



## Behaviour Policy

Approved by:	Last reviewed on: October 2025
Date:	Next review due by: October 2026

At Silverhill, we want everyone to reach their full potential and to ensure that all members of our community are treated fairly in all situations. The Equality Act provides us with a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people.

**Policy Statement for: Behaviour:** We are committed to promoting 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.

Our open and transparent culture allows us to create and support a positive behaviour ethos around school.

### Policy aims:

- To provide a framework for managing and reviewing behaviour
- To promote a positive ethos throughout the school whilst strengthening relationships between pupils and staff
- 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>INDEPENDENCE</b>	To take charge of your own learning and actions
<b>R</b>	<b>RESPECT</b>	Admire good qualities in a person, to show consideration to others' feelings
<b>I</b>	<b>INTEGRITY</b>	To always be honest and do the right thing
<b>T</b>	<b>TEAMWORK</b>	To work together with others

### Rewards

The most used reward is praise as it has a reinforcing and motivational role. It helps a child believe they are 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 be awarded when a child demonstrates one or more of the SPIRIT values.
- Dojos will convert to team points with 5 Dojos equating to one team point. These will be collated and recorded by Team Captains each week.
- The pupil in each class with the highest number of Dojos is rewarded by being allowed to use the Trim

Trail with a friend during social times on a Friday.

- The house with the highest number of Dojos will be announced at the end of each half term and will receive an organised experience as a reward.

### **Silverhill Merit**

Every fortnight 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 and invite them to attend the assembly.

Each class has displayed a copy of the SPIRIT values and these are reinforced regularly. Class teachers will then allow the pupils to select a 'Merit Winner' based on the application of these values.

### **Green Play**

Children who achieved sufficient Dojo's by Friday, either equal to or more than the teacher, will participate in a special activity at 3.00 pm. Those children who have less dojo's than the teacher will not participate in the extra activity and will remain in the hall with the Deputy Headteacher to discuss their weekly Dojo report and behavioural targets for the following week.

### **Sanctions**

Inappropriate or unacceptable behaviour is defined as any behaviours that contravene the Silverhill Spirit values. 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 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.

When deciding which step best reflects the most suitable sanction given the behaviour displayed, staff will refer to the Silverhill SPIRIT values. Depending on the nature of the offence this may include immediate, permanent exclusion.

If unacceptable behaviour occurs:

- Polite but firm requests to correct issue
- If behaviour continues then a negative dojo is awarded
- Explanation of how child can change their behaviour to earn the dojo back within an allocated time.

### **Step 1 (Classroom teacher or adult in charge)**

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 behaviour is deemed to be more significant than a negative dojo consequence, or if a pupil is receiving multiple negative Dojo's, then the sanction will be escalated to step 2:

### **Step 2 (Classroom teacher or adult in charge)**

Internal Time Out:

- Child has been unable to earn back the Dojo point.
- Child sent to designated chair/area of classroom.
- Child spends 5-10 minutes working at a designated Time Out table within the classroom in order to reflect, calm down etc without causing disturbance.

*Teacher will inform parents that child has received this sanction and why. This could be done via telephone call, a Dojo message or inviting the parent to speak with the teacher. Informing parents will be done discreetly and with consideration to the need for privacy.*

- If behaviour improves, child returns to lesson and may continue to earn positive dojo points for demonstrating positive behaviour.

If not or if child refuses, move to Step 3.

### **Step 3 (Teacher)**

External Classroom Time Out:

- Escort child to year group colleague.
- Up to 1 hour/session working in a designated Time Out table within the classroom without causing disturbance.
- Appropriate work must be sent with the child to the partner class.
- Possible removal of a treats / playtime.
- *Teacher will inform parents that child has received this sanction and why. This could be done via telephone call, a Dojo message or inviting the parent to speak with the teacher. Informing parents will be done discreetly and with consideration to the need for privacy.*
- If behaviour improves, return to class. If not or if child refuses, move to Step 4.

If a child is sent to you for Time Out, that is their sanction. You do not need to engage with them beyond directing them to the time out table and ensuring they are there for their allocated period of time.

If a child regularly gets to step two or three, the class teacher will put additional support into place to encourage desired behaviours, eg behaviour plan, targets linked to rewards. Staff can refer to the SEND team for further intervention support.

### **Step 4 (Teacher and SLT)**

- Escort child to year group colleague.
- Up to 1 hour/session working alone without causing disturbance.
- Appropriate work must be sent with the child to the partner class
- Child attends a supervised lunchtime detention the following lunchtime with SLT staff member on reflection

Lunchtime detentions are supervised by a member of the SLT and are recorded on the school's Child Protection Online Management Systems (CPOMS) - this record is monitored by the Deputy Headteacher weekly. Any child receiving a detention misses their Green Play on the following Friday and must remain in the hall to discuss their behavioural targets for the following week.

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

### **Step 5 (Headteacher/Deputy headteacher)**

Internal Exclusion (up to 5 days)

- Child has no contact with own class or classmates.
- Teacher provides work for child to complete independently.
- No access to playground, extra-curricular or enrichment activity.
- Parents, Governors, Behaviour Support informed if appropriate.

- Child added to the “At Risk Register”

If behaviour improves return to class with appropriate Behaviour Plan in place. If not move to Step 6 the Suspension and Permanent Exclusion Policy.

#### **Behaviour Incident when a child is already on Step 4**

If a child is on behaviour plan and another incident occurs then the child will have a serious and final reflective conversation with a member of SLT. This could include an additional period of time spent out of the classroom if this is appropriate.

The member of SLT will contact parents to discuss the nature of the conversation and agree any further actions at home or at school.

The member of SLT will record on CPOMs to ensure that wider safeguarding and pastoral concerns are considered and all members of the team working with the child are informed. A positive behaviour plan should be written and implemented at this point, staff can consult with the learning mentor or SENCO to support this.

#### More serious behaviour incidents

In certain circumstances for a one off incident of a serious nature, step 4 and above can be used instantly without previous steps. For example, this could be appropriate for:

- any physical assault such as pushing/hitting/kicking;
- verbal abuse of a threatening or abusive nature;
- repeated incident (bullying);
- damage to school property;
- verbal or physical assault towards a member of staff;
- Bullying, discriminatory or prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic/biphobic/transphobic bullying, use of derogatory language.

In these cases SLT will be consulted and approve appropriate level of sanction.

In exceptional circumstances, permanent exclusion may also be considered for a first or ‘one off’ offence. These may include:

- Serious or persistent breaches of this policy;
- Where not doing so would put other children’s education or safety at risk;
- Actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Bullying, discriminatory or prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic/biphobic/transphobic bullying, use of derogatory language
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

#### **Detention Rota**

Monday - Headteacher

Tuesday – Deputy Headteacher

Wednesday – Assistant Headteacher

Thursday – Deputy Headteacher

Friday – Headteacher

#### **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.

### **Restraint of pupils**

If a child unexpectedly becomes violent towards other pupils, towards a teacher or other adult try every possible means to calm the child without contact. Talk calmly and quietly, try to distract him or her with your talk. It can be as inconsequential as possible. Try to "shepherd" the child with your presence into a position where others are not threatened. If the danger is such that other children need moving to safety then this must be done. At the first possible opportunity send for another adult, if only as a witness.

If the tantrum is such that there is a very serious risk of injury to either the child or to another person, only then may contact be made. Staff with Level 1 Physical Restraint training may use the absolute minimum of force and, whenever possible, in the presence of another adult. It must be reiterated, physical contact should only be used as an absolute last resort and, whenever possible, in the presence of a second adult.

The incident must be fully recorded on an Abuse, Aggression and Violence Form available from the School Business Manager. A copy should then be given to the School Business Manager or Head Teacher before leaving school that day.

### **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 Captains to open doors and observe as classes return to their classroom. The teacher will be informed if there has been any inappropriate behaviour or if the class should receive a dojo.

### **Playtime and Lunchtime**

School rules should be known and understood by all children and be fairly and consistently enforced by all staff during lunchtime as the same behaviour policy and rules apply as in class. Children should speak politely to all adults in school. Mid-days in the hall have stickers that they can give out for good behaviour in the hall whilst pupils are eating their dinner.

There are 5 mid-day supervisors to support pupils whilst eating their lunch, one mid-day on rota for first aid and a

timetable for at least 4 Teaching assistants on duty outside. In case of sickness or absence additional TAs, or the deputy and headteacher may be required to cover duties. A minimum of 3 staff should be outside during lunchtime. (Only 2 TAs are on duty 12-12.15pm and 1.15-1.30pm when only one Key Stage is outside). Duties are not restricted to one area of the playground and Teaching Assistants should circulate around all play areas during their duty. A Sports Mentor and Learning Mentor are timetabled between 12.30 and 1pm to provide focused activities for pupils who may require directed / supervised play.

In the hall, the children having dinners line up and collect their main course. They can also add salad from the salad bar and take a drink of milk, juice or water. When they have finished their main course, they must ask an adult before they can clear their plate away. Pupils will be encouraged to try new foods and eat as much as is appropriate for the age of the child. They then collect a pudding and again must ask before they can leave the table. The same applies to children who have finished packed lunches. All rubbish from packed lunches must be taken home so that parents can see how much their child has eaten.

Outside, for low level unacceptable behaviour, the mid-days / Teaching Assistants give children 'time-out' at the wall. For more serious behaviour issues, the children are taken to the member of SLT on detention duty, who records the incident on CPOMs and the child will spend the rest of the lunchtime with that member of the staff. Staff on duty should be aware of the provision for any children with SEND by liaising with the class teachers, SENDCo and Learning Mentor. No children are permitted to remain in the school building during lunch and breaks without adult supervision. The only exception to this rule is monitors with a specific task.

#### **Areas out of Bounds**

- All grassed areas in unsuitable weather
- Toilets (apart from those in the First Aid Area)

#### **Activities not Permitted**

- 'Play' or 'fun' fighting/wrestling
- 'Bull dog' or other games used as an excuse for overly physical contact
- Football on the playground, when the grass is not in use
- Bringing own play equipment from home

In poor weather (which may also include very cold weather), duty staff may decide that children should not go outside. In such cases, TAs are assigned to each wing of the school. In each wing, each of the three classrooms has a different theme; film, board games or free play and children can choose which one they go to. However, children are expected to have a coat and suitable footwear so that they can play outside for most of the time.

Deputy Head Teacher is responsible for the outdoor / wet playtime lunchtime rota in conjunction with the School Business Manager who is responsible for the Mid-day staff.

At the end of break for each year group, a bell is rung. KS1 children line up at their classroom door. KS2 children Line up in classes on the small playground. They are dismissed by duty staff and escorted by house captains to walk round to their classroom doors where they are met by their teachers. The teacher will be informed if there has been any inappropriate behaviour or if the class should receive a dojo.

#### **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. Children are expected to bring a reusable drinks bottle every day labelled with the child's name. This should be filled with water only – juice, diluted squash and fizzy drinks are not permitted. If staff are made aware that drinks containers are filled with something other than water, the bottle will be removed and an alternative cup will be provided. The child and parent will be reminded that only water should be bought to school. Pupils have access to their drinks bottles at all times. A choice of quality juice, milk and water is available during lunch.

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. Juice, squash and fizzy drinks often have high sugar content which can damage children's teeth. High sugar content may also have a negative impact on pupil behaviour.

### **Hand washing and Hygiene**

Children will be expected to follow all hand washing and hygiene routines while in school. Children will wash hands /use antibacterial gel before entering school, after returning from the outside, before and after eating as a minimum. We ask children to follow the catch it, bin it, kill it, mantra when in school, if they need to cough or sneeze, they should use a tissue or crook of their arm and wash their hands after. Children will be reminded not to touch their face, mouth, nose or eyes while at school.

#### **Reasons:**

Thorough hand hygiene can help prevent and control the spread of many illnesses. Good hand hygiene will reduce the risk of things like flu, food poisoning, COVID19 and other healthcare associated infections being passed from person to person.

### **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 Morleys and Uniform Direct. 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. Nail varnish should not be worn.

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. Nail varnish can contain chemicals that are potentially dangerous and toxic.

#### **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.