



**GREENWOOD
ACADEMIES TRUST**

SEATHORNE PRIMARY ACADEMY

Behaviour Policy into Practice

Reviewed: May 2026

Next review: January 2027

Reviewed by: Mr. Matthew Wood - Principal



Statement of Principles

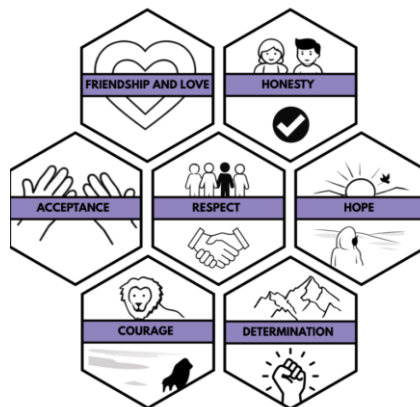
At Seathorne Academy, we aim to create a welcoming, safe and caring environment, where all relationships are based on fairness and consistency. We aim for children to have respect for themselves, other people and the Academy environment. All members of the Academy model a positive attitude and mutual respect, in order to promote children's positive self-esteem and self-discipline, whilst modelling and maintaining high expectations of good behaviour. We believe by working together we can achieve behaviour which impacts positively on every child's learning experience, happiness and well-being.

Aims of the Policy

To inform pupils, teachers, support staff, governors and parents of the expectations behaviour. These are:

- To create a safe and secure learning environment.
- To reward positive behaviours.
- To ensure a consistent, fair approach in managing behaviour.
- To encourage high expectations of behaviour and conduct.
- To ensure that all know and understand the reason for academy and class rules and the consequences of not adhering to them.

Academy Rules- Values



Our 3 Core Values

Respect Everyone matters. Everyone belongs.

Honesty. We tell the truth and take responsibility.

Determination We keep going and aim high.

How we live them (our everyday behaviours) **Acceptance** (Respect in action) **Friendship & Love** (Respect in action) **Courage** (Determination in action) **Hope** (Determination in action)

We expect staff and children to uphold these rules. All adults in the Academy community must lead by example. The qualities of courtesy and respect are paramount. The importance of good relationships between all members underpins all that we are trying to achieve at the Seathorne Academy. In addition, we expect all children to attend the academy, arrive and leave on time, behave well on the way to and from the academy, wear the correct uniform and observe the academy's policy on jewellery and to try hard and

aim high in all work and behaviour. These responsibilities form part of our Home - Academy agreement.

Roles and Responsibilities

The Principal and Senior Leadership Team will support colleagues in the implementation of the policy. Responsibility for behaviour belongs to all staff.

All staff: teaching (including supply), support and volunteers have responsibility for ensuring policy and procedures are followed and applied consistently by all pupils (not just those within their class). Annual behaviour management training updates are given to all staff. This policy is also part of the staff Induction pack for all new/temporary staff.

All staff should be aware of and maintain a sphere of influence at all times. All staff have a duty to praise and give recognition for good behaviours. Staff will intervene to address and support pupils demonstrating unwanted behaviour. Liaison with parents is an integral part of the role particularly for teaching staff.

Pupils are responsible for their actions. Children are involved in creating policies and information is regularly shared. In the rare incidents of bullying or aggression these must always be immediately reported to an adult.

Parents who have chosen to send their child to our Academy have agreed to support the policy and to make sure that they are developing and promoting good behaviour. High standards are the norm and parents are instrumental in encouraging this through working in partnership with the Academy.

Strategies for promoting positive behaviour:

Recognition of good behaviour through both public and private acknowledgement is a positive and powerful strategy to help children learn acceptable behaviours.

Staff develop positive relationships and know their children, they know how well they respond to thumbs up, stickers, smiles or positive body language.

Staff will be sensitive to individual children and their response to praise. When giving praise staff will describe what they have seen 'Well done for walking quietly', 'I like the way that xxx is sitting with eyes on me and ready to learn.' Praise might be shared in an indirect route – 'let me tell you about how well xxx completed their writing this morning'. Let children overhear you being positive.

Usually, criticism should be as private as possible; lowering a child's self-esteem is likely to increase misbehaviour, if not now, later. Avoid standing on one side of the classroom and telling someone off on the other side. The audience provided by the rest of the class can prove rewarding for the child, as well as making the rest of the class feel 'told off' too.

Three positives before a negative

This can apply to individuals as well as to classes. Before making a suggestion about a child's work or behaviour, aim to have made three positive contacts with them beforehand. They will usually be more receptive to what you have to say. Within the class, try to give three positive comments before giving corrective feedback to one child. The lesson children will learn is that they are more likely to get attention when they behave or work well, than when they behave badly.

Acknowledge feelings

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Acknowledging the child's feelings can pre-empt them resorting to other ways to get your attention.

Give them a choice

Give children a choice as often as possible. This can be as simple as deciding which piece of work they want to do first. Being given choices increases a child's sense of independence, which in turn contributes to the development of their self-esteem. Always aim for a win-win outcome.

Being consistent

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will promote the behaviours you want.

Model desired behaviour

It is important for adults within the Academy to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. It is better to avoid communicating these feelings. Responses should be low key and matter of fact.

Scan the classroom

Know your class' or individual's triggers.

Teachers who seem to know what is going on even before it has started and seem to have eyes in the back of their head impress children. Put yourself in a position where you can see what is going on and scan for children who are off task. Re-direct children before behaviour has become disruptive.

Listen for changes in patterns of conversation, which might indicate off-task behaviour. Make your presence felt by a look or by repositioning yourself.

Listen to children

Listen to children and make them feel significant. It is important to make children feel aware that you recognise their feelings ... "You seem cross, did something happen?"

Follow up concerns raised and complaints made, even if you need to say that you will deal with it later. Children need to feel able to share things with us and for issues not to be driven 'underground'. In each classroom, children can also write to their teacher in the class worry box, this will be looked at by each child's class teacher or teaching assistant and a written or verbal response will be given.

Maintain frequent contact

Aim to make frequent task-centred contact with all children. This will communicate that attention is predominately given for behaving well and meeting the needs of the situation appropriately. For children who have difficulty maintaining concentration on their work, ensure you make very frequent contact with them. Notice what they have already achieved, ask what they have to do next and remind them that you will be back to check on them. This concentrates on communication about the task and gives the child teacher contact.

If a child is off-task, act swiftly - notice, redirect their attention to the task.

Be aware of yourself

When dealing with disruptive incidents, consider the following:

- Your position in class

- Your proximity to disruptive children
- Your facial expression
- Your tone of voice
- Your posture
- Your choice of words
- The use of eye contact

Do they show that you are in control and that you are remaining calm?

Catch them being good

This can be hard with some children, but it is usually more important for them than for many others. Noticing and acknowledging anything that is in the direction the adult wants the child to take, will encourage and reinforce that movement.

Whole School Approach to Positive Behaviour

At each stage the reinforcement of positive behaviour, praise and rewards will play a key role in behaviour management. Praise can be given formally or informally, in public or in private, to individuals or to groups. Every opportunity should be taken to recognise, praise and promote positive behaviour and achievements.

Typical rewards are:

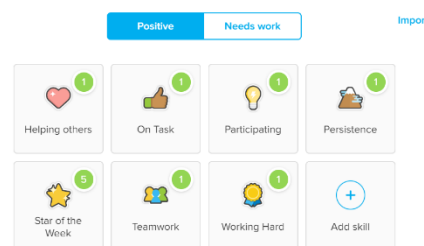
- Verbal Praise
- Stickers
- Positive communication with parents
- Star of the Week
- Dojo points

Also, the showing of good work to the Principal and other staff, displays of work around the academy, class assemblies and on the academy website are not to be underestimated in their contribution to raising pupil self-esteem which will help to promote positive behaviour.

Dojo points

Children at Seathorne Academy are taught to be respectfully competitive and work hard both academically and socially to achieve Dojo points.

Class Dojo offers a classroom management platform for teachers to easily encourage any behaviour or skill in the classroom; it helps teachers focus on positive feedback.



Dojo points can be awarded for extremely high-quality pieces of work or tasks above and beyond and are recorded on the online app. Impeccable behaviour and significant acts of kindness can also earn Dojo points. Teachers can customise the behaviours or skills, such as “Good effort” and “Resilience”, and instantly award students in class Dojo

points for doing the right thing.

Each class will have their page up on the electronic whiteboard in the classroom or on the class I-Pad so that they can reward the children immediately.

Children will see how many Dojo points they have accumulated over the lessons and can choose to “cash in” these points for prizes. Once a child ‘cashes in’ their points they will return to zero: this reward system teaches the children the value of saving, encouraging them to wait and continue to collect points to receive a prize of greater significance.

The platform will not be used as a communication tool for parents and carers. All communications will go through Arbor via the office.

House Teams



Every pupil and member of staff belongs to one of our four Houses: Gibraltar, Antarctica, Amazon and Sahara.

When new pupils join the school, they are placed in a House with siblings being in the same House as each other.

Throughout the academic year there are a range of competitions which are designed to promote healthy competition and help to establish a sense of belonging and community. The House system allows for the promotion of pupils’ responsibility, “giving children the chance to learn and develop leadership skills is an outstanding benefit” (Tongue, 2016). House Captains are democratically chosen and the given opportunities to hone their leadership skills at different points throughout the year.

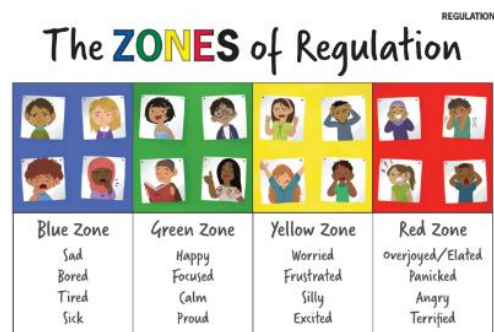
Zones of Regulation

Regulation is something everyone continually works on whether we are aware of it or not. We all encounter trying circumstances that can test our limits. If we can recognise when we are becoming less regulated, we are able to do something about it to manage our feelings and get ourselves to a healthy place. This comes more naturally for some, but for others it is a skill that needs more attention and practice. This is the goal of The Zones of Regulation.

Children are taught about the Zones of Regulation through PSHE and there is a display in every classroom and in the school hall. Children are encouraged to recognise their feelings and move their name to the appropriate zone.

Star of the Week

Each class teacher will nominate a Star of the Week. The nomination should relate to values and Growth Mindset. This should then be sent to Office Admin who will then issue an invite to the parents/carers (text and/or letter) for Achievement Assembly on Friday. Class Teachers are expected to keep track of children achieving SOW.

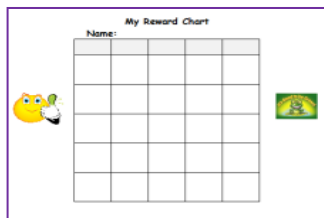


Each Star of the week will be awarded 5 Dojo points. The Star of the Week is awarded a certificate in Celebration Assembly and a group photograph displayed on the school social media pages. Every class has a wall hanging pupil 'It's Good to Be Green' chart with a complete set of behaviour cards.

Children start every day at 'Good to be Green'. If behaviour and effort are exemplary, the 'shooting star' card can be brought to the front of the wall hanger pocket.



In addition, for some pupils, with specific behaviour issues, it may be necessary for them to use to 'Good to be Green report card' (lesson by lesson feedback and checked by a member of SLT) or the small step 'Good to be Green Praise card' (earning stars to complete the card and earn House Points). Both of these are designed to focus on positive behaviours and allow pupils to have instant feedback.



Name:		Good to be Green Goal Card												Date:	
Subject	Teacher	Lesson 1		Lesson 2		Lesson 3		Lesson 4		Lesson 5		Comments	SLT Signature		
		Good	Not Good	Good	Not Good	Good	Not Good	Good	Not Good						
English															
Maths															
Science															
History															
Art															
PE															
Music															
RE															
PSHE															
Other															

If behaviour falls below our high expectations, we follow a very simple four step system:

Stage 1 - Reminder - Good to be Green card turned over in the pupil's wall hanger pocket

Reminders are reminders. They are part of learning.

In KS1, Years 1 and 2, the following are examples of behaviours that children could get reminders for:

- calling out
- unkind words / actions
- walking around the classroom during lesson time
- not trying to show learning behaviours
- defacing work
- misuse of resources
- not following adult instructions
- shouting



In KS2, Years 3, 4, 5 and 6, the following are examples of behaviours that children could get reminders for:

- talking when somebody else is
- making irritating noises
- distracting others
- answering an adult back
- inappropriate facial expressions aimed at other people
- not trying to show learning behaviours
- not being present, not trying, daydreaming or chatting
- ignoring corrections
- not starting work
- not following routine classroom instructions



Reminders are given to bring about a change in behaviour.

Stage 2 –Warning - Warning card brought to the front of pupil’s wall hanger pocket

If the behaviour is repeated or a new “unwanted” behaviour occurs a **warning** is given. Again, a warning is a warning. It is part of learning. We will not tell parents about reminders or warnings.

- 2 minutes are removed from the next play for a warning

Stage 3 - Stop and Think Time (Thinking Mat/ Thinking Table) – Stop ‘n’ Think card brought to front of pupil’s wall hanger pocket

If the behaviour continues, a **Stop and Think Time** is needed. The intention is that the child can think about what they have done; re-focus on their work on a different table and get their behaviour back on track. We may tell parents if **Stop and Think Time** become a regular occurrence.

- 5 minutes are removed from the next play for a Time Out



Stage 4 - Consequence – consequence card brought to front of pupil’s wall hanger pocket

A **Consequence** is given if the low-level behaviour continues. A **Consequence** will also be given for not having his/ her PE kit in school for three consecutive PE lessons.

This will be recorded in the class **Consequence Log** and on the child’s records. Pupils with who receive a **consequence** will:

- have a whole lunchtime and break removed (KS2) and stay in an Indoor Room at break and lunch time.
- In KS1, pupils will miss 10 minutes of break time and be allowed out to play for the last 15 minutes of lunchtime.
- eat their snack/lunch in an Indoor Room.
- complete an appropriate ‘Reflection’ sheet.
- at the teacher’s discretion, the child will either work in isolation within the classroom or sent to work in partner classroom for a period of time or the rest of the day.



Pupils should not be removed from class for refusing to complete work unless they are disrupting others, or a **consequence** has been given. Children should not complete any incomplete work during the consequence time. Work should be completed at a separate time.

In EYFS, this **consequence** will not roll over to the next day/ session, as each day is a fresh start.

In KS1 and KS2, the missed play may occur the next day unless the child has specific needs agreed on a Behaviour Support Plan or through a SEND meeting.

It is the responsibility of the teacher to ensure that if they are not going to be in class the next day that the teacher covering is aware of children who have a **consequence** to fulfil. Parent notification of consequences is at teacher’s discretion.

The system is reset at the end of the morning session each day. It is the teacher’s responsibility to ensure that any consequences earned in the previous session are served.

In a term:

- 3 consequences = Letter 1 from Principal to Parent /Carer and meeting with class teacher.
- 6 consequences = Letter 2 and meeting with class teacher and Parent/Carer plus 1 day away from class in alternate Key Stage. (Internal suspension). Pupils complete a 'Reflection' sheet.
- 9 consequences = Letter 3 and a meeting with the Principal. This may include, where available, a 1-day placement in another GAT Academy as part of an external suspension. Pupils complete a Reflection sheet.

An instant consequence will be given for proven fighting; proven racism, proven swearing at an adult or child, or if a child leaves the classroom without permission. The class teacher will speak to parent at the end of the day either face to face or over the telephone.

- The consequence(s) will be determined by the Principal or Assistant Principal depending on the severity of the incident and a pupil's behaviour record
- Referral to and adherence to the GAT 'Pupil Behaviour and Exclusions Policy for Primary Academies' may also be necessary

Staff Responsibilities when dealing with Serious Behaviour and Applying Sanctions in the Academy:

The policy recognises that there are times when individual pupils behave in a way which will need a more severe consequence. These consequences need to be administered fairly after:

1. A full investigation of the incident has taken place.
2. The pupil(s) have been given the chance to express their perception of the incident(s).
3. Witnesses (where appropriate) have been spoken to and if appropriate notes taken.
4. Consequences for unacceptable behaviour will be recorded on the school system

Staff members also have a duty of care to the victims of incidents, and they must be given a high priority.

The academy will ensure that all relevant staff receive appropriate training and time to investigate and to record evidence and witness statements. The academy will notify the police where it is appropriate to do so e.g. weapons, drugs or cyber bullying.

Following removal from the classroom or a suspension, the pupils and their parent/carer will meet with a member of the senior leadership team to discuss reintegration and expectations going forward.

Repetition of fixed term suspensions or if the child is guilty of extremely serious misconduct, then the Principal or their representative could impose a permanent exclusion.

It should also be made clear what changes in behaviour are required to avoid future punishment. There should be a clear distinction between minor and major offences.

Group consequences must be avoided unless it can be clearly proven that each individual member is responsible for the misdemeanour.

Behavioural issues and expectations will also be addressed in circle time, classroom sessions and assemblies.

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents via the class consequence record and SIMs
- Sharing the incidents with parents via a phone call home or a meeting in school
- Ensuring that the pupils, support staff and themselves are safe.

The senior leadership team will support staff in responding to serious behaviour incidents.

If a serious incident occurs, where possible, remove the disruptive child from the classroom (if they will leave willingly) and refer to a member of SLT.

However, if removing the child would cause harm to the child (requires force), other pupils or staff, then the rest of the class should leave the room (each class has two exit doors) and reconvene in a suitable area (e.g. The Library or KS2 area).

A teams message can be used to locate the nearest available member of SLT to assist. A member of staff should remain outside the classroom to observe the pupil until relieved by a member of SLT.

Pupils with specific needs

Children who have an EHCP, or identified special needs in terms of behaviour, may need the whole academy behaviour management systems to be modified to manage their behaviour. Some children may not comprehend the rules and structures of the academy and are unable to meet expectations without additional support. For these children there will be Learning Plan or Pupil Inclusion Passport written by the SENDCo in consultation with teachers and support staff and reviewed regularly. Changes to Pupil Inclusion Passport must not be made without consultation with the SENDCo.

If progress on the behaviour targets is unsatisfactory and further advice is required, the academy may, at this point seek parents' permission to involve outside agencies to recommend further strategies and arrangements.

Communication with parents

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parents are invited to come into the academy to discuss issues concerning their child at a convenient time to both them and the member of staff.

Parental support at an early stage is encouraged in devising a plan of action to support their child. It is also useful if the parent informs the Academy of any home circumstances that might affect their child's behaviour and attitude at the academy.

In every instance where a pupil is sent home for disciplinary reasons, the Assistant Principal will formally record and specify the length of the suspension (for reporting purposes this should be recorded as half day, whole day or lunchtime). They will ensure that:

- They are meeting their legal duty of care towards pupils, providing appropriate supervision whilst on site, and ensuring parents are formally notified if a pupil needs to be removed from site.
- Child protection issues are taken into account; and
- Pupils' human right to education is not contravened.

If efforts to resolve the issue with the parents are unsuccessful the academy will consider whether to contact the Educational Inclusion and Partnership Team (EIPT) and seek the advice of the LA about available remedies.

Sanctions at Playtime and Lunchtime

A separate set of sanctions exists for lunchtimes and playtimes. This is to ensure sanctions are immediate and related to the actions of the child. A child may have had an incident in the playground, and they will be sanctioned for this, but it hasn't affected their positive class behaviour. Again, the following examples of behaviour can act as a guide to teachers and lunchtime supervisors but is not intended to be a definitive list.

Low level behaviour: should only be warning:

- Not sharing
- Not taking turns
- Ruining someone else's game
- Pushing
- Taking someone else's ball
- Low level name calling
- Leaving someone out
- Climbing on benches or wall

Moderate level behaviour: should result in 10 minutes in the outdoor quiet area seated:

- Not following instructions
- Entering the Academy without permission
- Throwing equipment
- Spitting
- Arguing/answering back

High level behaviour: these behaviours will result in being sent to a member of the senior leadership team on duty for the rest of the break or lunch time and loss of break and lunchtime play the, if time allows, on the same day, and if not, on the next day:

- Swearing and adult hears.
- Fighting
- Physical violence
- Using an object as a weapon
- Breaking equipment or serious vandalism
- Inappropriate use of the toilet

Pupils being sent to the member of the senior leadership team on duty from the playground will be accompanied by an adult from the playground to inform them of the reason for being sent in and the duration. The adult will then record this on CPOMS.

These behaviours should be reported to the Principal and may result in a fixed term suspension:

- Swearing – AT an adult
- Racist or homophobic abuse
- Evidence of bullying (several times on purpose)
- Physical aggression resulting in harm or risk of harm to others

Alternative Lunchtime Arrangements

To support our children over lunchtime, it may be necessary for parents to make alternative arrangements for a short-term period.

Trips or visits outside the Academy building

Whilst the Academy recognise all children have a right to a broad and balanced curriculum, at times it may be necessary to stop a child from going on a trip for personal safety reasons or to be accompanied by their parent/carer.

These Behaviours and sanctions are sufficiently serious to warrant withdrawal from an Academy trip, including sporting events:

- Academy suspensions for violence - both physical and verbal.
- Pupils who have been restrained or removed from class due to their behaviour.
- Children who are flight risks – those who have run away from Academy.
- Consistently refusing adult instructions.

Pupils and parents should be aware of these guidelines and all decisions should be clear, fair and transparent.

The Principal has ultimate discretion in these matters and will always take a decision that ensures the safety of all those involved.

Children who have a full Statement of Special Educational Needs, or identified special needs in terms of behaviour, may need this system to be modified to fairly meet their needs.

Use of Physical Intervention

Occasionally it is necessary to use physical intervention if a child is posing a risk to themselves or others. This will always be a last resort when all other de-escalating strategies have been exhausted. The Academy follows the principles outlined by the Restraint Reduction Network and the DfE.

Schools can use reasonable force to:

- 'Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- Use force as a punishment – it is always unlawful to use force as a punishment.'

Training

Seathorne Academy ensures that all relevant staff receive the necessary training so that they are able to act safely when a pupil needs to be restrained. They are also taught the need where possible for de-escalation and to carefully assess the need for restraint or reasonable force. Records of all training are held by the Academy office.

Seathorne Academy acknowledges *our legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEND).*

Power to search pupils without consent

In addition to the general power to use reasonable force described above, principals and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- e-cigarettes
- fireworks
- pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the Academy rules. Separate guidance is available on the power to search without consent.

Older pupils are allowed to bring a mobile phone into the academy but this must be switched off and handed to the class teacher at the beginning of the day and collected at the end. The devices are kept in the school office at the beginning of the day and collected at the end of the day.

Behaviour outside the Academy

Pupils’ behaviour outside the academy-on-academy business (e.g. trips, sports fixtures) is subject to the academy’s behaviour policy and will be dealt with as if it had taken place in the academy.

Monitoring and evaluation

All staff will be responsible for monitoring behaviour at Seathorne Academy; however, the Principal, Assistant Principal, SENDCo, Attendance and Inclusion Officer and Family Support Worker will also use contextual information (e.g. age, gender, SEN, ethnicity, etc) when monitoring and evaluating behaviour, which will be reported regularly to the Greenwood Academies Trust through our Education Director.

The policy is reviewed annually to ensure effectiveness, identify inconsistencies in implementation and ensure no discrimination is occurring, particularly for those with protected characteristics.