

Seaford Head School

Achieving Excellence Together



BEHAVIOUR POLICY

Governors Committee Responsible for the Policy: Standards Committee

Date Approved: July 2023

Recommended Review Period: Annually

Date for Review: July 2024

**Leadership Team Role Responsible for the
Operation of the Policy:** Assistant Headteachers i/c
Steyne Site and Arundel Site

The Seaford Learning Trust's vision is for all members of the Seaford Community to be supported, challenged and inspired to be the very best that they can be. The Trust aims to deliver an "all – through" style education of the highest quality in a community where learning is for everyone.

Prior to joining the Trust, the two schools that are founding members, Chyngton Primary and Seaford Head School, were successful LA schools. The Trust will continue to adopt and adapt ESCC policies during the period of transition and harmonisation. The Local Governing Boards have the responsibility for monitoring and reviewing the impact of school policies.

Behaviour Policy 2022/23

At Seaford Head School we aim to ensure that every child achieves the best they can. We strive to inspire a love of learning and curiosity about the world in a safe and stimulating environment; where everyone has the right to feel valued and respected. We believe the most effective teaching and learning takes place in a well-managed environment that is calm, happy and safe for the whole school community. In order to achieve this every member of our school community has a responsibility for behaviour. Our behaviour policy focuses on achieving positive behaviour for learning through high expectations for behaviour, attendance and uniform and a culture of recognition and reward. The importance of all members of our school community contributing to a positive school environment is outlined in our Home School Agreement which must be signed by all students and parents/carers prior to enrolment at Seaford Head School.

Aims:-

- To make school a safe and welcoming place where students have a desire to succeed and respect the rights of others
- To promote the importance of positive mental health and well-being for all members of the school community
- To have a coherent and consistent approach which encourages and rewards hard work and good behaviour at every opportunity, and to recognise and reward those who make positive changes in their behaviour
- To establish clear guidelines of behaviour with appropriate rewards and educative consequences which are clearly understood across the school
- To use a restorative and solution focused approach
- To implement a staged system of support for those students exhibiting unacceptable behaviour which is understood by staff, the relevant students and their parents
- To expect students to take responsibility for their actions and to accept the consequences • To support students in learning how to manage and regulate their behaviour
- To make reasonable adjustments for students who are disaffected and at risk from exclusion
- To develop in students a sense of pride in themselves and their school
- To provide a clear system which supports staff to achieve positive behaviour for learning
- To expect members of staff to take responsibility for the behaviour of students in their lessons as well as around the school at all times

This policy embraces the principles of the Equality Policy, Anti-Bullying Policy and Special Educational Needs Policy. It is written with reference to the DfE guidance:

This policy is based on advice from the Department for Education (DfE) on:

1. [Behaviour and discipline in schools](#)

2. [School suspensions and Permanent Exclusions](#)
3. [Searching, screening and confiscation in schools](#)
4. [The Equality Act 2010](#)
5. [Keeping Children Safe in Education](#)
6. [Use of reasonable force in schools](#)
7. [Supporting pupils with medical conditions at school](#) It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on: Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils, Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property, DfE guidance explaining that maintained schools must publish their behaviour policy online

It is underpinned by our key values:- Respect for All, Honest Intentions, Working Hard, Can do Attitude and Positive Contributions.

Roles and Responsibilities:-

Staff and students should:

- Show respect, consideration, kindness and courtesy
- Listen to the views, concerns and perceptions of others
- Work in partnership to achieve the school ethos, vision and values
- Protect the right to work and achieve without hindrance
- Respect school property and the property of others
- Respect the school environment
- Act in a safe and responsible manner
- Adhere to school policies
- Protect members of the school from bullying, harassment, homosexual, bisexual or transphobic discrimination, racism or any other type of discrimination

Staff should:

- Set clear consistent expectations for behaviour, effort and achievement
- Support students with their work
- Intervene early when behaviour, work, attendance, punctuality, or adherence to school policy is unacceptable
- Identify underlying causes of poor behaviour
- Prioritise restorative work to rebuild trust and reinforce mutual expectations
- Support behaviour management strategies and work supportively with students to help them improve their behaviour when necessary
- Work in partnership with parents and keep them informed
- Recognise achievement (praise should be part of every lesson)
- Support behaviour management strategies as defined in school policy and through INSET or CPD, including reasonable adjustments for particular students

Students should:

- Support the school values by demonstrating respect, working hard and ensuring a calm environment;
- Co-operate with and show respect to all staff
- Show compassion and kindness to other students;
- Participate in restorative work when appropriate

Parents should:

- Support their children to behave in an acceptable manner which demonstrates our key values
- Support their child to meet expectations regarding uniform
- Support excellent attendance and punctuality
- Support the school in maintaining a positive ethos in which good behaviour is recognised and valued
- Ensure their children behave in a socially responsible way on the way to and from school and in the wider school community
- Work in partnership with the school (see partnership agreement).

The Headteacher should:

- Ensure that the policy is implemented and report to the Governors on its impact.
- Carry out the statutory duties of the Headteacher with regard to behaviour and exclusions as defined by the DfE.

The Governing Body should:

- Carry out the statutory duties of the Governing Body with regard to behaviour and exclusions as defined by the DfE.

Behaviour for Learning at Seaford Head School

We have very high standards for behaviour at Seaford Head School which align with our key values:- respect for all, honest and kind intentions, positive contributions, hard work and a can-do attitude (see Appendix One). Recognition of how students demonstrate these values within the school community is really important for student achievement, aspiration and wellbeing. Please see Appendix Two for our system of recognition and rewards.

SHS Learning environment expectations

- 1) Arrive on time to lessons properly equipped and ready to learn
- 2) Enter classrooms quietly and calmly and sit in your allotted seating plan/where your teacher/staff member asks
- 3) Wear correct uniform and remove all outdoor clothing
- 4) To follow all staff instructions.
- 5) Students must have their mobile phone switched off during the school day and kept in your school bag/blazer pocket.
- 6) No chewing gum on site or eating during lesson times.
- 7) Always speak in a respectful way to all staff and students.
- 8) To listen in silence to staff and students. There should only be one voice in the room.
- 9) To attempt all work to the best of your ability and to remain on task.
- 10) If requiring assistance, students must raise their hand and wait for a member of staff to help. Students must not go over to the member of staff. .
- 11) To respect social distancing from the staff in the classroom.

The school defines unacceptable behaviour as behaviour that causes others within the community physical and/or mental harm and/or behaviour that disrupts the learning within the school. This includes:

- disruption to learning
- disrespectful language and attitudes, including defiance
- threats to the welfare and safety of its members or members of the wider community, particularly through verbal abuse, online abuse, aggression and violence
- theft or any other form of dishonesty
- harassment and bullying, including sexism, racism and HBT, as well as other forms of negative discrimination. *[See Anti-Bullying Policy]*

- harmful sexual behavior
- The sharing of views or opinions that could be considered to be extreme in nature, designed to cause alarm / distress or spread hate amongst groups within the school or community as a whole. Linked to Prevent
- vandalism
- possession and supply of items banned in school, including drugs, vapes, cigarettes, alcohol, pornography, any items which could be regarded as weapons or items intended to cause a nuisance, eg stink bombs, fireworks, laser pens, matches, lighters and aerosols. The school reserves the right to decide if an item is appropriate to bring into school.
- **Seaford Head Student Behaviour for Learning Management System**

The intention of this system is to ensure consistency of classroom management across the school and for teachers to be able to deliver outstanding lessons. If students are not following our expectations of classroom behaviour, all members of staff should calmly but assertively work through the following system.

Warning	Action	Teaching strategy
Reprimand	<p>An informal warning.</p> <p>This is for low level disruption, such as chewing, talking, not on task</p> <p>Lateness to lesson without a note would lead to a reprimand.</p>	<ul style="list-style-type: none"> • Eye contact • Finger on lips • Shaking of head • Approaching the student and standing next to them. • Patrolling the work area • Private encouragement
Official and Final warning	<p>On call/Student Services must be called for support if the child continues to misbehave after the reprimand</p> <p>A clear warning will be given by the on call staff. 'This is your official and only warning before being relocated.' 'Your behaviour was unacceptable because' ... 'This is your chance to change your behaviour as I want you to remain in this lesson.' This must be said in a calm and discreet manner, ideally outside the classroom.</p> <p>On Call is also used if students are not producing the quality of work for their ability. On Call will give students a final warning. If a student continues to produce poor quality work after their warning, they need to be placed in an hours detention (set by the classroom teacher) and work must be given to student service for them to re-do. Members of staff must enter the final warning on Edulink.</p>	<ul style="list-style-type: none"> • Moving seat • Cooling off period (no longer than 3 minutes) • Subject report card and support from HoD if repeated behaviour <p>You can call Student Services to support a child encouraging positive behaviour. The person on-call will wherever possible settle the child back into the lesson to support.</p>
Relocation	<p>If a child does not rectify their behaviour following a final warning, they should be removed from the lesson to an alternative environment, where they will be given the opportunity to continue their learning. They will also be expected to remain at school until 16.20 to make up for missed learning. Wherever possible a restorative meeting will be held during this time after school to reset for the next lesson of that subject. 'On Call' called to remove student.</p> <p>Class teacher to fill out the relocation form on sharepoint and must contact home. Detention will be booked on Edulink by the SSO team.</p> <p>A student should only go straight to a relocation if they swear at members of staff or if they pose a serious danger</p>	<ul style="list-style-type: none"> • It is the teacher's responsibility to tackle all behaviour in the class room and to follow through by informing parents and the HOD. • Restorative meeting must be arranged for the end of the day between 15.00 – 16.00. You can ask to be supported in this by HOD/DOL/SSO • 'On-call' must be used if a child is refusing or is a serious danger to the welfare of others

	<p>to themselves or others. Please call 'on call' immediately. They will then receive a relocation or an internal exclusion depending on the severity of the incident.</p> <p>A child who is relocated twice in a day or refuses to return to their learning for the remainder of the day will be internally excluded</p> <p>A student who refuses to be relocated will be internally excluded</p>	
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What happens if students do not meet Seaford Head School's expectations and rules? Examples provided are not exhaustive and the school retains the right to make decisions for each incident, based on the individual circumstances. Sanctions can be altered throughout the year.

<p>Stage 1: 20 minutes detention- 1 minus behaviour point</p> <ul style="list-style-type: none"> • Being late to school by 20 minutes or less • Incorrect equipment/untidy uniform • Possession of banned item, eg mobile phone, chewing gum, aerosols <i>[This will also be confiscated]</i> • First instance of poor behaviour at break, lunch or in the corridors • As part of the stage report
<p>Stage 2: 1 hour after school detention- 2 minus behaviour points</p> <ul style="list-style-type: none"> • No homework/homework that does not meet expectations • To re do substandard work • Late and incorrect equipment, in a week • Uniform: students can be sent home to rectify and then be given a detention to make up time lost • Second time in a term displaying poor behaviour at break, lunch or in a corridor • Possession of the same banned item. <i>[The banned item is confiscated until the end of term. In the case of a mobile phone, the child will be expected to hand in at the start of every day and collect it]</i> • Not attending a twenty-minute detention • Smoking paraphernalia • Abusive/hurtful language in the community • As part of the stage report
<p>Stage 3: SLT detention- 1 hour and 30 minutes after school- 3 minus behaviour points/Relocation detention</p> <ul style="list-style-type: none"> • Truancy- detentions given until time is made up • Refusing to follow staff instructions • Smoking in school uniform • Refusal to hand over banned item (such as Mobile phone) • Third time of poor behaviour in a term • Not attending the stage 2 detention • Swearing • Repeated Bullying • As part of the staged report • Minor Physical aggression • Relocation from lesson – relocation detention
<p>Stage 4: Internal Exclusion/Fixed Term Suspension- 1-10 days based on the schools decision- 5-6 minus behaviour points</p>

- Relocation twice in a day
- Physical aggression (This includes spitting) *[although, if serious, could lead to Permanent Exclusion]*
- Swearing at a staff member
- Repeated truancy
- Severe bullying
- Repeated verbal abuse to staff in a term
- Setting the Fire Alarm off
- Deliberate coughing over others
- Misuse of digital technology
- Hate incident
- Refusal to attend stage 3 detentions
- Possession of drug paraphernalia

Stage 5: School to school placement/ College Central application, application for the Workplace and/or Permanent Exclusion

- ***Incidents relating to drugs and weapons***
- ***Severe physical aggression***
- ***As part of Stage 3 and 4 behaviour reports***
- ***Continual disruption of the learning of others***

Trips and Representing the School

All trips and events representing the school should be seen as a privilege by the students and not a right. Student behaviour will be taken into account for students applying to go on trips and representing the school. Students who receive sanctions such as relocations, internal exclusions or exclusions will not be able to represent the school at fixtures/events for a period of time. The duration of the non-representation will be dependent on the behaviour demonstrated by the student. The school reserves the right to withdraw students from trips, school events, fixtures based on serious behaviour incidences/accumulative behaviour incidents and/or poor attendance.

Out of school behaviour

Students are expected to maintain a high standard of behaviour when they are out of school. According to the Department for Education's policy, Behaviour and Discipline in Schools, (page 9, paragraph 25) explains that, in line with the behaviour policy, teachers may discipline students for misbehaviour where they are on a school trip or representing the school, and when they are travelling to and from school, and when they are wearing school uniform.

Confiscations and Search for Inappropriate Items

This policy is written with reference to the updated 'Searching, Screening and confiscation advice for schools' (July 2022) see <https://www.gov.uk/government/publications/searching-screening-and-confiscation>. To ensure the safety and well-being of our students and members of staff, we reserve the right to carry out searches without formal written consent, as directed in the Education Act 2011. This act also empowers us to download any recorded items that students have made on their mobile phones or any other electronic devices, which may be kept as evidence or deleted as required.

Under Section 90 of the Education and Inspections Act 2006 and Part 2 of the 2011 Education Act, the school has the right to confiscate, retain or dispose of students' property. The school, at any point, can ask parents/carers to collect the confiscated item. The school reserves the right to search, without consent, for prohibited item/s. These include: cigarettes, vapes, vaping and smoking paraphernalia, alcohol, illegal drugs, stolen items, weapons or any other item the school deems could be considered harmful to a student. Refusal to comply with a school search could result in a fixed term exclusion and a request for the police to attend to undertake the search.

Mobile Phones/headphones: Students are not expected to have mobile phones turned on or have them out during the school day. Nor are they allowed to use headphones to use their phone in any way. Phones/headphones (including ear pods) will be confiscated and a 20 minute detention issued that day. If students need to contact home, they must go to Student Services. Refusal to hand over the mobile phone will lead to a SLT detention.

Malicious Allegations

Under the Education Act of 2011 the school reserves the right to take disciplinary action against any student who, in the view of the Headteacher, based on evidence before them, has made a malicious allegation against a member of staff, which is unproven. This may result in a permanent exclusion.

Physical Restraint

DFE guidelines state the following: "All school staff members have a legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others or damaging property. School staff would only be expected to use reasonable force at Seaford Head School in the above circumstances. The decision whether or not to

physically intervene is down to the member of staff's professional judgement and will depend on individual circumstances. *[see Physical Intervention Policy for more details]*

Sanctions Explained

Detentions: Students can be given a twenty-minute after school detention without notifying parents. Lunchtime detentions are held every day for up to thirty minutes. All afterschool detentions (1 hour and SLT detention) can happen on the same night. Parents/carers will be notified through Edulink.

Relocation: This is when all behaviour management strategies have failed and a student has been removed from a lesson. Students will be removed from the lesson and will stay until 4.20 on the same day. If a child is relocated twice in a day, they will be issued with an internal exclusion. If a student refuses to undertake the relocation they may be issued with a suspension.

For incidents that the school perceives to be of a serious nature, students will be issued with either an internal exclusion, suspension or an offsite behaviour placement.

Internal Exclusion: Internal Exclusion runs from 11.20 until 16.20. However, if students display negative behaviour whilst completing their consequence they will repeat a full day.

- Students eat their lunch in the Internal Exclusion room
- Students will not communicate with other students within the Internal Exclusion room.
- Mobile telephones, electronic devices, headphones belonging to students will be handed in/locked in a locker at the start day.
- Students will be expected to undertake work set from their teachers during this time, or other provided learning. Unacceptable or incomplete work may result in the Internal Exclusion day being repeated.
- Students may be required to complete educative booklets as part of their Internal Exclusion.
- Students are graded for each session in Internal Exclusion. Students must 'pass' the day to be reintegrated into lessons. A 'failed' day will result in the Internal Exclusion being repeated.

Suspensions: Fixed term suspensions are used as part of a process of escalation, in response to a serious breach or persistent breaches of the school's behaviour for learning policy.

Fixed term suspension means that a student may be excluded from the school for a period of up to 45 days in any one academic year. (At 46 days this becomes a permanent exclusion.) Fixed term suspensions must be agreed by a member of the senior management team and would normally be for a period of up to five days. The decision to exclude a student can only be made by the Headteacher or member of staff authorised by the Headteacher. Alternative educational provision will be arranged by the school from the sixth (cumulative) day of exclusion. Following a fixed term suspension a meeting between the school, the student and the parent is held before the student returns to mainstream.

Permanently Excluded: SHS follows guidance from the Department for Education, entitled "Guidance on the suspension and permanent exclusion of pupils from local-authority-maintained schools, academies and pupil referral units" which is available at

<https://www.gov.uk/government/publications/school-exclusion>

In line with this guidance, Permanent Exclusion will only be used in response to a serious breach or persistent breaches of the school's Behaviour Policy, and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Exclusion will be permanent if a student fails all stages of the staged behaviour system, which includes a range of supportive measures including a period of time in the schools Learning Hub/school-to-school placement/alternative provision or for a one-off serious incident, such as:-

- serious physical assault,
- a drug incident [*This includes possession, bringing in drugs, supplying drugs or being under the influence of illegal substances*]
- supplying of illegal substances
- possession of an offensive weapon

As an alternative to permanent exclusion, the school may seek, as part of its behaviour policy, to utilise the agreed local partnership protocol involving directing a student to a supported placement at another school, College Central or other alternative provision provider.

Reports: Reports are not a sanction but a monitoring tool and a method used to support behaviour for learning. There are two main types of report: a positive report and an A-D monitoring report. There are clear consequences for failing the report. These will be made clear in the parental meeting.

The Learning Hub: This is our in school provision that supports students to re-engage with learning through personalised and alternative learning programmes. A student can be supported by the Hub as part of the behaviour management process in a number of ways including mentoring, 1-1 support, a period of re-engagement or a longer term alternative pathway.

School to School Placement: This will be used for students who are failing the staged behaviour process or for a serious incident. The school has the power to direct a student to another school. The school to school placement can be a short term or a long term provision, which could lead to a permanent move to another school.

The Work Place/Positive Directions: These are alternative provisions based in Bexhill and Eastbourne. The school can direct a student attend this provision on a full or part time basis.

College Central: College Central is the Pupil Referral Unit or PRU for East Sussex. It offers full-time educational opportunities for students who are at risk of permanent exclusion or have been permanently excluded, and re-engagement. The school can direct a student to attend in line with the behaviour management process.

Support and Early Intervention for Students

We closely monitor behaviour in order to support students who are not meeting our expectations. All students are expected to follow the behaviour policy and comply with sanctions. We recognise that some students may struggle to meet our expectations for a number of reasons (including vulnerabilities, SEND and Looked After Children) and we have a tiered system of support for students alongside any sanctions for behaviour. Assistant Head of Years (AHOYs) have been appointed for each site to support all students pastorally as well as with behaviour. AHOYs undertake regular training to be able to effectively support students including using restorative justice, anger management and mental health first aid training. Furthermore, all students have a Director of Learning to ensure excellent standards of behaviour, attendance and outcomes. The school works closely with external agencies, including East Sussex Behaviour and Attendance Service [ESBAS], the School Police Liaison Officer, Children Services, I SEND, and the Child, Adolescent Mental Health Service [CAMHS].

Whilst the school actively supports the policy of 'inclusion' and every reasonable step will be taken to ensure that the needs of the students are being supported including putting reasonable adjustments in place to support their needs, no student will be allowed to consistently and deliberately disrupt the education of others. All students with an EHC Plan will need an emergency Annual Review before reaching Behaviour Stage 4.

Complaints

Parents/Carers wishing to express a concern or make a complaint about any decisions relating to the Behaviour Policy should follow the school's Concerns and Complaints Policy [see the website or obtain a copy from the School Reception]. In essence, they should seek at first to resolve the issue with the member of staff concerned. If this is not successful, they should write to the Headteacher. If they are still dissatisfied, they should write to the Chair of Governors.

If students feel they have not been treated fairly, they should approach the Assistant Heads of Year or another adult in the school with whom they have a trusting relationship. They will be listened to and helped to see how they can either accept or resolve their dissatisfaction. The adult concerned will try to help them deal with any anger they may have in a calm and constructive manner. Students may, of course, talk with their parents or carers when they go home and parents may then contact the school [the student's tutor, Head of Year or Assistant Head of Year] to try and resolve any misunderstandings or put right any unfairness or hurt. Parents/carers should remember that children do not necessarily have the emotional maturity to manage situations where they may need to accept difficult consequences and should, therefore, reserve judgement until the matter has been properly investigated and considered.

Appendix One - Our ethos *in action*

<p>Respect for All Treat everyone with respect Be kind to everyone Do not discriminate Do not judge others Think about things from other people's perspectives Awareness and understanding of global issues and our connection to them Awareness and understanding of other cultures, identities and beliefs</p>	<p>Working Hard Set yourself goals and aspirations and work out how to achieve them Set yourself high expectations in all lessons Reflect on feedback and using it to make progress Work independently Get involved in group and paired tasks Develop strategies for staying on task when feeling distracted</p>
<p>Honest Intentions Having the courage to do what is right Resisting Peer pressure Taking responsibility for your actions Don't be a bystander –being aware of different forms of discrimination and bullying and act to prevent and challenge these Doing things to help others and not just your own gain</p>	<p>Can do Attitude Being on time to school and to lessons Having the right equipment and attitude for learning Not being afraid to make mistakes Persevering Being resilient Asking for support if you need it Taking on challenges Being prepared to ask for ideas/advice Having self-belief in your abilities and strengths Producing your best effort</p>
<p>Positive Contributions Taking part in extra-curricular activities Representing the school Giving constructive feedback to others Doing things for your community – the school and where you live Being nice, doing good things for someone else or other people</p>	

Appendix Two: Recognition and rewards

Students are placed in a house on entry to Seaford Head School and earn points for their house and for themselves. The house points are based on the school ethos: a 'can-do' attitude, hard work, positive contributions, honest Intentions and respect for all. If students meet and exceed these expectations, we will look to reward them as often as possible. This includes recognising improvement and effort.

Examples of Rewards at Seaford Head School

- Verbal praise
- Written praise
- Postcards
- Book of Excellence
- Stars of the Week
- Achievement Assemblies
- House reward Assemblies
- Achievement Evening

One House Point Recorded on SIMs

Students can receive one house point which teachers record on SIMs. Teachers are expected to give out **positive points each lesson**.

- Based on the school ethos
- 100% attendance and punctual for a week
- 100% correct uniform and equipment

Postcards

Students can receive postcards [*worth 2 House points*] for the following:

- Based on the school ethos

Teachers are expected to give out 10 per term

Book of Excellence

Students can be placed in the Book of Excellence [*worth 4 house points*] for the following:

- Exceptional class work
- Outstanding progress made in a term or in an assessment/practice test
- Outstanding oral contribution in lesson on a regular basis
- Outstanding group work or presentations
- Exceptional responses to people within the community

Teachers are expected to give out 3 per term

The Key Badges

Seaford Head School key badges will be awarded for exceptional performance based on the school ethos, a 'can do' attitude, hard work, positive contributions, respect for all and honest intentions. The aim is to get all five keys by the end of Year 11 which will be recognised by the Headteacher as an outstanding achievement.

Attendance

Students receive:

6 house points per term for 100% attendance
3 house points per term for 96 - 99% attendance
1 house point per week for 100% attendance

House Rewards

There are many House competitions throughout the years in which the winning house will win trophies. All houses compete for the largest amount of house points and best attendance. There will be rewards throughout the year for those Houses who earn the most House Points and have the best attendance.