



'ALIS VOLAT PROPRIIS'

SEATON HOUSE SCHOOL

Behaviour Policy

Date Reviewed: November 2021

Next Review Date: Autumn 2023

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.

Aims

- To encourage a positive environment in which achievements are rewarded and valued.
- To develop an atmosphere in which all are valued and are encouraged to care about each other.
- To support pupils to develop self-regulation and resilience.
- To develop positive self-esteem and emotional well-being.
- To promote good behaviour and create a calm and friendly learning environment for everyone.
- To develop good social skills for future life and learning.
- To encourage the children to resolve their own conflicts in an appropriate way.
- 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.

The staff will:

- Set clear expectations for behaviour.
- Ensure that all adults working with the children are aware of our behaviour policy and the strategies we adopt.
- Ensure that all rewards and sanctions are used fairly and consistently.

- Encourage the children to accept responsibility for their behaviour and develop empathy with others.
- Encourage good manners and social skills.
- Act as a good role model.
- Identify and support pupils with emotional wellbeing and behaviour.

Principles

- All adults are responsible for the behaviour of all children.
- 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 support to develop empathy and awareness of the impact their actions have on others.
- 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.

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.

Pupil voice is very important and pupils are given opportunities to raise concerns through PSHE sessions, questionnaires, class worry boxes and daily drop in sessions in the ELSA room

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 and merit stickers.

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, behaviour and attitude to learning.

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.

In Nursery, a 'Star of the Day' is chosen each day, in Reception there is a weekly star. Alongside this, Reception children collect Dojo points for a class reward.

Recognition in assembly

House points

House points are collected by each child and contribute to the House total.

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.

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

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.

PSHE sessions 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, PSED and circle time sessions are used to support pupils to understand their emotions and recognise how their actions affect others. Wellbeing techniques are also developed to help pupils manage their emotions.

Staff 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’ and encourage the child to understand the impact of their actions.
- Encouraging the child to identify 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 and think about how they could make the situation better.
- Remind the pupil of the behaviour expectations and support them to make good choices.

Resolving conflict.

We aim to enable children to resolve conflicts appropriately with minimal support. Adults will support children to resolve disputes by:

- Give each child a chance to express their view of events.
- Clarify the position of each child and ensure that you have understood the situation.
- Ask the children how the conflict could be resolved (at an appropriate level for their understanding, discuss the options with the children).
- Encourage the children to part on good terms and ensure that both parties feel their views have been heard.

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. 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

- Staff talk to the child and explain why the behaviour is inappropriate.
- Warning that they will be moved from the activity.
- Removed from the activity and helped to choose somewhere else.
- Time out to reflect on actions and clam down.

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 breeches of behaviour such as:

- Incidents of bullying as detailed in the Seaton House Anti-Bullying Policy
- Repeated use of inappropriate language
- Persistently poor behaviour

- 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
- Deliberate acts of physical violence

These would result in:

- Meeting with Head followed by letter to parents
- Behaviour plan implemented
- Conduct report

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.

Guidance Points

- If a pupil arrives in a lesson without all the necessary equipment (including PE kit), a Guidance Point (GP) will be written in the Homework Diary. In Form III, the issuing of Guidance points is **practised** in the first half of the Autumn Term, thereafter they are issued formally. Support will be given to the pupil to help them to remember the items they need, for example a checklist.
- In Forms III, IV, V and VI if pupils continually accumulate guidance points, a message will be sent home to parents.

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 November 2021

Judith Evans

Chair of Governors

Carl Bates

Head Teacher

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 are simplified to create the Golden Rules:

- Do be honest
- Do be kind and helpful
- Do look after property
- To be polite
- Do listen
- Do work hard