



## Seething & Mundham Primary School

### Behaviour Policy

<b>Author / Edited by</b>	Vicky MacKenzie
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#### **Introduction**

At Seething & Mundham Primary School, we aim for our children to become independent learners, motivated by their natural curiosity about the world in which they live in. We want them to enjoy life and be happy and aim to achieve this through our teaching. We keep our values at the heart of everything we do:

- Respect - We are kind and considerate.
- Resilience - We work hard and keep trying.
- Tolerance - We celebrate differences.
- Honesty - We tell the truth.
- Empathy - We understand the feelings of others.

We believe that our children have the right to learn in a safe environment and believe they should feel and be safe at all times. To enable this to happen we work together with all members of the school community, children, staff and parents/carers and to promote this.

#### **Expectations**

We understand that the children's happiness requires the presence of positive relationships. The relationship between staff and children must be built on mutual respect and trust in the same way that we expect that children's relationships with each other must be built upon respect, trust, friendship and tolerance. At Seething and Mundham we believe in 'seeking first to understand, rather than be understood' and frequent praise for good behaviour choices as effective ways of developing empathy and nurturing relationships between individuals.

Adults within the school environment have a duty to be positive role models in all areas of behaviour. Older children are encouraged to care for and support younger ones both inside and outside the school building just as they would in the wider community. At Seething and Mundham we have a caring ethos and provide a challenging, well-planned education. Our goal is for our children to be caring and



fulfil their potential with a high self-regard and esteem as well as an awareness of appropriate behaviour in all social and academic contexts.

### **Good Practice**

Staff will:

- Establish clear expectations of behaviour.
- Encourage children to conduct themselves in a responsible, reflective and self-disciplined manner
- Provide opportunities to develop empathy and to care about the needs and rights of others.
- Treat all children and staff with respect
- Prevent all forms of bullying.
- Work together with parents/ carers to create a partnership between home and school.

When addressing behaviours verbally, staff will be explicit in their request by saying the line “I understand you ....., now I need you to.....”

### **Our approach to positive behaviour**

At Seething & Mundham Primary, we understand the importance of encouraging children to be motivated to make positive choices regarding behaviour and achievement for their own pride and sense of achievement, rather than solely for external rewards. We also know the value of some external validation and in the first instance our default position will always be one of praise; this fosters a positive environment which sets the tone for our expectations in school. We use verbal praise and silent gestures such as a smile, thumbs up or a nod. Certificates are also sent home weekly and teachers ensure they communicate with parents positive aspects of children’s learning and behaviour.

### **Team Points and recognition board**

Throughout the school children will be encouraged to achieve team points. Teams are made up of children from all year groups. Team points are rewarded for children who work hard, behave well, are polite and follow our expectations. These can be awarded in class time, in children's books or on pieces of work, during break times including lunch, in assemblies and for walking around the school appropriately. They can be awarded by any member of staff. Points are recorded on the class Team Point chart and this is shared and celebrated in the weekly celebration assembly. Every half term, team points are added up and the team with the most points is rewarded.

### **Celebrating positive behaviour**

Every week an assembly is held to celebrate the children’s hard work and good behaviour. Children who are displaying positive behaviour choices and portraying good examples of following the school expectations and values will receive a certificate or a leaf on the school values tree.



### Our approach to negative behaviour

We will support all our children to make good choices about their behaviour, but we will address any negative behaviour issues that occur. This will be proportionate and fair. We follow the principles of Emotion Coaching, using times of dysregulation and heightened emotion as learning opportunities to support the child to manage their behaviour. Our message is clear – all emotions are ok, it is what you do with them that is important.

Pre-step 1 – low level negative behaviours. Make eye contact.

STEP	BEHAVIOURS	ACTIONS
STEP 1:	Any form of mild disruption/ mild negative behaviour.	<p>Verbal reminder of expectations - "I understand you ....., now I need you to....."</p> <p>Child is expected to acknowledge the reminder and correct their behaviour.</p> <p>Positive praise is given to the child when this is done.</p>
STEP 2:	<p>Another form of mild disruption/ mild negative behaviour.</p> <p>More serious disruption or negative behaviour.</p>	<p>Action within class/ lunchtime eg moving away from another child.</p> <p>Restorative conversation in private (unless this is one child impacting on another when this will happen together). Staff member to work to ascertain the unmet need and support to resolve where possible. Child is given a chance to reflect.</p> <p><b>Record of incident on Bromcom behaviour log/ ABC sheet where appropriate.</b></p> <p>Praise is given for children who are able to, or trying to, make better choices and repair the harm that has been done.</p>
STEP 3:	<p>Continued disruption/ negative behaviours.</p> <p>Serious form of behaviour.</p>	<p>Child is directed to the headteacher's office.</p> <p>Restorative conversation with headteacher who will work to ascertain the unmet need and support to resolve, if this has not already been done or needs further support.</p> <p><b>Record of incident on Bromcom behaviour log/ ABC sheet where appropriate.</b></p> <p>Child's or children's parents/carers may also be informed depending on the context information.</p>
STEP 4:	<p>Failure to change persistent disruption/ negative behaviours.</p> <p>Serious form of behaviour.</p>	<p><b>Record of incident on Bromcom behaviour log/ ABC sheet where appropriate .</b></p> <p>Headteacher will manage the situation appropriately, depending on the circumstances. Parents / carers will be called into the school for a restorative conversation. The aim of the school at this stage will be to solve the situation in a restorative way.</p>

Behaviour records will be monitored half-termly. The headteacher will determine if children involved in multiple behaviour incidents need further support and if a parent meeting is needed to discuss ongoing issues and how these may be addressed in



partnership. Initially, meetings will be held with the class teacher. If, after this meeting, the child continues to appear in the behaviour log, the Headteacher and SENCo (where appropriate) will be involved. Behaviour logs will also be monitored for patterns and trends and any identified will be addressed by the Headteacher which may require adjustments to behaviour strategies.

If appropriate, suspensions and permanent exclusions can be used.

If at any time the behaviour of a child or children is deemed unsafe and causes a risk of harm, including significant disruption, to themselves, other children or an adult, reasonable and proportionate control or restraint may be used by any adult in school. Teachers and TAs have completed STEPs training which includes non-restrictive and restrictive guidance.

### **Risk assessment and Positive Behaviour Management Plan**

We will put a risk assessment and Positive Behaviour Management Plan in place when a child has put their own or other children's safety at risk. This outlines the risk factors, preventative strategies and a plan of action to support them. This will be shared with parents and all staff.

### **The use of Restrictive Physical Intervention**

The use of restrictive physical intervention is permitted within our school, when it has been deemed necessary, reasonable, proportionate and as a last resort. Specific staff have received appropriate training on the use of restrictive physical intervention techniques. When staff have used a restrictive physical intervention, they will record the incident, using the Trust template. Parents will be informed of all use of restrictive physical intervention. Reasonable adjustments will be made for disabled children and children with special educational needs.

### **Outcomes**

In serious cases, one of the following outcomes may be necessary:

- Time with the headteacher at play/ lunchtime — When a child has behaved in an unsafe/ unacceptable manner during a play/ lunchtime. This will involve a restorative conversation about how the child can improve their behaviour/ make better choices/ put right what they have done wrong.
- Lunchtime exclusion — If a child is persistently disruptive at lunchtime, we may need to exclude them for the lunchtime period. During this time your child will be required to be picked up by their parent/ carer and returned to school in time for afternoon registration. This course of action occurs when we feel a child is unsafe or jeopardising the safety of others.
- Suspension — At times it may be necessary to suspend a child for a fixed period of time. This is to give the child an opportunity to reflect on the behaviours that have been deemed unacceptable and to ensure that all other children feel safe in our school. During this time staff will discuss strategies with parents so that the child's return is a positive experience.



- Permanent exclusion—This would only occur when all interventions for support have been exhausted and staff believe that Seething & Mundham School is unable to further meet the child's needs.

### **Children with Special Educational Needs**

In some cases, it may not be appropriate to follow the steps outlined in this policy. In these situations, behaviour management procedures will be individualised to meet the needs of the child. This will be communicated with parents.

### **Playtime and Lunchtimes**

Our expectations apply at all times of the school day, including lunchtime and playtime. However, there are additional rules in at these times place so that all our children can be safe and happy.

- Stop and stand still once the first bell has rung
- On the second bell, line up quietly and safely
- Walk into school respectfully, ready for learning
- Speak quietly in the hall at dinnertime
- Walk quietly in the corridors
- No playing in the toilets

### **Safeguarding and Child on Child Abuse**

At Seething & Mundham Primary School, we understand that even if there are no reports of child-on-child abuse in our setting, it does not mean it is not happening. It may be the case that it is just not being reported. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same safeguarding procedures will apply. Child-on-child abuse includes, but is not limited to:

- physical and sexual abuse
- sexual harassment and violence
- harmful sexual behaviour
- emotional harm
- on and offline bullying
- teenage relationship abuse

In primary schools this could include but is not limited to:

- emotional, physical and verbal bullying
- homophobic language
- sexist language and gender stereotyping
- sexual harassment
- inappropriate, problematic and harmful behaviours which cause concern as identified on the on the Hackett continuum
- Staff must never tolerate or dismiss concerns relating to child-on-child abuse; it must never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'. Doing this can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios, a culture that normalises abuse. All concerns about a child or young person, including child on child abuse should be



reported without delay and recorded using MyConcern. This will include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome

### **Confiscation of inappropriate items**

Under guidance provided in Searching, screening and confiscation Advice for headteachers, school staff and governing bodies January 2018, the law allows school staff to search a pupil for any item if the pupil agrees. We would recommend two staff work together. Headteachers and staff authorised by them have a statutory power to search children or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Staff may confiscate a pupil's property if it is inappropriate in school. The school will hand any confiscated items back to the parent of the child at the end of the day.

Note - Weapons and knives would be handed over to the police.

Mobile phones – Our school follows the DfE mobile phone guidance and children are not permitted to have mobile phones with them in the school day. If parents feel they need a phone, eg for their journey home, this must be handed into the school office on arrival and can be collected when the pupil leaves school at the end of the day.

### **Involving Parents/Carers**

Parents/ carers will be involved in supporting behaviour where appropriate and necessary. This may be -

- A discussion with the class teacher regarding any incidents of unacceptable behaviour that they need to be aware of. This may happen on more than one occasion.
- If behaviour concerns continue, parents/carers are asked to come in for a formal meeting with the class teacher and headteacher.

### **Behaviour outside school**

All students should behave well outside school. This has particular relevance when they are in school uniform. We expect students to act as positive ambassadors for our school and to be considerate members of the local community. We are always delighted to hear praise about our students and welcome your feedback where you see notable good behaviour.



### **Additional Strategies to support inclusion**

It is important that within our school community both adults and children value their own as well as others individuality, to ensure, our continuing efforts of being fully inclusive. We understand that some children may need additional support with their behaviour and we work with them, their parents/carers and outside agencies to support these children. Where necessary the Headteacher and SENDCo will ensure that individual behaviour support plans are in place. This may include individual risk assessments and plans to help develop positive behaviour management strategies, including Zones of Regulation.

In addition to this, we want all adults to reinforce the message that each child needs to take responsibility for their actions by:

- Stating clearly what is right and wrong.
- Explaining what is acceptable and unacceptable behaviour.
- Providing a clear, consistent structure for behaviour management throughout the school reinforced by support from parents/carers at home.

### **Staff development**

We are committed to keeping our staff updated with any changes to our behaviour policy and strive to model consistency in all of our approaches. Staff receive annual training on behaviour and it forms part of all new staff induction. Staff are supported in accessing extra support with behaviour strategies where needed.

### **LINKS TO OTHER POLICIES AND GOVERNMENT ADVICE**

1. The behaviour policy runs in tandem with our Anti- bullying Policy and Safeguarding Policy.
2. Any incidents of bullying, including homophobic bullying will be dealt with as described in our Anti-bullying policy.
3. The school and LGB follow DfE advice on behaviour and discipline in schools Jan 2016 <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
4. The school follows the advice given in Norfolk LSCB protocol 27 “Allegations against staff, carers and volunteers”  
[http://www.nscb.norfolk.gov.uk/documents/protocol\\_27.pdf](http://www.nscb.norfolk.gov.uk/documents/protocol_27.pdf)
5. The school follows the DfE advice ‘Screening, Searching and Confiscation’, September 2016.
6. The school follows the advice given by the DfE in the ‘Use of Reasonable Force’ document, July 2013. (Crown copyright 2013).  
<https://www.gov.uk/government/publications/use-of-reasonable-force-inschools>
7. The school follows DfE guidance on exclusions <https://www.gov.uk/school-discipline-exclusions/exclusions>
8. The school follows DfE guidance on mobile phones [Mobile phones in schools - GOV.UK](#)



## Appendix 1

### Restorative conversations

- Establish what was not working
- Consider who has been affected or upset
- Take responsibility for their actions
- Decide how it can be put right
- Find a way forward in a way that is fair to everyone

This allows the school to:

Hold children accountable for their behaviour.

Give those affected by this behaviour the opportunity to be acknowledged and have the wrongs 'put right'.

Support those displaying poor behaviour to make better choices in the future.