



**Silverhill Primary School  
Policy for Behaviour Management**

Safeguarding

September 2017 ( Review September 2018)

### Philosophy and Aims

At Silverhill Primary School we promote desirable behaviour through a positive approach of behaviour management through the values of *'The Spirit of Silverhill'*. This is based upon the philosophy of assertive discipline where the basic structure is rules and consequences. Adults make their expectations clear and act as mediators and reinforce our rules. This requires a clear supportive framework and a set of skills on the part of the adult. Assertive discipline helps to create and support a positive ethos in school.

### Aims

- To have high expectations of behaviour from the school community
- To boost the self-esteem of pupils and reduce the stress on pupils and staff
- To promote a positive ethos throughout the school
- To strengthen relationships between pupils and staff
- To provide a framework for managing and reviewing behaviour
- To encourage strong home / school relationships to ensure consistent expectations of behaviour are applied

### *The Spirit of Silverhill*

<b>S</b>	<b>STRENGTH</b>	Courage and determination to do something physically and mentally
<b>P</b>	<b>PERSEVERANCE</b>	To continue with something even though it is difficult
<b>I</b>	<b>INITIATIVE</b>	Being able to think for yourself and take the lead
<b>R</b>	<b>RESPECT</b>	Admire good qualities in a person, to show consideration to others' feelings
<b>I</b>	<b>INDEPENDENCE</b>	To take charge of your own learning and actions
<b>T</b>	<b>TOLERANCE</b>	To accept someone or something even though you do not agree with it

### Rewards

The most used reward is praise as it has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

At Silverhill we believe in the consistent application of rewards and sanctions to ensure there is clarity of understanding about the expectation of behaviour, the rewards that can be achieved as well as the sanctions that will be incurred if the rules are broken.

On the positive;

- Each child will be rewarded with Dojos and stickers
- Dojos will convert to team points with 5 Dojos equating to one team point. These will be collated by Team Captains on Friday Afternoon before Green play
- Each class will have a Star of the Day which will be displayed
- The pupil with the highest number of Dojos is awarded with a Dojo for the following week (Lucky Dip FS)
- The class with the highest number of Dojos will be announced at the Assembly on Monday

Each class will have a *class reward chart* where positive behaviour from the whole class enables them to collect rewards working together towards a class treat.

### **Silverhill Stars**

Every week a *Merit Assembly* will take place where pupils are praised for a variety of achievements. They will be rewarded with:

- a certificate and a sticker
- a text to parents will be sent home to notify them of their child's achievement
- Each class has a clear set of rules which are displayed and reinforced regularly
- Each class has a clear set of consequences which are displayed next to the rules and reinforced regularly

### **SCHOOL RULES**

- We care for everyone and everything and we keep our hands, feet and unhelpful comments to ourselves
- We show good manners to everyone at all times (eg please, thank you, waiting our turn)
- We always try our best in our lessons and during play and lunchtime
- We walk sensibly around school ( eg, holding doors, walking across the playground)

KS2 - Children who remain 'green' all week will receive an additional playtime on a Friday at 3.00 pm. Those children who have not remained 'green' will not participate in the extra playtime.

FS2 & KS1 – Children who remain 'green' all week will participate in a special activity. Any child in KS1 who has received negative Dojos will lose their Friday afternoon playtime.

### **SANCTIONS**

In the use of sanctions, pupils learn from experience to expect fair and consistently applied consequences which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

Children will receive negative Dojos for inappropriate behaviour but have the chance to win back Dojos through positive behaviour. Parents will be informed and asked to make an appointment to discuss the incident with the class teacher if deemed appropriate.

If a child receives three detentions in a half term then parents will be contacted and the child will go on report for 2 weeks and behaviour monitored daily. There will be a review at the end of the two weeks. If behaviour does not improve the child may be excluded.

### **Sanction Procedures**

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour. When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the action and never the child.

Follow the school rules when deciding which step best reflects the most suitable sanction given the behaviour displayed. Depending on the nature of the offence this may include immediate, permanent exclusion. Sanctions, such as exclusions, can also be issued for negative behaviours outside of school and derogatory actions online that have an impact in school.

However, as a general rule for minor misdemeanours, the following sequence in the Consequences Chart.

If unacceptable behaviour occurs:

- Use normal strategies:
- Polite but firm requests, warnings (no more than three), consider repositioning or separating as a classroom / behaviour management strategy etc.

## **Mentoring**

Our mentoring scheme tracks the child as a whole and includes an 'Attitude' element which is carefully tracked. The elements of 'attitude' include *attendance, punctuality, behaviour, effort, homework and uniform*. In order to improve a pupils' attitude to learning and life, targets and support are agreed where necessary. Each area is coded:

E - *excellent/very good*

G - *good*

RI – *requires improvement*

CC – *cause for concern*

Our policy and procedures in the following areas have been adopted to support the health and wellbeing of the individual and to ensure that our pupils are taught in a safe environment.

## **Food and Drink**

Children in Key Stage 2 may bring fruit or vegetables from home to eat at morning play. Children in Foundation Stage and KS1 will obtain fruit through the National Fruit Scheme. Packed lunches need to be healthy and should not contain fizzy drinks, sweets and large chocolate bars.

Reasons:

At Silverhill we promote healthy eating and follow the Government guidelines planning meals and snacks which supports healthy bodies and minds. Drinks of a high sugar, fizzy, high additive variety is believed to have a detrimental effect on behaviour as well as on dental health. Children have regular access to water and are encouraged to bring a water bottle to school each day. A choice of quality juice, milk and water is available during lunch.

## **Jewellery**

Watches, stud earrings and items of religious significance are the only items of jewellery which may be worn at school and these must be removed during P.E. and swimming lessons. Teachers are not to assist children with the removal of jewellery. If children cannot remove jewellery themselves it should be taken out at home on the days the child does PE. Any articles removed in school should be stored safely by the teacher for the duration of the lesson.

Reasons: Rings, necklaces, bracelets etc can turn a minor incident into a major accident if caught on apparatus or entangled in another child's clothing or hair. Even stud earrings have the potential to cause severe tears to the wearer's ears or injury to others.

## **PE Kit**

Appropriate clothing must be worn for all physical activity.

### **Indoor PE lessons**

Bare feet or black plimsolls , black shorts, plain white short/long sleeved t-shirt, no jewellery.

Reasons: It is dangerous to go on the apparatus wearing outdoor trainers or similar footwear because it is more difficult to feel. A combination of bare feet and outdoor trainers, etc. can result in trampled toes and damaged nails. Children should exert themselves during PE and therefore should always wear a PE kit to keep their school uniform clean. Teaching staff ensure all children change into their PE kit.

### **Outdoor PE lessons**

Plimsolls or trainers, black shorts/leggings, plain white short/long sleeved t-shirt, (plain tracksuit/jogging bottoms in cold weather conditions). No jewellery is to be worn.

Reasons: Slip on shoes or laced shoes even with small heels are not suitable for games lessons. They provide insufficient grip, may cause injury to others if kicked off and could lead to twisted ankles.

### **School Clothing**

School uniform (with a school logo) may be purchased from School Togs, Morleys and Uniform. Parents are asked to send their children to school tidy and appropriately dressed for the weather of the day. Only flat-heeled footwear should be worn. Long hair should be neatly tied back with a small hair band and short hair should be cut in an appropriate hair style ie. no tramlines or Mohican styles.

Reasons: The majority of parents, staff and children expressed their preference for a school uniform. School uniform reinforces school identity and eliminates 'brand' fashion and stigma. High heeled footwear is unsafe for the school environment. Tied back hair prevents the spreading of head lice.

### **Personal Property**

The school cannot accept responsibility for the loss or damage to clothing or personal property. Pocket size toys and games may be brought into school such as cards, cars, pokemon, loom bands etc. Any money brought into school should be handed in as soon as possible and never left in trays, bags or coats.

Reasons: Suitable toys, games and sports equipment are provided for the playground and indoor play. Unsuitable equipment may present a risk to children and present the potential for theft.

### **Mobile Phones**

Mobile phones can only be brought to school in exceptional circumstances and only with the prior permission of the Headteacher. Parents who insist that children require a mobile phone during school hours i.e. for the journey to and from school must express these reasons in their request to the Headteacher in writing. Such requests will be considered on an individual basis. If permission is granted mobile phones must be handed in to the school office upon arrival and collected at the end of the school day. They should never be left in trays or coats or used during school hours.

Reasons: During school hours contact is possible through the school's land lines. They present an unacceptable disturbance to lessons, potential for theft and cyber bullying.

### **Assembly**

Children should sit in their lining up place. If they misbehave during assembly they should be moved to the front of the hall. Team and Vice Captains must collect the class from the hall and the teacher will be informed if there has been any inappropriate behaviour.

### **Playtime and Lunchtime**

Any red card behaviour should result in the children involved being sent to the wall and their class teacher being informed at the end of break. See Break and Lunchtime Policy

### **Pupils with Behaviour Plans**

Behaviour Plans with Targets and Behaviour Meetings with parents and carers should be conducted regularly and in a respectful environment. The plans for an individual pupil should;

- provide limited (maximum of three) unambiguous and, above all, achievable targets for the child's behaviour
- provide clear consequences for breaking the agreement e.g. exclusion.

Daily feedback on progress should be given and targets reviewed fortnightly by the class teacher and a member of the Senior Leadership Team either to:

- make targets more difficult as behaviour improves,
- set new areas to tackle or
- remove completely from report

Regular communication between home and school as well as daily feedback to the child regarding progress is

essential.

### **Exceptional Circumstances 1**

The school acknowledges that a small minority of children may for whatever reason lack the maturity or self-discipline to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with or being assessed for statements of SEN and those in public care. For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.

### **Exceptional Circumstances 2**

In exceptional circumstances temporary or permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Serious deliberate damage to school property.

In these exceptional circumstances the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.