stage of the pupils involved. Such matters must be referred to the Headteacher or Senior Management Team (SMT) and may include:

- Physical aggression
- Bullying, including all forms of discrimination
- Inappropriate or offensive language
- Damage to property or aggressive behaviour towards adults

Behaviour Pathway

1. Reminder/Redirection – A gentle reminder of expected behaviour.
2. Caution – An explicit caution to reconsider behaviour.
3. Last Chance/Time Owed – If behaviour continues, pupils may have time owed to reflect.
4. Follow-up/Restorative Conversation – If needed, this may involve senior staff to support resolution.

Further Actions:

- Escalation to SMT or Headteacher for serious incidents
- Parental involvement in cases of severe or recurring issues
- Documentation of incidents in behaviour records

Managing Extreme Behaviours

For ongoing, inappropriate, or unsafe behaviours, teachers may need to adjust strategies to help pupils maintain focus and safety. Staff are encouraged to seek support from senior colleagues for guidance.

Support for Children with Social, Emotional, and Mental Health Needs (SEMH)

A behaviour support plan or Positive Handling Plan may be necessary for children with persistent behavioural challenges. The Headteacher, SENCo, or SMT will work with staff, parents, and relevant agencies to provide individualised support.

Special Considerations for Children with Special Educational Needs (SEN)

We recognise that children with special educational needs may need tailored support within our behaviour system. While our expectations are the same for all pupils, flexibility is exercised to accommodate specific needs:

- Regular meetings with teachers, parents/carers to adjust support
- Individual Behaviour Tracking for personalised behaviour goals
- Collaborative reviews with SMT and relevant support staff for progress

Safeguarding and Use of Restrictive Physical Intervention

Our staff aim to manage behaviour with empathy and minimal intervention, reserving physical restraint only for situations where there is immediate danger. Team-Teach training provides staff with strategies for safe, minimal interventions when necessary.

Recording Serious Incidents

Serious incidents are recorded in CPOMS, and any physical intervention is documented through a Serious Incident Report Form (SIR).

Suspension and Exclusion

Suspensions and exclusions are used sparingly, with the best interests of all pupils in mind. Reasons may include:

- Repeated, severe disruption impacting the learning environment
- Threats to the safety of pupils or staff
- The need for time to create an effective support plan

Reintegration meetings are held for pupils returning from suspension to support a positive return to school.

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 that 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 ceases 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 recurrence 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. KSI/2 Behaviour Team.

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?

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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
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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:	
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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:

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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:
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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		Date	
Targets:	1. Follow the school rules: ready, respectful, kind, safe. 2.		
Friday bonus for Phone call home.			
Monday			

Tuesday	
Wednesday	
Thursday	
Friday	

*Please refer to the school's sanction steps when referring to poor conduct.

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.