



*'ALIS VOLAT PROPRIIS'*

**SEATON HOUSE SCHOOL**

## **Behaviour Policy**

Date Reviewed: September 2019

Next Review Date: Autumn 2021

Reviewed by: Head & SLT

# **Behaviour Policy**

## **(including arrangements for exclusion)**

**This policy applies to the whole school including the Early Years Foundation Stage**

*'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 they are equipped to take their 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
- All members of the school community are aware of and familiar with the school rules (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 in line with guidance from the DfE to 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, for example: extra play or story time.

### **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. In Reception there is a weekly star and the girls collect marbles for a class reward.

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

## **Recognition in assembly**

### **Gold Stars/Smiley Faces**

The House points gained by each child are totalled towards a Gold Star/Smiley face. 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.

Headteacher stickers are given out at Friday assembly 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 Head of Early Years 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.

Staff also discuss children's behaviour during weekly staff meetings so that behaviour can be observed by a range of staff and the pupils can be supported to make good choices.

### **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.

Sanctions clearly depend on the age and developmental stage of the children and are only put in place after consultation with other staff. Sanctions may include:

#### **Early Years Foundation Stage**

- Reprimand by staff and clear explanation as to why behaviour inappropriate
- Warning
- Removed from the activity and helped to choose somewhere else.
- Time out to reflect on actions
- Behaviour Chart

#### **Key Stages 1 and 2**

All Forms have a traffic light system. All girls start with a green card they will then be given a yellow and subsequently a red card for poor behaviour.

	Yellow Card	Red card
Form I & II	Given after a verbal warning and name written on the board. Subsequent yellow cards result in minutes missed from golden time/playtime.	First offence would be report to parents and refer to Deputy Head. Repeat offences will be dealt with by the Head.
Form III - VI	Yellow card is reported in the homework diary. Pupil misses break time.	Any red card, refer to the Deputy Head first.

Possible sanctions for poor behaviour may include:

- Missing playtime
- Exclusion from a school activity
- Loss of House points
- Loss of positions of responsibility

For serious breaches of behaviour such as:

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

These would result in:

- Meeting with Head followed by letter to parents
- Behaviour plan implemented
- Conduct report
- Suspension for a fixed period

The Headteacher reserves the right to suspend or permanently exclude a pupil whose behaviour significantly disrupts the learning of others, is aggressive towards other pupils or staff or whose behaviour is in contravention with British law or values. Every effort will be made to work with the pupil and their family and permanent exclusion will only be used as a very last result.

### **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 first half term of 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 will be reported to a senior teacher and 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.

### **REVIEW**

This policy will be reviewed every two years.

**Reviewed October 2019**

**Judith Evans**

Chair of Governors

**Ruth Darvill**

Headteacher

## **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.

Pupils are expected to:

1. Listen to and respect all staff and ensure they follow instructions
2. Work diligently in class and complete work (including homework) to a high standard
3. Be polite, well mannered and demonstrate respect towards others
4. Be kind, helpful and gentle at all times
5. Tell the truth
6. Walk quietly and sensibly around the whole school site
7. Take pride in their appearance and wear the correct uniform at all times
8. Take care of all school property and endeavour to keep the environment tidy
9. Play games safely and look after each other
10. Come to school with all equipment required each day

In the Early Years Foundation Stage these rules may be re-worded to make them more accessible to the children.