

Behaviour Policy

Last Review Date:	Sept 2026
Next Review Date:	Sept 2027
Reviewed By:	Mr Lee Murley (Headteacher / Chief Executive Officer)

1 Aims and objectives

- 1.1 We believe that every member of the school community should feel valued and respected, and that each person should be treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.
- 1.2 Although New Horizons Seaside Primary has a number of rules (see Appendix A), our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others.
- 1.4 All adults working in the school treat all children fairly and apply our behaviour policy in a consistent way. It should however, be remembered that all children are different and cannot all be treated in exactly the same way depending on their needs and circumstances.
- 1.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2 Rewards and sanctions

- 2.1 This policy recognises that positive reinforcement of good behaviour motivates and promotes desired patterns of behaviour far more effectively than negative comments or sanctions.
- 2.2 All adults in school praise and reward children for good behaviour in a variety of ways:
 - We systematically give verbal praise and encouragement in class, at break times, in the corridors and in assembly.
 - We give children gold merit stickers for good examples of work in a lesson or consistent good work across several lessons.
 - We give children blue merit stickers for modelling desired good behaviour, for acts of kindness in school etc.
 - Multiples of 100 merit certificates are rewarded with a special certificate in a whole school assembly.

- Each week, teachers commend two children from each class for good work or good behaviour and they are awarded 'Star of the Week' certificates in Friday's KS1 and KS2 assembly.
- Children are regularly sent to the Headteacher (Headteacher), Senior Deputy Headteacher and Deputy Headteacher for praise, stamps on their work and stickers.
- Notes are sent home or phone calls are made to praise children. Reception children take home 'Ask me about...' notes to explain stickers and merits.
- In line with the New Horizons Seaside Primary Reward System, each class displays a chart in their classroom – see Appendix B. On this, classes earn and collect 'shells'. When fifteen shells have been collected, the class earns a reward: 20 – 30 minutes of a guided choice of activity, linked to curricular work, voted for by the children e.g. additional art time.
- Midday supervisors issue reward stickers and merits.
- Class teachers may employ a range of reward systems in their classrooms such as Class Dojo or table points, which then feed into the school system i.e. winners are awarded merits. To ensure continuity of practice, any classes making use of Dojo Point award one blue merit for every ten Dojo Points give to a pupil.
- A Year 6 Head Boy and Head Girl are chosen each year – this choice is largely made in recognition of their exemplary behaviour throughout their time at Seaside Primary. The pupils' names are inscribed on plaques outside the Head teacher's office.
- Each year, Year 6 pupils are awarded the following in a whole school assembly: Most Positive Attitude, Outstanding Effort in Writing, Reading and Maths, Sportsmanship Award, Community Spirit Award, Outstanding Achievement and Most Positive Attitude. The pupils' names are inscribed on plaques outside the Headteacher's office.

2.3 The school acknowledges all the efforts and achievements of children, both in and out of school, and sometimes presents out of school awards in assembly.

2.4 The school employs a number of sanctions to enforce the school rules and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation and try to always set targets for improvement.

- Each class teacher logs on to the networked Class Charts behaviour tracking system at the start of each day.
- In Year R (Reception) and Year 1, an age-appropriate visual Behaviour System is used across all three classes in place of the New Horizons Seaside Primary Behaviour System chart. Children may miss 5 minutes of play / choosing time if their name is moved to the cloud.
- Year 2 and each KS2 classroom has a New Horizons Seaside Primary Behaviour System chart on display – see Appendix C.
- All children are familiar with the New Horizons Seaside Primary Behaviour System chart and it is actively referred to throughout the day. All incidences of a child not behaving in line with school policy are recorded by the relevant member of staff on the Class Charts system, which is monitored by SLT throughout the day.
- The main sanction is loss of play time or reward time although more serious incidents may result in other sanctions such as those outlined in the points below. More serious incidents may also result in a child being moved directly to Step 4 or Step 5 on the chart – a more detailed entry is required on the Class Charts system by the member of staff who dealt with the incident.
- If a child does not try their hardest in an activity, he/she may be asked to redo this task in a break time or a lunch time.
- If a child misbehaves, the child may be moved to a different place in the classroom or closer to the teacher or the child may be seated on their own.
- If a child repeatedly misbehaves in class, they may be given 'Time out' in another class or year group until they are ready to work within their own class again. This

could range from an afternoon in another class or year group, to one or two days of internal exclusion.

- If a child repeatedly misbehaves, the child may be issued with a behaviour chart – see Appendix C. Both improved and undesirable behaviour in class is monitored on this by the class teacher and children take their behaviour charts to the Deputy Head teacher at the end of each day for monitoring purposes.
- If a child is involved in a serious behavioural issue at playtime or at lunchtime, this is logged by the member of staff who dealt with the issue, using the networked Class Charts behaviour tracking system. Class Charts is monitored over the course of the day by members of SLT. This may result in the child being put 'On Watch'. This means they will be issued with an 'On Watch' card for a week, to present to the member of staff on duty. Any reoccurrence of misbehaviour means the child will be removed from the playground at break times and lunchtimes for a week.
- In very rare cases, a child may be placed on 'School Report': a report form is used which tracks their behaviour lesson by lesson. This is monitored by both the school and the parents. The report form will set targets for improvement.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- A child may not be allowed to participate on school trips or other voluntary activities such as clubs, discos or film shows. This is usually on safety grounds.
- Parents may be asked to collect their child and take him/her home early from a residential trip if the 'three-strike' rule is broken.
- In extreme cases a child may be excluded at lunchtime or be given a fixed term suspension or permanent exclusion. This will always be a last resort and will be at the discretion of the head teacher in consultation with senior colleagues.

- 2.5 The class teacher discusses the school rules and the New Horizons Seaside Primary Reward System and the New Horizons Seaside Primary School Behaviour System with each class. In addition to this, each class also has its own classroom code of conduct, which is agreed by the children, signed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school and the rewards and sanctions that will be applied. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.
- 2.6 The school does not tolerate bullying of any kind. If we discover that bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear. The school has a specific Anti-Bullying Policy, which is published on the school website.
- 2.7 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.
- 2.8 Some members of staff who are placed strategically across the school and/or are in Senior Leadership positions have received the Team Teach training in positive handling techniques. Any incidences in which a child has had to be 'positively handled' are recorded in the Bound & Numbered Book. If positive handling needs to be used for a child on a more regular basis, a risk assessment is carried out and a Positive Handling Plan is put in place.

3a The role of class teachers and teaching assistants

- 3a.1 Class teachers and teaching assistants treat each child fairly, and enforce the school rules and the classroom code consistently. Each child is treated with respect and understanding.
- 3a.2 The class teachers and teaching assistants in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- 3a.3 It is the responsibility of class teachers to ensure that the school rules and class rules are enforced in their classes. It is the responsibility of teaching assistants to ensure the same with the children they work with in groups and to liaise with class teachers over matters of behaviour and behaviour management.
- 3a.4 It is the responsibility of class teachers to ensure that the children are familiar with the New Horizons Seaside Primary Behaviour System and that the system is followed. This includes ensuring that the online Class Charts system is used promptly and consistently and that the detail of entries are in line with the agreed policy. Class Teachers should ensure that Teaching Assistants do the same.
- 3a.5 Class Teachers should seek advice from Year Leaders if they are struggling with specific behaviour issues from individual pupils and from SLT should this be necessary.
- 3a.6 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or the LEA's behaviour support service.
- 3a.7 The class teacher reports any concerns about behaviour to parents in line with the New Horizons Seaside Primary Behaviour System.

3b The role of the Learning Mentor

- 3b.1 Class teachers refer a child with issues affecting their learning including behavioural issues to the Learning Mentor. The Learning Mentor holds an introductory session with the child after obtaining parental permission for meetings to take place. Over a period of six weeks, the Learning Mentor works with the child on a daily basis to develop strategies to help him/her overcome the barriers to their learning.
- 3b.2 After six weeks, the class teacher is given a feedback form to assess whether the strategies developed with the Learning Mentor are being used effectively by the child once back in the classroom. If this is the case, the sessions with the Learning Mentor are sensitively brought to a close and the parents are contacted to inform them of this. If the child is still experiencing the same behavioural issues then sessions will be continued.

4 The role of Year Leaders and Phase Leaders

- 4.1 It is the responsibility of Year Leaders and Phase Leaders to fulfil their role as outlined in the New Horizons Seaside Primary Behaviour System and to make considered decisions about sanctions e.g. taking a disruptive pupil into their class for a lesson or afternoon.
- 4.2 Year Leaders and Phase Leaders offer advice and strategies to class teachers within their year group(s), to support them with any behavioural issues they may be facing. Year Leaders and Phase Leaders may also make the decision to sit in when class teachers meet parents to offer support and advice.
- 4.3 It is the responsibility of Year Leaders and Phase Leaders to ensure that Class Charts is being used consistently across their year group(s).

5 The role of the Headteacher and Deputy Headteachers

- 5.1 It is the responsibility of the Headteacher (Chief Executive Officer), under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- 5.2 The Headteacher and Deputy Headteachers support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 5.3 The Headteacher has access to all reported serious incidents of misbehaviour via the online Class Charts system.

6 The role of parents and carers

- 6.1 The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We always seek early involvement with parents for behaviour concerns or incidents of poor behaviour – if, for example, a child has moved to Step Five on the New Horizons Seaside Primary Behaviour System or if they are to be issued with a behaviour chart.
- 6.2 We explain the school rules in the school handbook, and we expect parents to read them and support them.
- 6.3 We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 6.4 If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should first arrange an appointment to discuss this with the teacher. If the concern remains, they should contact the relevant Year Leader or Phase Leader, Deputy Headteachers, Headteacher and then the Chair of the Local Governing Body in that order. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

7 The role of Local Governors

- 7.1 The Local Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.
- 7.2 The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

8 Fixed-term suspension and permanent exclusions

- 8.1 We do not wish to suspend or exclude any child from school, but sometimes this may be necessary.
- 8.2 Only the Headteacher (or the Acting Headteacher) has the power to suspend or exclude a child from school. The Headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this.
- 8.3 If the Headteacher suspends a child, s/he informs the parents immediately, giving reasons for the suspension. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Local Governing Body. The school informs the parents how to make any such appeal.
- 8.4 The Headteacher informs the LA, Chair of Trustees and the Local Governing Body about any permanent exclusion, and about any fixed-term suspensions beyond five days in any one term.
- 8.5 The Local Governing Body itself cannot either suspend or exclude a child or extend the suspension period made by the Headteacher.
- 8.6 The Local Governing Body forms an Appeals Panel, which is made up of three members, and considers any suspension/exclusion appeals made to the Chair of the Local Governing Body.
- 8.7 When an Appeals Panel meets to consider an suspension/exclusion, they consider the circumstances under which the child was suspended/excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- 8.8 If the Local Governors' Appeals Panel decides that a child should be reinstated, the Head teacher must comply with this ruling.

9 Drug- and alcohol-related incidents

- 9.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child needs medication during the school day, the parent or carer should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a designated member of staff. A consent form for the administration of medication must be completed.
- 9.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or carers of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term suspension.

10 Monitoring and review

- 10.1 The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 10.2 The online Class Charts behaviour tracking system is used to record all incidences of misbehaviour. Additional notes may be taken by members of SLT while speaking to the children involved. Parents / carers are contacted in line with the School Behaviour System.

- 10.3 The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 10.4 It is the responsibility of the Local Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The Local Governing Body will pay particular attention to matters of racial equality; it will seek to ensure that no child is treated unfairly because of race or ethnic background.
- 10.5 The Local Governing Body reviews this policy every two years. The Local Governors may, however, review the policy earlier than this if the government introduces new regulations, or if the Local Governing Body receives recommendations on how the policy might be improved.

For additional reference:

- 1. Seaside Primary School Reward System (Appendix A)**
- 2. Seaside Primary School Behaviour System (Appendix B)**
- 3. Sample Behaviour chart (Appendix C)**
- 4. Anti-Bullying Policy (see 'Statutory Information' – 'Policies' on school website)**
- 5. Mobile Phone Policy (see 'Statutory Information' – 'Policies' on school website)**

Appendix A: Seaside Primary School Reward System

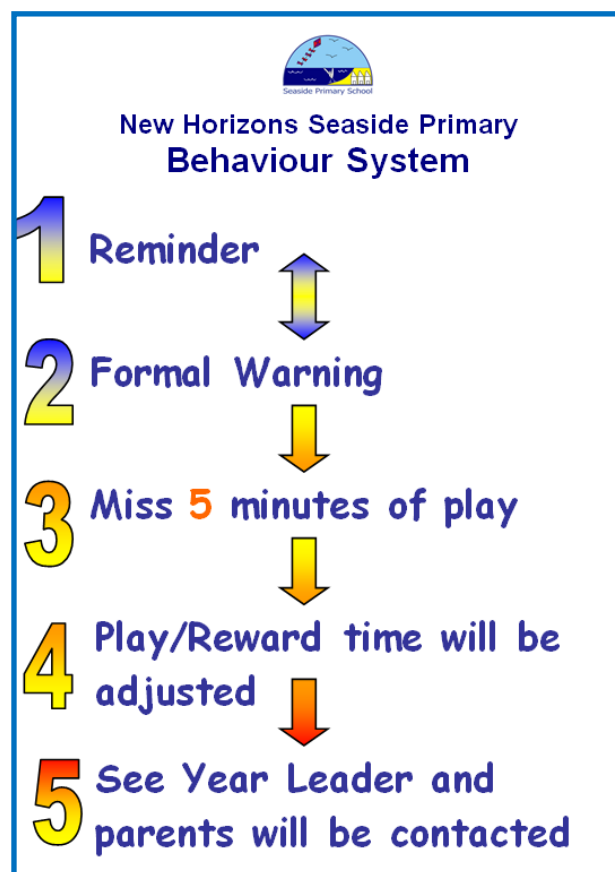
New Horizons Seaside Primary
Reward System



1 2
3 4
5 6
7 8
9 10
11 12
13 14
15

Chosen Reward

Appendix B: Seaside Primary School Behaviour System



's Chart

- 1) I will try my hardest in lessons.
2) I will not shout out.
3) I will do what adults tell me first time.

Monday	Tuesday	Wednesday	Thursday	Friday
Guided Reading	Guided Reading	Guided Reading	Guided Reading	Guided Reading
Class Teacher	Class Teacher	Class Teacher	Class Teacher	Class Teacher
English	English	English	English	English
Class Teacher	Class Teacher	Class Teacher	Class Teacher	Class Teacher
Maths	Maths	Maths	Maths	Maths
Class Teacher	Class Teacher	Class Teacher	Class Teacher	Class Teacher
Lesson Before Lunch	Lesson Before Lunch	Lesson Before Lunch	Lesson Before Lunch	Lesson Before Lunch
Class Teacher	Class Teacher	Class Teacher	Class Teacher	Class Teacher
Lesson After Lunch	Lesson After Lunch	Lesson After Lunch	Lesson After Lunch	Lesson After Lunch
Class Teacher	Class Teacher	Class Teacher	Class Teacher	Class Teacher
Deputy Headteacher:	Deputy Headteacher:	Deputy Headteacher:	Deputy Headteacher:	Deputy Headteacher:

Appendix C: Sample Behaviour Chart