



Silsden Primary School

Behaviour Policy

Adopted: Sept 2019

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Silsden Primary School Behaviour Policy

Rationale:

Silsden Primary School believes in the six principles of Nurture. At their core is the understanding that all behaviour has a reason and is driven by feelings. We also want to provide a calm and friendly school environment in which effective learning can take place, allowing all pupils to realise their full potential personally, educationally and socially. We want all stakeholders to play their part in delivering a consistent and effective approach to promoting good behaviour.

Aims:

To ensure positive relationships exist between all stakeholders, based upon mutual respect and effective communication.

To help children develop self-respect and personal worth, understanding that their behaviour is their own responsibility.

To enable good teaching and learning to take place across school so all learners achieve their potential academically, socially and emotionally.

To deal effectively with bullying, harassment, discrimination and aggression towards any stakeholder for any reason.

To ensure that all pupils, staff, parents and governors are clearly aware of what we, as a school, consider to be acceptable behaviour in any given situation.

To establish strategies to support children who find it difficult to behave consistently well.

To reinforce and encourage good behaviour which has been agreed by all children and staff and is endorsed by parents in the Home School Agreement.

Our Core Beliefs:

Good behaviour will be taught, modelled and encouraged at every opportunity. For children to succeed in their learning they need to have respect for themselves and others. This will make our school a peaceful and harmonious place to work. All members of staff and children are expected to actively promote, model and praise the six Silsden Primary Golden rules, which are:

Treat everyone with kindness and good manners

Be ready to learn

Listen when someone is speaking

Always do your best

Keep everyone safe at all times

Look after and share equipment

Communal Behaviours

The behaviours expected from all children in whole school environments will be taught, modelled and practised at the start of each year and after every school holiday. Where appropriate children will be rewarded using the whole school reward scheme.

Entering School at break and lunchtimes

- All teachers will be outside before the bell (or whistle) is sounded, ready to greet the children and take them inside.
- A bell (or whistle) is sounded as a signal to stop, stand still and be silent. A visual cue is given (e.g. a raised hand) and will be repeated by children as a response. On the sound of a second bell (or whistle), children walk to their class line, collecting any equipment or bags on the way.
- Classes line up in the playground with their teacher and walk in calmly. If the children do not act appropriately as a class then they are expected to go back and repeat the process again.

Movement around School

- Children walk on the left of the corridor.
- Children walk sensibly in single file, hold the handrail (where there is one) and keep to the left when using stairs.
- All staff and children are expected to hold doors open for others. Everyone should say thank you to someone holding a door open for them.
- Staff are present in and around the corridors and cloakrooms at transition times. They are encouraged to praise children acting responsibly, e.g. "Thank you for walking on the left. You are showing the rest of the school a really good example."
- Children walk silently in a class line to and from the hall, or any other area of the school (including for a fire drill), led by an adult.
- Designated children are responsible for holding the doors when moving through school to assembly.
- If behaviour in a class line is not as expected, the class will practise lining up at playtime.

Assembly

- All children sit on the floor for assemblies in class lines as instructed - unless for medical, or other agreed, reasons.
- Children and staff are expected to listen attentively and participate appropriately in all assembly activities (e.g. singing).
- Children remain seated and silent until their line is dismissed from the assembly hall. They are led in silence back to their classroom.
- Inappropriate speaking during assemblies is not accepted from staff or children. Children are given one direction (or reminder) before a note of their name is taken. Children are then moved down a step on the ladder when they return to class.
- Staff give non-verbal direction to pupils where possible. If verbal instructions are needed, they are undertaken quietly.

- All staff are responsible for the behaviour of every child, even if they do not work directly with the child's class. Children with individual behaviour or crisis plans are, wherever possible, dealt with by an adult who knows the child well. Expectations are the same for all children but some may need additional arrangements or provision (as per their plan). All staff are aware of children with individual behaviour or crisis plans and are expected to follow this plan when becoming involved with the child in order not to exacerbate a situation.
- Staff present in an assembly should always model expected behaviours.

Toilets and Other Reasons for Being Out of Class

- Children are always expected to ask for adult permission to go to the toilet. Trips are encouraged to take place at break times rather than learning times (especially in KS2).

In the Playground and Dining Hall

- Children follow agreed Silsden Primary School rules (see appendix).
- All staff on duty model good playground and dining hall behaviours.
- In the playground, staff are trained and positioned to encourage and establish positive play and to maximise safety.

Systems to Manage Behaviour

Recognitions

The Ladder system - Individual Rewards

The school rules will be displayed in all areas of school, inside and out. They will be prominent at the front of every classroom and referred to regularly. These 6 rules will be consistent throughout school (in EYFS, KS1 and KS2)

Each class will use a ladder system for behaviour and attitude to work as well as attainment.

- Children start the day with their name on Green if previously on yellow or red.
- They move up the ladder by moving a laminated photo or name.
- Children spotted consistently keeping the rules are able to move 1 place up the ladder. Teachers will use the ladder primarily to promote good behaviour and good learning behaviours appropriate to the age of the child.
- In exceptional circumstances (e.g. good homework, helping another child, learning above and beyond), pupils can jump straight up to Gold.
- If a child moves up the ladder, they stay on the same spot at the start of the next day. If a child has been moved down they return to Green.
- Upon reaching Gold, a child will get a stamp in their gemstone booklet (see below) and go back to start at Green.
- If a child's name is moved down the ladder for not making the right choice, they need a verbal warning first to enable them to make the right choice.
If they continue to make the wrong choice, they should be moved down and as soon as they start to conform, their name should be moved back to Green.
- If a child's name is moved down to Red after repeatedly making the wrong choice or a serious one off incident, their name should be recorded elsewhere to make a record of the consequence to take place (e.g. CPOMs or Behaviour Book). Their name should be moved back to Green, at all times the self-esteem and mental health of the child is taken into account. Parents should be contacted/informed at the end of the day if a child has been moved to red during the day. This communication should be either in person or a telephone call.
- At the end of dinner times and break times, staff that are on duty should report positive and negative behaviours to class teachers so they can adjust the class ladder accordingly.

Ladder System

Gold

Silver

Bronze

Green

Yellow

Red

Gemstone Booklets

- Each time a pupil reaches Gold, they receive a stamp in their gemstone booklet. Depending on their age, they also receive a sticker to wear to inform parents of their positive behaviour.
- There are seven different gemstone booklets which children work their way through during their time at Silsden Primary School. When pupils move between Year Groups, their booklets transfer with them. The booklets will start in Year 1.
- Book 1: Ruby
Book 2: Emerald
Book 3: Sapphire
Book 4: Topaz
Book 5: Amber
Book 6: Amethyst
Book 7: Diamond
- The booklets have an increasing number of boxes to stamp as pupils move through the gemstones.

Booklet	To Complete Booklet		
	Visits to Gold	Weeks*	
Book 1: Ruby	30	15	(15)
Book 2: Emerald	40	20	(35)
Book 3: Sapphire	50	25	(60)
Book 4: Topaz	60	30	(90)
Book 5: Amber	70	35	(125)
Book 6: Amethyst	80	40	(165)
Book 7: Diamond	100	50	(215)

* Assuming an average of 2 visits to Gold per week. A child starting in Year 1 and moving through to the end of Year 6 should have over 230 weeks at Silsden Primary School.

- When a child has reached the end of a booklet, they are recognised in assembly and receive a prize.
- Any child who gets to end of the Diamond booklet during their time at Silsden Primary School receives special recognition, and will be rewarded with an outing.
- Children who have individual behaviour plans, or who are accessing our nurture group provision, may have their own individual behaviour management system. In these circumstances, the child has the opportunity to collect stamps for their gemstone booklet via their own system or chart (instead of the ladder system, rather than in addition).

The Behaviour Focus - Whole Class Rewards

- Each class uses a 'marble in the jar' approach to recognise when a whole class is seen keeping the six school rules.
- Marbles are counted weekly and the leading class in each key stage group earns 15 minutes reward time which may be used or banked.

Consequences

Low Level Behaviour

Behaviours that are not in keeping with classroom rules are primarily dealt with by the class teacher or another adult in class. They are unlikely to require intervention from a member of the Senior Leadership Team (see appendix for additional information).

Within the classroom, children are encouraged to use a class-based time out on their own initiative (at the discretion of the teacher) if they are finding something hard to cope with. This ability to reflect is seen to be a **very positive** step for children and is encouraged as a way of helping the child self-regulate and to find strategies to manage their own behaviour.

A verbal reminder using the school rules as a prompt will be given to a child.

Consequences for Unacceptable Behaviour

At all times, adults at Silsden Primary School adhere to and use appropriate language when dealing with any unwanted behaviours. They will adhere to any agreed procedures and approaches for individual children.

The consequences detailed below are usually followed in a sequential order but depending on the severity of the behaviour incident the child can be issued with a higher consequence.

Consequence 1: Yellow on the ladder/ Adult initiated 'time out' in class

Lead: Class Teacher

If a child continues to make a negative choice then they will be moved to Yellow on the ladder system. (Irrespective of their starting points.)

If a child continues to react negatively to the strategies used by the class teacher, they are given a clear choice and consequence, followed by a short amount of time to allow them to make the choice.

If the child makes a negative choice, the class teacher (or other adult) will initiate a time out in class for the child. The child will move to the quiet area for up to 10 minutes and use books and/or calming toys. Upon completion of the time out, the child is expected to return quietly to their work and continue. Any work missed can be caught up within the lesson or afterwards.

If appropriate a record should be made on CPOMs.

Consequence 2: Missed play time

Lead: Class Teacher

When a child is moved down on to the Red section of the ladder they will be required to miss ten minutes from their next scheduled play time (same or following day). They are expected to either stay, with supervision, in a classroom for the designated period or to stand with an adult in the playground.

Class teachers inform parents by phone, or via a brief conversation at the end of the school day.

Consequence 3: School initiated time out of class

Lead: Senior Leadership Team, in conjunction with Class Teacher

Persistent disruptive behaviour or serious misdemeanours, will result in intervention from a member of the school's Senior Leadership Team (SLT). They may move the child to another class or keep the child for a short period of time.

The child will be moved down the ladder to red. Depending on the severity of the incident the child will remain with SLT for a period of time or in another class until they are calm and ready to return to learning.

Records are kept on CPOMs of children who have completed a school initiated time out of class by the class teacher. These records are analysed regularly by SLT (SENDCo and Head teacher) in order to monitor frequency and identify possible triggers.

Parents are informed that their child has had to complete a school initiated time out via face-to-face conversation (or phone call) with SLT or the class teacher. They will be invited in to meet with the class teacher who will inform them of the next steps and provision.

Consequence 4: Extended school initiated time out of class (Internal Exclusion)

Lead: Senior Leadership Team, in conjunction with Class Teacher

Further to the above, more extreme behaviours may lead to a child spending an extended period of time out of class – an internal exclusion. This may take place on the same, or following, day. The duration for this will be agreed between the SLT and the class teacher and in consultation with the head. Following an internal exclusion, the child's behaviour will be closely monitored (e.g. by using a report card).

Records are kept (on CPOMs) of children who have completed an internal exclusion by the SLT. Parents are informed that their child has had to complete an internal exclusion via face-to-face conversation (or phone call) with SLT or the class teacher. They will be invited in to meet with the class teacher and SENDCo who will inform them of the next steps and provision. A plan should be put in place at this point and a discussion around the possibility of fixed term exclusion if behaviours continue.

If there is any physical or verbal abuse directed at adults, the relevant LEA documentation will be completed. A Serious Incident Form will also be completed and reviewed by a member of the SLT or the Head Teacher.

Consequence 5: Suspension/Exclusion

Lead: Headteacher

The school will only suspend/exclude a pupil where it is absolutely necessary, and where all other possible disciplinary sanctions, as detailed in this policy have failed to be successful. Further details can be found in our school's Suspension and Permanent Exclusion Policy.

The following examples of behaviour may underline the school's decision to exclude a pupil:

- Any incident which poses a risk to other pupils or members of staff, e.g. bringing a weapon onto the premises
- Any incidents which breach the law

- Persistent and severe bullying
- Verbal and physical abuse
- Constant disruption
- A single, serious and major incident, e.g. serious assault on another individual leading to injury

Use of Reasonable Force – written in line with DfE guidance Use of Reasonable Force July 13. Update 2015

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. The nature of contact can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury to themselves, others or property.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use physical contact to manage pupils who are causing harm to themselves, others or property. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to bring a pupil back under control using physical contact. It should only be used in extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force¹.
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The use of reasonable force

¹ Section 93, Education and Inspections Act 2006

should only be considered when all other aspects of the schools behaviour policy have been applied to resolve the situation.

- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

School can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

School cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Whenever force is used to control or restrain a child who is dysregulated or non compliant then 2 adults MUST be present the incident should be recorded on CPOMS (category Reasonable Force) listing the chronology using ABCs and documenting the staff who were present, copying in members of SMT.

Power to search pupils without consent

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”²:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force **cannot** be used to search for items banned under the school rules.

Separate guidance is available on the power to search without consent – see the ‘Further sources of information’ section for a link to this document.

² Section 550ZB(5) of the Education Act 1996

Monitoring and Review

The Headteacher is responsible for reviewing this policy annually.

The effectiveness of this policy will be monitored and evaluated by all members of staff. Any concerns will be reported to the Headteacher immediately.