New Seaham Academy

Behaviour Management Policy & Guidelines
September 2026

Aims and Ethos

New Seaham Academy believes every member of the school community should feel valued and respected, and that each person is treated fairly. The school's behaviour policy and guidelines are therefore designed to promote an environment in which everyone feels happy, safe and secure and which allows everyone to work together in an effective and considerate way and that every member of the school community behaves in a respectful manner towards each other.

Our behaviour policy and guidelines will endorse and promote the sense of value of all individuals in school and for each other, and is designed to encourage positive behaviour, rather than merely deter anti-social or poor behaviour. We are committed to providing a safe and caring learning environment where everyone has the opportunity to reach their full potential. We will promote a culture of respect, responsibility and understanding of others in an environment where all staff display high expectations of good behaviour.

Values / General Management

Central to our aim at New Seaham Academy is the promotion of behaviour and attitudes based on mutual respect between all members of the School community. We will ensure that:

- All pupils have a right to work in a calm, supportive and purposeful atmosphere.
- All pupils have the right to come to school without the fear of being bullied - see 'Anti-bullying' policy.
- Guidelines are issued and discussed at the beginning of each school year outlining expected classroom behaviour, with reasons. These 'class rules' are displayed in each classroom and prepare pupils for their eventual position in a place of work where procedures have to be followed and for life in Modern Britain
- The spiritual, cultural, moral and physical development of children is enhanced

- The School Council, with pupil representatives, help to give the pupils a sense of involvement and citizenship.
- Pupils normally sit in a consistent place for lessons within a structured, working group. This helps to provide a safe, disciplined environment.
- Class lists and details of pupils with special educational needs are available for cover/supply teachers to quickly identify and resolve problem areas.
- Staff share problems that they may have with specific pupils and information about the pupils and strategies for dealing with the specific problem/individual are pooled.
- We support pupils to ensure behaviour is always good – where this is not the case, systems are quickly put in place.
- Racist/homophobic incidents will not be tolerated in any form.

The School's ethos promotes the establishment of effective teacher/pupil relationships and recognises this is central to working effectively with all pupils - especially those who experience behavioural difficulties. Teaching which exhibits differentiation, mutual respect and effective classroom management is conducive to building and maintaining good relationships between staff and pupils - however it is inevitable that in certain cases the relationship will break down (or never be forged).

It is essential that staff and children understand their distinctive roles in contributing to outstanding behaviour. Therefore each class has their own specific rules for managing day to day behaviour which are appropriate to the age of the children and are monitored by the Senior Leadership Team and reviewed annually in a designated staff meeting.

The Class Teacher

All class teachers in New Seaham Academy have high expectations of the children with regard to attitudes and behaviour, and they strive to ensure that all children work to the best of their ability. Class teachers along with the pupils in their class devise 'Class Rules' at the beginning of the academic year. They are intended to be guidelines for the attitudes and behaviour the children and adults would like to see in their classroom. They should focus on the positive rather than the negative.

It is the class teacher's responsibility to ensure school rules are enforced in their classes fairly and consistently.

Class teachers treat all children in their classes with respect and understanding and have prime responsibility for pastoral care. This includes:

- Giving praise, rewards and sanctions.
- Watching out for children who are behaving out of character.
- Looking for signs of distress and upset.
- Talking and listening to children to identify suspected occurrences of non-accidental injury or child abuse which if picked up will be reported to the Headteacher / DSL for further investigation.

Rewards

Rewards are a very powerful tool for teachers to use. The general practice of classroom management involves many rewards being given to children on a daily basis. These include:

- Verbal praise, written remarks about good work, sending children to a nearest teacher, a member of the SLT or Headteacher for praise.
- House points are given in recognition of outstanding work, attitudes and behaviour or something a member of staff may feel is noteworthy.
- Class Teachers will nominate pupils for Star of the Week awards for exceptional work or other exceptional contributions to the whole-school ethos. The Headteacher will also nominate two children for exceptional work or contributions to the whole-school ethos.
- Also, displaying pupils' work is a tangible reward. Staff try and ensure that all pupils' work – is displayed if it deserves praise and in doing so the pupil will experience pleasure and self-satisfaction.

Sanctions

Under normal circumstances a clear distinction is made between minor and more serious offences, e.g. problems with pupils' classwork should initially be dealt with by the class teacher, and then, if necessary, by a member of the SLT or the Headteacher. Staff should use sanctions which are appropriate to the particular offences in a flexible manner, i.e. by considering individual circumstances. The punishment of a whole group should be avoided unless this appropriate. Only in severe cases, deemed by the class teacher, or those exhibiting no signs of improvement should the Headteacher become involved.
All episodes considered a more serious offence are recorded under the behaviour tab on the school's CPOMS system.

Action To Be Taken

Sanctions can be particularly effective if they are seen by the peer group to match the misbehaviour. An effective way of accomplishing this difficult task is the involvement of pupils in the discussion and structure of the agreed 'Class Rules' and school rules.
In cases of unacceptable behaviour where two parties are concerned (i.e. fighting or other conflict), teachers should talk to both parties involved and any witnesses (if appropriate).
If any bad behaviour is confirmed, help, support and counselling will be given as is appropriate to both parties and we will support children in the following ways:

- By taking one or more of the disciplinary actions described below to prevent more challenging behaviour.
- By offering both parties an immediate opportunity to talk about the experience with their class teacher, or another teacher if they choose;
- By offering pupils continued support when they feel they need it;

Whilst we discipline pupils exhibiting more serious cases of poor behaviour, we also try to support them in the following ways:

- By talking about what happened to discover why they behaved in this way This can be conducted in private or public (within the class or an assembly - great care, experience and knowledge of the individuals is necessary for an appropriate choice to be made to avoid damage to relationships and pupils' self-esteem.
- The most powerful sanction is the disapproval of individuals who a pupil respects, e.g. his/her peers, a parent or particular teacher. Teachers should also have opportunities to learn from what has happened.

We should make every effort to create a climate in which any sanctions will: a) have the greatest effect; b) preclude any re-offence.

- By continuing to work with pupils in order to get rid of unsocial attitudes as far as possible (this may involve the assistance of outside agencies);
- By taking one or more of the disciplinary actions described below to prevent more challenging behaviour.

In addition the following actions can be taken:

Disciplinary Actions

Pupils exhibiting more serious cases of poor attitudes or behaviour may:

Be warned officially to stop the unacceptable behaviour. If poor attitudes or behaviour persists then a reminder is given. If there is no change or behaviour escalates then the following actions to be taken:

1. Be withdrawn from participating in practical work for a period of time as appropriate to safeguard the welfare of the majority of pupils.
2. Be moved to another seat or transferred to another class. A pupil may work in another classroom away from the usual group for a cooling off period.
3. Reflect on their behaviour at break or lunch time under direct supervision.
4. Make up work 'avoided' at break or lunch time under direct supervision.
5. Have privileges withdrawn/suspended e.g. representing school in outside events/sports, monitor roles, Student Council roles, special treats and events
6. Be referred to the Headteacher or member of the SLT.
7. Have parents/guardians informed.
8. For exclusions, the school will follow DFE guidance (see guidance documents below)

N.B. In the cases of bullying, racist or sexist behaviour see the relevant policies. Behaviour during morning and afternoon break times is monitored by the support staff on duty. Lunch times are the immediate responsibility of the midday supervisors and Headteacher

Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is consistent and continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools (i.e. Comprehensive School)

Allegations Against Staff including Malicious Allegations

Where an allegation is made against any person working in or on behalf of the schools that he or she has:

a. Behaved in a way that has harmed a child or may have harmed a child
b. Possibly committed a criminal offence against or related to a child or
c. Has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children. It is essential that all allegations are investigated properly and in line with agreed procedures.

However, if an allegation is found to be malicious, the school will follow a disciplinary process. For an allegation to be described as malicious, it is necessary to have evidence that not only disproves the allegation, but also proves a deliberate intent to deceive. Where malicious intent is proven:

- The pupil and parent will be seen by a senior staff member and Trustee, for the purpose of discussing the inappropriateness of the allegation and where necessary agree disciplinary action.
- Where the malicious intent is demonstrably the result of a campaign by parents or other staff, advice should be sought from our legal team who will be able to offer guidance on appropriate action to further protect the member of staff concerned
- Referral may be made to Durham Safeguarding Partnership (LADO)
- Referral may be made to, Educational Psychologist, Social Services, Child and Adolescent Mental Health Services or other specialist service.

Parental Involvement / Working with Parents

New Seaham Academy collaborates actively with parents and carers, so that pupils receive consistent messages about how to behave at home and at school.
Staff, pupils and parents must be seen to work together to ensure good standards of discipline. All staff at New Seaham Academy are consistent about their expectations of pupil's behaviour and share those expectations with parents.
Where appropriate, the school will contact parents and carers when behaviour of a pupil becomes cause for concern with the aim of providing positive support to assist in solving problems/difficulties and bring about an improvement in pupil's behaviour. This could be initially through telephone discussion with class teacher or an appointment with the class teacher and/or member of the SLT or Headteacher.

In return we expect parents and carers to support their child's learning, and to cooperate with the school to share and reflect our aim of promoting positive behaviour as well as providing support for any necessary discipline within the school. In particular:

- participating in discussions concerning their child's progress and attainment
- ensuring that children attend school in good health, punctually and regularly
- ensure a consistent message to that of the school in relation to 'disciplinary' measures and expectations for future improvement.
- ensuring early contact with school to discuss matters which affects their child's happiness, progress and behaviour
- take an active interest in their child's learning by supporting, where appropriate, giving due importance to hearing reading and homework
- challenging children's negative perceptions about individuals, particularly those marginalised
- developing their child so that they are intolerant to religious, racist and homophobic bullying
- protecting children from risky behaviour linked to the internet, through social media websites or games such as the Xbox, by challenging their own children and the behaviour of others
- modelling exceptional personal behaviour on social media sites, causing no offence or harm to others within or beyond the Academy

Difficulties:

School recognises that some children in school are affected by a lack of (or poor) discipline resulting of problems within the family unit. In addition some children are slower to develop social skills conducive to learning but these children are supported appropriately within school to reach the levels of behaviour expected.

Emotional and behavioural difficulties take many forms, i.e.

- A pupil may become withdrawn and unable to make friends; • A pupil may be unable to concentrate on classwork or homework;
- A pupil may become disruptive and/or aggressive in class.

In such cases the causes of the emotional/behavioural difficulties should be determined (see later section on 'Health' related causes) and strategies may well be needed to build or rebuild the teacher/pupil relationship. Counselling (non-directive) may be offered to encourage the pupil to express issues of concern and feelings and to determine appropriate actions to deal with the situation. The School believes in the importance of 'negotiating'. This encourages mutual respect and fosters self-responsibility in the pupil. In certain cases tangible rewards may be offered in return for improved behaviour and effort. The use of Behaviourist Psychological Approaches often leads to short term improvements which in turn improve the teacher-pupil relationship and greater self-motivation. Close liaison with all concerned individuals and agencies, e.g. parents, teachers, Schools Psychological Service, Social Services, etc. is essential for effective modification of the pupil's behaviour.

Health Related Causes of Emotional/Behavioural Difficulties

Many instances of emotional/behavioural difficulties are caused by undiagnosed medical/psychological problems such as hearing loss, visual impairment, depression, anorexia, or bulimia. A known medical condition, such as epilepsy or asthma, even when effectively managed by medication can cause emotional/behavioural difficulties. Indeed the treatment itself can sometimes cause side effects that may lead to emotional/behavioural difficulties.

The School recognises the importance of positive mental health and well-being with pupils.

This behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Outside Agencies

All schools have a wealth of experience amongst the staff and by applying this valuable resource appropriately most problems can be resolved without recourse to specialist help, however on certain occasions help may need to be sought from outside agencies.

Guidance Documents

This policy should also be read in conjunction
with Safeguarding Policy KCSIE 2024
Anti Bullying Policy
Relationships Policy

<u>Other Guidance Documents</u>

Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion September 2022
Durham Safeguarding Childrens Partnership 2019-includes details of Durham LADO for allegations against staff

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