



'ALIS VOLAT PROPRIIS'

SEATON HOUSE SCHOOL

BEHAVIOUR POLICY

All confidential reports and minutes are stored online on a register. The file is password protected. Hard copies are stored in a locked cabinet in the Head's office.

Behaviour Policy

(Early Years, Key Stage 1, Key Stage2)

This policy should be read in conjunction with the Anti-Bullying policy

'Good behaviour is a necessary condition for effective teaching to take place' DFE

The school accepts this tenet and seeks to create an environment which expects, encourages and reinforces good behaviour.

Seaton House School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards. We aim to promote trust, mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We develop qualities of team-work and leadership through our programme of extra-curricular activities and the responsibility posts given to our pupils.

Seaton House School is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual, aiming to develop the whole person so that he/she is equipped to take his/her place in the modern world.

Purpose:

To promote an ethos where

- ◆ Agreed expectations are established and acted upon fairly and consistently.
- ◆ Good behaviour and effort are encouraged, rewarded and used as a model for others to follow.
- ◆ Children understand that they have a responsibility for their own actions and that they affect others.
- ◆ Property is respected and pride in the school and each other is nurtured.
- ◆ Parents are involved in the process of promoting high standards of behaviour.
- ◆ Negative attitudes and behaviour are dealt with promptly.

Principles

- ◆ All adults are responsible for the behaviour of all children
- ◆ Adults should act as good role models.
- ◆ All pupils are aware of what are considered to be essential good manners (see Appendix 2)
- ◆ All members of the school community are aware of and familiar with the school rules. They are listed in full in Appendix 1
- ◆ Classroom rules are discussed with, and well known by, the class members.
- ◆ Children need to be encouraged to become self – disciplined and to be responsible for their own actions in order to develop their confidence and independence.
- ◆ Children need to know the consequences of negative behaviour. They also need to

- understand that they can improve their behaviour and make a new start.
- ◆ Work within classrooms must consider individual ability.
- ◆ Parents should be aware of school expectations and will be informed at an early stage when problems occur.
- ◆ Poor behaviour should be monitored and, if persistent, recorded

INVOLVEMENT OF PARENTS AND GUARDIANS

Parents and Guardians who accept a place for their child at Seaton House School undertake to uphold the school's policies and regulations, including this policy. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework.

We will always telephone the home on the first day of an unexplained absence in order to make sure that your child has not suffered an accident. Please note that it is the Governors' policy usually not to allow holidays to be taken during term.

INVOLVEMENT OF PUPILS

Our experience shows that the ethos of and respect for the school is enhanced by listening to our pupils and by encouraging constructive suggestions from them, e.g. via the School Forum, which meets regularly.

Rewards

Good behaviour and effort are encouraged. Examples of good behaviour are acknowledged by a system of rewards.

These rewards help to identify positive aspects of each child's behaviour, making them aware of their abilities and qualities and thus building self-esteem.

These rewards include house points, verbal praise, merit stickers and individual decisions that are taken by the Form teacher ie extra play or story time etc

Praise

Praise is given when children reach or surpass adults' expectations in any areas of school life. It is used to reward anything felt to be of positive value: good work, effort, exceptionally good behaviour, bringing in items of interest etc.

Praise may be delivered by

- a quiet word or an encouraging smile
- a written comment on a pupil's work
- a public word of praise in front of a group, class or whole school.
- any other means appropriate.

'Smiley faces' or stars are also awarded. Each smiley face or star counts as one House point.

In addition to this, motivational stickers are used. In Nursery, a 'Star of the Day' is chosen each day.

There is a public record within each formroom of House points gained by each pupil.

Recognition in assembly

Gold Stars

The House points gained by each child are totalled towards a Gold Star on a sliding scale of achievement. These are awarded in assembly

Certificates and other awards or merit

Pupils who have participated successfully in school events, such as sporting competitions or music examinations, have their awards presented in assembly where their achievements can be shared and praised by others.

Merit stickers are given out at Friday assembly by the Headmistress to recognise little acts of effort or kindness as was observed by members of staff.

Pupils who have gained awards outside school may bring these to school and these are presented in a similar way.

Prize Giving

Towards the end of the Summer Term the annual Prize Giving event takes place. Prizes are awarded to girls throughout Main School for achievement and for displaying praiseworthy personal qualities.

Prizes include

- Violet Henry Award, named after the founder of school and awarded to girls considered to epitomise all that a Seaton House pupil should represent.
- Form Prize, awarded for academic excellence
- Progress Prize, awarded for progress in academic subjects
- Cups and Trophies, awarded for high achievement in various areas of the curriculum and for personal qualities.
- Other prizes and certificates may be awarded for progress or other commendable attributes.

Dealing with Behavioural Difficulties.

“The promotion and maintenance of good discipline should not rely on the threat of sanctions but should be based on encouragement and reward for good behaviour.”
Children’s Act

We will try and identify the underlying causes of misbehaviour before deciding upon the nature of any disciplinary action. We appreciate that a lack of discernment, personal difficulties or natural high spirits are the major reasons why pupils may misbehave. We also are aware of our obligations under the Equality Act 2010 and will bear in mind issues relating to pupils with special educational needs and disabilities, liaising with parents and other agencies.

Personal, Social, Health, Citizenship, Emotional and Economic Education, in the Early Years, and Assemblies are used to highlight moral problems and to present scenarios to

allow pupils to decide what their behaviour should be.

In the Early Years Foundation Stage, the Early Years Co-ordinator is responsible for behaviour management issues, who should be supported in acquiring the skills to provide guidance to staff and to access expert advice if ordinary methods are not effective with a particular child.

Minor Misdemeanours

Whenever possible these guidelines will direct the handling of minor misdemeanours.

- Engaging in dialogue with the individual child rather than attempting to resolve the problem by public shaming in front of other pupils who have nothing to do with what has happened.
- Treating the situation as a 'learning experience', particularly if a pupil has done something which the school considers inappropriate but may not be deemed so at home
- Encouraging the child to confess what they have done wrong and helping them to explore the reasons why their behaviour was wrong
- Using the empathetic approach to enable a pupil to appreciate the feelings of someone they have wronged
- Expressing one's surprise at a pupil's actions and letting them know that we thought they were above such behaviour

Sanctions

This School does not use or threaten corporal punishment.

Before any sanction is imposed, the pupil will be made aware of the inappropriate nature of the incident which has led to the sanction being imposed. Exclusions and confiscations should be recorded in the Junior House/Senior House Sanctions File. All sanctions for serious misbehaviours are recorded and monitored by the SLT in order to see if any patterns of behaviour emerge.

Early Years Foundation Stage

Nursery

Golden rules are used to set clear expectation for behaviour. Rewards such as targeted stickers, a leaf for the reward tree and verbal praise are used to reinforce the golden rules and encourage positive behaviour. Clear sanctions are in place to deal with inappropriate behaviour. The sanction depends on the nature of the behaviour. The child will be reminded of the golden rules and encourage the follow them. If the behaviour is repeated they will be removed from the activity and helped to choose somewhere else. They will also be warned that if the behaviour continues they will have some time out to think about their actions. Aggressive behaviour is dealt with promptly and the child is removed from the situation. Both children are spoken to in order to gain a clear picture of events. The child will have some time out to think about their actions. The children are encouraged to think about the feelings of the other child and how they can make that child feel better.

Reception

The child is warned if behaviour is unacceptable or inappropriate. If the behaviour continues, 1 minute is lost from the afternoon play session. Aggressive/physically violent behaviour results in 5 minutes lost time.

Key Stages 1 and 2

Exclusion from a school activity

Any pupil may be withdrawn from some enjoyable activity (including breaktime) because of unacceptable work or behaviour. During the period of withdrawal, the pupil will carry out an appropriate task e.g. re-doing work, writing a letter of apology etc. The exclusion must be recorded in the sanctions file.

If necessary a pupil may be excluded from the classroom during a lesson and sent to a senior member of staff.

Confiscation of an item used inappropriately in lessons or brought into school when not allowed.

Items confiscated should be recorded in the Homework Diary and returned after a reasonable amount of time. During confiscation it should be stored safely.

Traffic Lights System

On occasions, where a form's behaviour is regularly unacceptable, a traffic light system of green, amber and red cards may be implemented. All girls start with a green card.

	Yellow Card	Red card
Form I	Given after a verbal warning and name written on the board.	Any red card, refer to the Head first.
Form II	Given as a warning. Yellow card is recorded in the homework diary.	Any red card, refer to the Head first.
Form III	Yellow card in reported in the homework diary.	Any red card, refer to the Head.
Form IV	Yellow card in reported in the homework diary.	Any red card, refer to the Head.
Form V	As Form IV but if a yellow card is given again in a half term, it is converted to a red card.	Any red card, refer to the Head.
Form VI	Pupil's name is written on board. Detention at break with form teacher to discuss behaviour.	Any red card, refer to the Head.

Incidences of the receipt of a red or yellow card are recorded in the Traffic lights Book.

Yellow cards are turned back to green at the end of each week for all classes in Senior House.

Yellow cards are turned back to green at the end of each day for all classes in Junior House, Red cards that are dealt with by the Head could include the following sanctions: a letter of apology, losing some playtime, meeting with parents, FVI – loss of position of responsibility. Reception pupils do not have the card system and are rewarded with stars or stickers for good behaviour.

Forgetful and Lethe Marks

- If a pupil arrives in a lesson without all the necessary equipment (including PE kit), a forgetful mark will be written in the Homework Diary. In Form III, the issuing of forgetful marks is **practised** in the Autumn Term, thereafter they are issued formally.
- In Forms III, IV, V and VI repeated incidents of forgetfulness will lead to the issue of a Lethe Mark. This is given by the Deputy Head and recorded in the homework diary.
- If 3 Lethe Marks are issued in one term, the pupil will spend some time on a Friday morning break, discussing with the Deputy Head. The parents will be requested to sign the Lethe Mark at the back of the Homework Diary.

Repeating work

- Pupils should be encouraged to produce their best work at all times.
- Work that is felt to be below the standard expected will be re-done – either during a breaktime or at home.
- Repeated incidents of unacceptable work may result in exclusion for a fixed period of time during the lunch hour when the piece(s) of work will be re-done to an acceptable standard.

Physical Intervention

Physical intervention may be used to avert the danger of physical injury, to prevent a pupil committing an offence or damaging property. In the event of physical intervention being needed, 2 members of staff should be present. If it is used, the Headmistress should be informed who will then record the incidence. Parents should be informed on the same day or as soon as reasonably practicable.

Major Misdemeanours

Examples of this type of behaviour may include, amongst others:-

- Incidents of bullying as detailed in the Seaton House Anti-Bullying Policy
- Deliberate disruptive behaviour
- Repeated use of inappropriate language
- Deliberate damage or misuse of other people's property
- Deliberate flouting of School rules
- Bringing the school into disrepute when outside school and wearing Uniform
- Making malicious allegations against staff

If a pupil's behaviour falls into one of these, or a similar category, and is a cause for serious concern then it may be necessary to adopt an alternative approach.

This could be:

Rescission of Badge of Office

A girl may have her badge of office rescinded (Form Captain, Prefect etc). This action can only be taken by the Headmistress who will record pertinent details in the Homework Diary.

Conduct Report

The Headmistress may arrange for a pupil to have a Conduct Report, for a fixed period of time. In such circumstances, a meeting with parents will be arranged and their co-operation sought. A Conduct Report consists of a grade, comment and signature throughout each day of the report period from all staff responsible for the pupil. The Report will be sent home daily and parents are asked to add their own comments and signatures on a daily basis. Once the Conduct Report period has ended, the report form will be kept in the pupil's file for one year, before being destroyed.

Sanctions as detailed in the Anti-Bullying Policy

Dealing with Unacceptable Conduct

The following are examples of what might be regarded as unacceptable conduct:-

- Violent behaviour towards staff or other pupils
- The use or distribution of drugs
- Abuse against another pupil or member of staff
- Repeated deliberate disruptive behaviour prejudicing the educational progress of other pupils

Anything of a like category could be considered as an example of unacceptable conduct or gross misconduct. The list is therefore not exhaustive nor in any order of seriousness.

If a pupil's behaviour falls into one of these, or a similar category, or is a cause for serious concern, or there are repeated major misdemeanours then the following actions may be taken.

Exclusion

The Headmistress may exclude a pupil for a period of time. The parents will be informed in writing of the reason(s) and duration of the exclusion.

Expulsion

The Headmistress may expel the pupil from the School.

The Board of Governors will be informed of any incidents leading to exclusion or expulsion.

These sanctions should be recorded by the Headmistress in the major misdemeanours file.

Review of policy

This policy is to be reviewed annually and should be publicized to staff, parents and pupils, in writing, at least once a year.

REVIEW

This policy will be reviewed every two years.

Reviewed May 2018

Judy Evans

Chair of Governors

Debbie Morrison

Headmistress

Appendix 1

School Rules

Whilst children are wearing School uniform, they should behave in a way which does not bring the school into disrepute and even when in the care of parents or other nominated adults, pupils should behave appropriately.

It is expected that pupils will display considerate, respectful, generous and honest behaviour at all times and to everyone, whether pupil or adult.

It is expected that pupils will always try to be polite using acceptable language and modes of speech, whether addressing another pupil or an adult.

Leaving / Entering School

Nursery children must enter and leave the Nursery premises via the gate at the end of the garden.

Main School 'Early Birds' may only enter via the pathway from South Way.

After 8.30am pupils may also enter through the door at the side of Junior House into Banstead Road South.

At the end of the School day pupils may leave via the Southway or Banstead Road South exits.

Pupils may only leave the premises with a parent or guardian or other designated adult unless they have written permission from a parent to leave school unaccompanied. Children may only leave unaccompanied in FVI or in the Summer Term when in Form V.

Any pupil with permission to travel home unaccompanied must leave via Junior House, signing out as they do so.

Any pupils leaving School or arriving at School in the course of the day must be recorded in the In/Out Book kept in Junior House.

Uniform

Pupils are expected to wear the correct school uniform at all times whilst in school and when travelling to and from school (unless on an outing, mufti-day, party etc for which other, special arrangements have been made)

At all times, pupils should be encouraged to take a sense of pride in their school uniform and should look neat and presentable.

Coats must be neatly fastened. Collars turned out neatly and bags fastened shut and carried correctly.

All items of uniform must be correctly and securely named, and have hanging loops if necessary, full complement of buttons, lack of holes in elbows etc

Hair must be the pupil's natural colour, unless special permission for temporary colour for school events has been given. It should be tied back away from the face.

Nail polish is not allowed unless special permission for school events has been given.

Ear-rings or other jewellery is not allowed.

Watches may be worn by pupils from Form II upwards, once a pupil is able to tell the time. Watches must be named.

Moving around the School

When moving between rooms, pupils should walk sensibly, keeping to the left of the corridor, where possible.

If unable to enter a room, pupils should line up in an orderly way, to one side to allow others to pass by.

There should not be excessive noise in the corridors.

Behaviour inside the School

Pupils should behave in a quiet and orderly manner when inside classrooms.

Pupils must observe the safety rules that apply in specific rooms or subjects e.g. PE, Science.

Excessive noise and/or unnecessary moving around the room by children is not allowed.

Calling out is not allowed; if a child wishes to attract a teacher's attention, she should raise her hand and wait to be addressed by name

Pupils should sit correctly to ensure good posture; feet should be on the floor and not on the seats of chairs.

Pupils should not leave the classroom during a lesson, unless in very exceptional circumstances. Generally speaking, it should not be necessary for pupils to use the toilet during lessons or whilst eating lunch

Pupils are expected to complete set homework, thoroughly, carefully, preferably independently and to the best of their ability. The work must be handed in at the time instructed, usually the day after it is set.

Pupils are strictly forbidden to interfere with the belongings of another person.

Behaviour outside the Classroom

When visitors are in the building pupils are expected to respond politely, stepping aside to let them pass.

Running is not allowed when pupils are moving between School locations and shouting or

other loud noises are unnecessary.

Pupils should neither interfere with nor move nor borrow the belongings of others.

Any items found must be returned to their owner or given to a member of staff.

Interference with display work or school equipment is forbidden.

Pupils should not wilfully or deliberately cause damage and should report any accidental damage as soon as they see it.

Rubbish should be placed in bins.

Behaviour in the playground

All pupils should be outside at Breaktimes unless they have been kept indoors to re-do / complete work or are members of Form VI given permission.

Pupils are not allowed on the Bowling Green, behind the sheds or bushes, or on the bank alongside the field.

Pupils must play in accordance with any restrictions necessary for the safety and well-being of all.

When on the hard courts, Junior House girls usually play on one court and Senior girls on the other, unless permission has been given by the teacher on duty for all ages to mix together.

Screaming is not acceptable.

Pupils requiring the toilet during break will seek permission from a member of staff before leaving the playground; During breaktime, all pupils should use the toilets in Junior House.

All rubbish must be put into a bin in the playground except for organic matter which must be put in the compost bin.

At the end of Break the whistle will be blown twice:

On the first whistle: all pupils stand still and stop talking

Second whistle all pupils walk quickly into line in silence.

On dismissal all pupils walk in single file, without talking into school.

Food

At breaktime pupils may bring from home fruit or prepared vegetables and /or a drink of uncarbonated juice or water. Utensils are not allowed on the playground.

Nursery children bring their drink in a named screw top beaker.

Sweets (including fruit curly-wurlies) are not allowed.

Chocolate coated products are not allowed except as part of a packed lunch on Fridays. It is however permissible to have chocolate flavoured mousse or biscuits such as Bourbons.

Food items, such as yoghurt in a 'tube', are not allowed as it is almost impossible to consume the contents in a polite manner.

Pupils in Main School must be able to open any packaging or containers in their lunchbox.

Pupils must bring from home any cutlery needed.

Drinking Water

Nursery children should be given a drink of water whenever they ask for one.

Girls in Main School may keep in their classroom, a small, named, plastic bottle of water from which they may drink when necessary.

These bottles must only be refilled from certain taps:

Junior House: Kitchen or Landing Sink, and drinking fountain outside Junior House.

Senior House: Kitchen, sink in Form V, and drinking fountain outside Form IV classroom.

APPENDIX 2

ESSENTIAL MANNERS

All pupils should be taught:

- ❖ To say please and thank you
- ❖ To say excuse me and sorry
- ❖ To listen and respond in conversation
- ❖ To smile and make eye contact when talking to people
- ❖ To be disciplined in understanding and obeying instructions
- ❖ To respect family and friends
- ❖ To respect adults equally whether teachers or non-teachers
- ❖ To respect their own and other people's belongings
- ❖ To have good table manners
- ❖ To show concern for others by helping anyone who is struggling (holding open doors, helping with coats, offering to help carry belongings, giving up seats)
- ❖ To introduce themselves confidently
- ❖ To have the confidence to behave correctly in different situations
- ❖ To be thoughtful about behaviour in public by not dropping litter, screaming, using bad language, having a tantrum or behaving in a way likely to upset or embarrass anyone else.