

Policy title	Silverdale Primary Academy Behaviour Management Policy
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Policy owner	Principal.

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Behaviour Management Policy

Review date: SEPTEMBER 2025

Silverdale Primary Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline, not blind compliance. We believe that excellent behaviour is a core part of 'becoming the ultimate'.

This policy seeks to bring the core University of Brighton Academies Trust values to life through our everyday practice. Setting high expectations so everyone can 'Achieve Ambitions'; 'Working together' with colleagues, agencies and parents/carers to secure the best possible outcomes for our learners; 'Delivering excellence' through exemplary behaviour enabling excellent teaching and learning whilst 'Nurturing Potential' by empowering our children to behave well and flourish in our setting.

Aims of our behaviour policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Behaviour as a curriculum

- Good behaviour is not simply innate, but must be taught in the same way that other subjects at school are taught: with clarity, rigor and reinforcement.
- At Silverdale all children are systematically taught what good behaviour looks like.
- We do this through establishing clear norms and routines that are consistent throughout the Academy.
- Establishing and reinforcing these norms is the responsibility of every member of staff: SLT, Teachers, Teaching Assistants/INAs, Office staff, Caretakers and Cleaners.
- Every academic year starts with a refresher of our expectations to all children. This takes place in the form of assemblies & lessons led by the class teacher in the first week of term.
- Norms and routines are then reinforced regularly throughout the year – with areas being specifically revisited if any slip in standards is evident.
- Brief details of some of core norms and routines that apply across the Academy and that we actively teach can be found in **Appendix B**

Code of Conduct & Rules

We have three simple statements regarding our code of conduct, all our Academy norms, routines and expectations are framed around these 3 core behaviours, which are then broken down for different aspects of Academy life e.g the classroom, corridors, lunchtime etc. These rules are displayed across the Academy, and are referred to frequently.

- **Ready**
- **Respectful**
- **Responsible**

Behaviour Guidelines - Rewards

At Silverdale we focus on praising the behavior we want to see. It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

Whole Academy Reward System: Smileys, Ninjas & Houses

The academy has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'smileys'. Smileys may be awarded for any actions, deeds or attitudes which are deemed noteworthy.

When awarding the Smiley the member of staff should reinforce the good behaviour, referring to the 3 rules wherever possible e.g. 'You can have a Smiley for waiting patiently – being respectful.'

The children's smileys are recorded using 'ClassDojo', an online record system. Smileys should be awarded in the following quantities:

- Good behaviour, manners, effort or other note-worthy behaviour = 1 smiley
- Recognition sticker from a member of SLT = 5 smileys
- Happiness Ninja = 10 smileys.

Appendix A contains a clear guide to what behaviours might be awarded a smiley. Smileys will not be awarded routinely for simply following the basic norms and routines of the school as this is expected behaviour from all children at all times.

Ninjas

Each week the whole academy will have a 'Learning Ninja' focus, which will be one of: determined, ambitious, courageous, dynamic, inspirational & resilient. During the week teachers will have 5 special Learning Ninja stickers, which they can award to children demonstrating that particular learning behaviour. Each of these stickers has a 'value' of 10 smileys and will be recorded using ClassDojo.

Houses

The Academy operates a house system based on the 6 ninjas: determined, ambitious, courageous, dynamic, inspirational & resilient. Each child is allocated a house, which is used for participation in whole Academy events such as sports' days. In addition, smileys are totaled up at the end of each week to give a running total in the annual house contest, which concludes with the awarding of the much sought after 'house cup'.

Smiley shop

Children can 'cash in' their smileys for a range of small tangible rewards every time they reach 50 additional smileys at the 'Smiley shop' which will be co-run by the volunteers from our Year 6 cohort. Children are encouraged to save up their smileys for bigger rewards, including 'experiences' such as movie nights.

Principal awards

A weekly 'Celebration Assembly', where Principal's Awards and other certificates are handed out, is dedicated for the praise and recognition of children who have demonstrated the weekly Ninja learning behaviour.

The Ultimate Ninja

Each week, one child from the Academy is selected who demonstrates exceptional commitment to learning and behaviour towards others – these children are fantastic role models and are awarded the Ultimate Ninja sticker. Their parents are phoned and they are featured in the school newsletter. In addition, 3 times a year, Ultimate Ninja stickers are awarded to children who read at home very regularly and/or use our learning apps regularly – in recognition of their excellent role-model learning behaviours.

Communication with home

Staff are encouraged to send notes home, speak to parents after school and ring home in the event of examples of exceptional/significantly improved behaviour/work.

Behaviour Guidelines - Sanctions

Pupils learn from experience to expect fair and consistently applied sanctions 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 and individual behaviour plans.***

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENCO and support agencies.
- Do everything reasonably possible to avoid exclusion from academy.
- To provide a safe working environment for pupils and adults.

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**. **Frame the sanctions in the context of the 3 rules wherever practicable.**

Importantly, we know that it is the certainty of a sanction that is important, rather than its severity. Children need to know that certain behaviours will be consistently sanctioned and that the sanction will always be followed through every time.

Sanctions – Procedures (see Appendix D for lunchtime procedures)

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. **Depending on the nature of the offence this may include permanent exclusion.**

However, as a general rule for minor misdemeanours, the following sequence should be adhered to, with steps 1 and 2 being compulsory. The Silverdale Academy day will be split into **THREE sessions**. All yellow cards will be rescinded prior to the start of a new session. If the child has received a red card during a session, and has undertaken their sanction (paired class, loss of breaktime), then the red card is removed for the afternoon.

In addition to the procedures below, if a child doesn't complete work as a result of refusal/lack of reasonable effort, then they may be required to complete the work set during a break or lunchtime.

If unacceptable behaviour occurs:

(Classroom teacher)

Use normal strategies:

e.g. Polite but firm requests, warnings. Consider repositioning, separating etc.

Step 1 (Classroom teacher)

Give a final warning:

Clearly explain the behaviour that is unacceptable and which rule it breaks. Explain that if this behaviour continues a yellow card will be issued and they will lose some of their playtime. Follow the '30 second intervention' (see Appendix D) sequence to keep this brief and to avoid escalation as a result of secondary behaviours.

Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

FROM NOW ON NO MORE WARNINGS. TAKE ACTION

Step 2 (Classroom teacher)

YELLOW CARD

- Child sent to designated chair/area of classroom (if class teacher deems this as necessary)
- 5-10 minutes in order to reflect, calm down etc without causing disturbance.
- Child will lose some of their breaktime to reflect upon their behaviour through a conversation with the teacher.
- Again, follow the '30 second intervention' (see Appendix D) sequence to keep this brief and to avoid escalation as a result of secondary behaviours.

*If behaviour improves return to normal place in the classroom - if not, or if child doesn't comply, move to **Step 3***

Step 3 (Paired class)

RED CARD

- Child escorted to paired class by a member of staff. If no class based adult is available, then SLT can be called to escort Paired classes are chosen for geographical proximity – so this will not normally be necessary.
- A period to time, at the discretion of the Class Teacher but usually around 20 minutes, working alone without causing disturbance. Child sent with pre-prepared work that they can complete unaided.
- Child then loses part of their lunchtime as a consequence. Child is escorted to the designated member of SLT by the class teacher or a teaching assistant who will describe the child's behaviour.
- Member of staff records details of the incident on CPOMS.
- Parents must be informed if a red card has been issued. This should be done by the class teacher.
- If a child receives 3 red cards over the course of a term then parents must be contacted to arrange a formal meeting with the Class Teacher and Head of Year to discuss and agree a strategy to improve behaviour going forward. This meeting should be recorded on CPOMS. Strategies could include the use of daily/weekly report cards to promote good behaviour and ensure a close working partnership with parents.

- If behaviour does not improve following the meeting with parents, and agreed strategies being put in place, then a follow-up meeting should take place with a member of SLT.

If behaviour improves return to class.

*If not or if child refuses, move to **Step 4***

Step 4 (SLT) INTERNAL EXCLUSION

Walkie talkie used to contact a member of SLT or Thrive (depending upon the professional judgement of the circumstances and agreed strategies for individual children). Child will be removed from class and be required to complete the work set away from their peers. When using the walkie talkie please be mindful of the need to maintain confidentiality and brevity. Typically, a message should simply be “Please can a member of SLT/Thrive come to ‘x classroom’ to support”.

If behaviour subsequently improves child can be returned to class, initially to sit separated from peers from which they can then be returned to their normal place at the teacher’s discretion – as part of a phased return to class.

Behaviour Support and Risk Reduction Plans

Where behaviour is consistently not in line with our expectations, and there could be a risk to the child, staff, other adults or school property, a behaviour support and risk reduction plan will be put in place. This will be put together in consultation with the child, the adults who work with them in school and their parent/carer. It will include primary, secondary and reactive strategies, along with an assessment of risk before and after mitigations are put in place. This will be reviewed on a regular basis as and when circumstances change to necessitate a change in risk rating or evolution of strategies used.

Use of Partner Agencies

The Academy works extensively with partner agencies to help understand, manage and improve the behaviour of our pupils. This work is bespoke, designed around the needs of our most vulnerable children. This could include referral to the Triple P parenting service to help parents support the behaviour of their children at home, referral to ESBAS for specialist behaviour support along with assessment by the SEND team and appropriate referral for any specific additional needs.

Key Roles and Responsibilities

Like safeguarding, behaviour is everyone’s responsibility – all adults are responsible for modelling and reinforcing high expectations for excellent behaviour at Silverdale. The Assistant Principal will be responsible for the day-to-day

implementation of this Behaviour Management Policy, and the procedures of Silverdale Academy.

Staff (including teachers, support staff and volunteers) will be responsible for following the policy and for ensuring the students do so as well. They will also be responsible for ensuring the policy is implemented fairly and consistently. Staff will create a supportive and high-quality learning environment, teaching positive behaviour for learning.

Parents and carers will be expected to take responsibility for the behaviour of their child/children inside and outside the school and promote positive behaviour for learning, modelling acceptable behaviour

Pupils are responsible for their own behaviour inside and outside of the school.

The Local Governing Board (LGB) are responsible for overseeing the work of the Academy. They receive the Principal's Report' 3 times a year, which includes a section reporting on behaviour in the Academy.

Uniform policy

The Academy Uniform Policy is available on the website, and regular reminders feature in the school newsletter. The policy does not require the wearing of specifically branded uniform and provides a range of comfortable and affordable options. Consequently, the Academy expects children to be smartly turned out in the correct uniform every day. Breaches of the uniform policy will initially result in a reminder being sent to parents. Children may also be provided with for the day, and required to wear, replacement items of uniform if they come to school in the incorrect uniform e.g. a school jumper, black shoes etc.

End of phase transitions

Nursery – EYFS: Our EYFS team visit the settings that our children attend prior to their start at Silverdale Primary Academy. In the event of children with specific SEND, the Academy SENCO will also liaise with settings and parents to establish patterns of behaviour and strategies that have been successful in the past. Before starting the Academy, children & parents have the opportunity to meet the EYFS team at our 'teddy bear's picnic' event in the summer. In addition, parents all come in for a 1:1 visit with the classroom teacher in the week prior to the children starting EYFS to identify any additional support that could be put in place to support their transition.

End of Year: The Academy operates a transition programme for all children involving taster days and other opportunities to meet their new teaching team. In addition, for children with SEND and/or identified behavior needs, the SEND and Thrive team create social stories and work with children to help ease the adjustment and minimise the potential for anxiety or other challenges.

Year 6 – Secondary: We work closely with the schools that our children move on to at the end of Year 6. In addition to the normal programme of transition, our SEND team work with identified children and we support additional 'taster days' at the Secondaries by providing staff to accompany children where this is needed.

In all cases, information is transferred to the relevant school, including all records kept on CPOMs. Our Year 6 team meet with colleagues from the secondary schools, along with a DSL where a child is subject to keywork, CiN or a CP plan.

Defiance

Outright refusal by a pupil to comply with the school behaviour policy is serious. It undermines the credibility of the staff involved and the Academy's established routines. If a child refuses a direct instruction by a senior member of staff, that child's parents will be called to attend school for a meeting as soon as possible. This meeting is to discuss the child's behaviour and consequences of it, not to debate or dissect the events themselves. If a parent cannot/will not attend such a meeting promptly, the child may need to work in isolation.

Restrictive Physical Intervention (RPI)

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them: Causing disorder; hurting themselves/others or damaging property. Incidents of physical restraint must: always be used as a last resort; be applied using the minimum amount of force and for the minimum amount of time possible; be used

in a way that maintains the safety and dignity of all concerned; never be used as a form of punishment and must always be recorded using CPOMs. In addition, where RPI is used, a full recording form will be completed and uploaded to the child's CPOMS file. Where RPI is used, a parent/carer will always be informed.

Exclusion

The academy follows the [University of Brighton Academies Trust exclusions policy](#). This policy, and government guidance, makes it clear that a fixed period, or permanent exclusion, may be issued in the event of serious or repeated breaches of this behaviour policy. Permanent exclusion can be used for serious "one-off" offences such as: Serious actual or threatened violence against a pupil or a member of staff; activities involving drugs or substance abuse; criminal offences; bringing offensive weapons onto the academy site; sexual abuse or sexual assault; repeated breaches of the academies' behaviour policies.

In the event that a child is issued with a Fixed Term Exclusion (FTE) a parent will be required to attend a reintegration meeting in the morning after the end of the FTE before the child returns to school. At this meeting behaviour targets will be set and the expectations of improved behaviour clearly communicated.

Searching, screening & confiscation

The Academy reserves the right to search, screen & confiscate as appropriate. In doing so, we follow the Department for Education guidelines (Appendix C).

Child on Child Abuse

Child-on-child abuse is defined as "any form of physical, sexual and emotional and financial abuse, and coercive control, exercised between children and within children's relationships, both intimate and non-intimate" (Abuse between young people: a contextual account (Routledge 2017). Opportunities for such abuse to occur are reduced through our 'behaviour curriculum' approach and consistently high expectations for behaviour around the academy. Where there is evidence that such abuse is taking place, the academy responds rigorously in line with our safe guarding procedures. Our PSHE curriculum provides opportunities for children to explore relationships and the types of behaviour that are inappropriate and potentially damaging.

Behaviour management in EYFS

Each classroom has a reflection area which has positive reinforcement visuals when in use. There is also a traffic light system. Children will be given two warnings to unacceptable behaviour, if there is a subsequent warning they will move onto the amber section of the traffic light and finally move to red if behaviour continues to deteriorate. Once on red the child has time to reflect in the 'reflection area' with a timer. They move back onto green. If the process is repeated the child is sent to the paired class's reflection area. For outstanding behaviour the children move to the gold section above the green. This signifies and celebrates brilliant achievement, which may be academic or behaviour.

Repeated poor behaviour, or more serious incidents, will be reported to SLT for further action and support.

Vulnerable children - Guidance

The academy acknowledges that a small minority of children may, for whatever reason, may need additional support 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 Educational Health Care Plans and those in public care. Preparation for life beyond primary school is an essential part of our role and it is important therefore that SEND is viewed as an explanation, rather than an excuse – we aim to build personal responsibility within our pupils.

Key staff work with the SENCO to ensure behaviour management strategies and practice are, where necessary, appropriately and reasonably adjusted to support and manage the behaviour of pupils with SEND. These adjustments are documented through an 'Assess, Plan, Do (APD)', which is a working document and is updated as necessary. Where needed, an individual risk assessment is also developed.

The Academy aims to include the views, wishes and feelings of the pupil with SEND and their parents/carers when planning outcomes related to behaviour and attendance.

Where there are behaviour concerns there will be collaborative work with families and pupils and an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health needs.

In these exceptional circumstances the academy will try to avoid exclusion. It is important that parents are informed and involved when behaviour plans and behaviour targets (in conjunction with the SEN Dept.) are agreed in order to establish possible causes and form a partnership of support. Regular communication between home and the academy as well as daily feedback to the child regarding progress is essential. This can be achieved through the use of a home/academy book and/or daily report cards.

Malicious Accusations against Silverdale Academy staff members

Where a child is found to have made a malicious accusation against a member of staff this will be dealt with using an appropriate sanction (as deemed necessary by the Principal) in line with our sanctions procedures, or by exclusion if appropriate.

Pupils' conduct outside the academy gates. What the law allows:

Teachers have the power to discipline pupils for misbehaving outside of the academy premises "to such an extent as is reasonable". Silverdale Academy will respond to non-criminal bad behaviour and bullying which occurs off the academy premises and which is witnessed by a staff member or reported to the academy. Silverdale Academy staff may discipline pupils for:

misbehaviour when the pupil is:

- taking part in any academy-organised or academy-related activity or
- travelling to or from the academy or
- wearing academy uniform or
- in some other way identifiable as a pupil at the academy.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the academy or
- pose a threat to another pupil or member of the public or
- could adversely affect the reputation of the academy.

In all cases of dealing with misbehaviour outside of the academy premises, parents or carers will be contacted and a course of action decided in line with our sanctions procedures. Academy staff can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Behaviour – Offsite Visits

The academy has a clear code of conduct for academy offsite visits based on the Behaviour Management Policy. Expectations of pupil behaviour off-site are the same as in school and group leaders need to be very clear about the steps that they will take in the event of unacceptable behaviour. This code of conduct will be part of the condition of booking by the parents/carers, and includes the potential of withdrawal of a child, prior to and during the visit, if such conduct is inappropriate. If a child's behaviour in school could cause risk to that child or others in the group, the child should not be taken off-site unless the Senior Leadership Team is satisfied about the child's future conduct. The child's parent/carer may be asked to accompany the child on the visit. A separate risk assessment should be written for pupils whose behaviour may give cause for concern. Any relevant documentation such as Behaviour Support Plans must be taken into account. Any decision not to take a pupil on an off-site visit must be documented in the risk assessment following agreement of the SLT.

OFFSITE SANCTIONS PROCEDURE

Where reasonably possible the following steps, that are in-line with the academy sanctions procedures, should be adhered to.

Step 1 (Responsible adult) Give a final warning:

Clearly explain the behaviour that is unacceptable and which rule it breaks. Explain that if this behaviour continues a yellow card will be issued and they will lose some of their activity time. Follow the '30 second intervention' (see Appendix D) sequence to keep this brief and to avoid escalation as a result of secondary behaviours. Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

FROM NOW ON NO MORE WARNINGS. TAKE ACTION

Step 2 (Responsible adult) YELLOW CARD

- Child sent to adult leading the offsite visit (Group Leader)
- 5-10 minutes to reflect, calm down etc without causing disturbance.
- Child returns to responsible group

If behaviour improves return to responsible adult.

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

Step 3 (Responsible adult) RED CARD

- Child escorted to adult leading the offsite visit (Group Leader) for the remainder of the visit
- Group leader records information on risk assessment or other relevant documentation

(Other relevant documentation – Silverdale Primary Academy Offsite Activities and Educational Visits Policy)

Step 4 (Group Leader)

- Group leader to contact Vice Principal/Principal to inform the academy that child is to take no further part in the offsite visit
- Academy or Group Leader to contact parents to collect child. If this is not possible then other options to be carefully considered
- Group leader records information on risk assessment or other relevant documentation

N.B

In all cases of a child being removed from an offsite visit (including residential), parents should incur any costs involved in this process.

Behaviour management and discipline in schools, what the law says:

- [Government guidance](#) (2022) makes it clear that all paid staff at schools have the power and responsibility to discipline pupils for misbehavior. School behavior policies should include: “High standards and clear rules should reflect the values of the school and outline the expectations and consequences of behaviour for everyone.”
- Teachers (and other paid staff such as Teaching Assistants) have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The guidance sets out a range of potential sanctions that can be imposed by school staff, providing they are proportionate and reasonable. These include, but are not limited to: A verbal reprimand; The setting of written tasks as punishments, such as an account of their behaviour; Loss of privileges – for instance the loss of a prized responsibility; Detention including during lunch-time, after school and at weekends; School based community service or imposition of a task – such as tidying a classroom; Scheduled uniform and other behaviour checks; Being placed “on report” for behaviour monitoring.
- In more extreme cases schools may use temporary or permanent exclusion.

The Equality Act 2010

Silverdale Academy has a legal duty under the Equality Act 2010. The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions,
- in the way it provides education for pupils,
- in the way it provides pupils access to any benefit, facility or service, or
- by excluding a pupil or subjecting them to any other detriment.

In practice, any persons acting on behalf of the responsible body – including employees of the school – are liable for their own discriminatory actions, and the responsible body is also liable unless it can show that it has taken all reasonable steps to stop the individual from doing the discriminatory action or from doing anything of that kind.

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their: sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity

Preventing Bullying Policy - Silverdale Academy has a separate Preventing Bullying Policy which can be found on the Academy website.

Appendix A – Smiley behaviours at Silverdale

Smileys Reward System

Staff at Silverdale use praise and rewards routinely, highlighting those pupils who are going above and beyond expectations to encourage desired behaviours. Staff may use a combination of in-class rewards and Smileys when they see behaviour which goes above and beyond normal expectations. Smileys are recorded on ClassDojo, and can be redeemed at the Smiley Shop for a range of rewards. Smileys will be awarded to pupils who go above expectations consistently. The below table is a guide. Staff typically award no more than 2 Smileys at any one time. In exceptional circumstances, 5 or 10 Smileys may be awarded (see guide below).

Smileys Awarded	Desirable Behaviours:
0	<ul style="list-style-type: none"> • Meet and Greet politely • Following instructions – first time, every time • Enter the classroom in a quiet and orderly manner • Begin their work promptly • Is equipped for learning (inc PE kit) and in full school uniform • Effort and focus sustained throughout the lesson • Positive attitude to learning • Looking after their belongings and school property • Using Fantastic Walking when moving around the school
1	<ul style="list-style-type: none"> • Exhibiting the expected desirable behaviours above when others are not • Holding doors for peers and staff members • Assisting members of staff • Being enthusiastic in lessons • Improved effort with written work/class work/homework • Making meaningful contributions to class discussions consistently throughout a lesson • Getting changed for PE/Forest School/Swimming quickly • Being an exemplary talk partner • Being a good friend to everyone
2	<ul style="list-style-type: none"> • Being a role model of excellent behaviour – going <i>above and beyond</i> expectations • Thoughtful contributions during assemblies • Asking thoughtful questions • Supporting their peers with their learning effectively • Showing high levels of resilience when they find something challenging • Working hard in subjects they typically find challenging • Good effort with written work/class work/homework • Moving up a book band/Times table sheet • Consistently reading at home (5+ every week) • Consistent use of home learning apps – e.g. DoodleMaths, Reading Eggs/Spelling Shed.
5 – SLT sticker	<ul style="list-style-type: none"> • Exceptional behaviour, effort or quality of work.
10 – Ninja sticker awarded!	<ul style="list-style-type: none"> • Selfless acts of kindness • Performing in assemblies/to the class to a high standard • Being an excellent ambassador for our school at inter-school events/on trips • Exceptional effort with classwork/written work/homework • Principal award winner • Consistently exceptional behaviour

Appendix B – Norms and Routines at Silverdale

How to behave at Silverdale Primary Academy

<u>Rule</u>	<u>Norms & Routines</u>	<u>Shared Mantras</u>
READY	<p>Full school uniform</p> <p>PE/Forest School/Swimming kit</p> <p>Reading Record and Reading Book</p> <p>On-time for school and every lesson</p> <p>Sitting up straight, Tracking the speaker, Ask and answer questions and Respect those around you.</p>	<p>Dressed to impress</p> <p>Every second counts</p> <p>STAR</p>
RESPECTFUL	<p>Moving around the school</p> <p>Holding the doors for other adults and children</p> <p>Meeting and Greeting each other politely</p> <p>Listening and following instructions</p>	<p>Fantastic Walking</p> <p>Smile and the world smiles back</p> <p>First time – every time.</p>
RESPONSIBLE	<p>Honesty</p> <p>Reflect</p> <p>Sorry</p> <p>Being safe</p>	<p>It takes strength and courage to admit the truth</p> <p>Never ruin an apology with an excuse.</p>

Appendix C – Department for Education advice on Searching, Screening and Confiscation.

Please contact the school office if you wish to see a copy of this guidance. It can also be read online via the government website at: <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Appendix D – 30 second intervention

When addressing poor behaviour in classrooms, at playtimes and around the school, school staff will use the broad template of the 30 second intervention below – but this is not prescriptive and staff will use their professional judgement to adapt as necessary to the situation.

Importantly, staff will endeavour to remain neutral and calm when dealing with misbehaviour, as this is most effective in deescalating poor behaviour.

Behaviour script for misdemeanors (playtime example)

1. I noticed you are... (e.g. play-fighting)
2. You have broken our rule about (e.g. being responsible – play fighting can be unsafe.)
3. You have chosen to.. (e.g. miss the next 5 minutes of your playtime standing by the...)
4. Do you remember last week/earlier today when you... (e.g. played really nicely and had a great lunchtime)?
5. That is who I need to see today...
6. Thank you for listening.

Then walk away and expect compliance. Don't, at this stage, get drawn into any secondary behaviour – you can revisit this when you return to speak to the child – remain focused on the primary behaviour that caused you to speak to the child in the first place.

Step 4 is really important – the child needs to be reminded what 'good looks like'.

It is not the severity of the sanction that is most important in dealing with misdemeanors – it is the certainty. Follow through every time and remain focused on the primary behaviour that caused you to speak to the child in the first place.

Behaviour management at lunchtimes

Staff should follow all the usual steps for behaviour management at lunchtimes, as per the main policy with the following key differences:

Yellow card – results in ‘time out’ which will typically be a few minutes in a designated space. Children should be reminded about the behaviour that is expected before being allowed to return to play.

Red card – results in being taken to a member of SLT for reflection (unless this happens at the very end of lunchtime, in which case it will need to be logged and reflection will take place the following day). Children should be escorted to the relevant SLT member (see rota). If a child refuses then staff will follow the procedure as per the main behaviour policy and call SLT on a walkie talkie.

Persistent misbehaviour at lunchtimes may result in alternative strategies being used – such as a lunchtime timetable including time off the playground for a period of time. This will be done in consultation with parents, but the school’s decision will ultimately be final to ensure that children can enjoy a safe and fun playtime.

Appendix F – Paired classes

In the event that a child receives a red card they will be escorted to their paired class where they will be required to work for a period of approximately 20 minutes. This should be independent unaided work – this could be continuing with the work from the classroom (if practical to do independently) or separate work that is provided by the class teacher (prepared work for this purpose should be kept in the class file).

Paired classes have been selected primarily for geographic location in the school to minimise the distance between paired classrooms.

Paired classes:

Year 1

Maple to Elm

Elm to Holly

Holly to Maple

Year 2

Pine to Aspen

Aspen to Sycamore

Sycamore to Pine

KS2 pairs

Rowan & Whitebeam

Cedar & Lime

Elderflower & Juniper

Beech & Hazel

Hornbeam & Elder

Magnolia & Blackthorn



Inclusion & behaviour procedure

