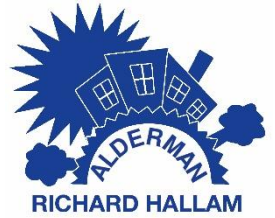


ALDERMAN RICHARD HALLAM PRIMARY SCHOOL

ARH – Educating a community of life-long learners

Behaviour Policy



Behaviour Policy

Our School Ethos

At Alderman Richard Hallam Primary School, the happiness and safety of our children is paramount. We feel that effective behaviour management is key to achieving this. We want every child to be able to engage actively in learning and reach their full potential in all areas of school life, knowing that they are cared for and supported. We believe that this policy will:

- Promote high self-esteem
- Promote good behaviour
- Promote self-discipline and respect for others
- Ensure fairness and consistency when responding to all behaviours
- Provide a safe environment free from disruption, bullying, violence, discrimination and any forms of harassment
- Encourage a positive partnership with parents

School Rules

Our 'Golden Rules' are displayed in every classroom. These are shared at the beginning of the school year with the class and are referred to regularly by all staff. They are phrased to share our expectations clearly in terms of what is expected and what is not allowed to ensure there is clarity for all children.

Our school rules are:

- Be kind and gentle – Don't hurt others
- Be honest – Don't tell lies
- Listen carefully – Don't talk when others are speaking
- Try hard with your learning – Don't waste time in school

When children do not follow these rules and the behaviour is either unintentional, or are low-level intentional behaviours, staff use the 'Choice, Chance, Consequence' model to ensure consistency. Children will be offered a choice of ways in which they can alter their behaviour with a clear explanation of what will happen if they do not. If they continue with their unacceptable behaviour, they will be given a chance. If the behaviour continues after this, they will be given a consequence which will focus on reflecting on their behaviour. 'Low-level' behaviours refer to those which are not causing harm to the child, harm to other children or damaging the environment around them.

In rare cases, for behaviours which cause harm (whether emotional or physical), damage to property or significant disruption, choices and chances will not be offered and a consequence will be given directly. Where necessary, this may be escalated to the Year Lead or a member of the Senior Leadership Team as appropriate. Children will still be given the time and opportunity to reflect on their behaviour.

We hope that by allowing the children the opportunity to reflect on their behaviour, and to identify how their behaviours affect others and themselves, that children will make better choices in the future.

Staff

The behaviour of adults in school is a significant factor in creating success for our children and details of expectations are within our Staff Code of Conduct. The modelled behaviour of staff towards each other and children is vital for the wellbeing and success of the school and to be good role models to the pupils in A.R.H., showing our expectations for the children's behaviours and interactions. We believe that the quality of the relationships in school is our biggest strength and the most powerful tool in behaviour management. Classrooms should always be calm, positive, secure places where children feel valued and safe.

Behaviour Policy

All teaching and non-teaching staff are provided with the rewards and consequences section of this document (Appendix 1) to ensure that there is consistency throughout the school in how positive and negative behaviours are handled. All teachers, HLTAs, TAs, midday staff and volunteers are expected to uphold the Behaviour Policy and maintain high expectations for the behaviour of all children in the school. When staff give a consequence for a child's behaviour, it is vital that they see it through themselves.

We believe that good classroom organisation and the provision of an engaging curriculum is key to ensuring that there is good behaviour in our school and all staff are well-supported in ensuring this is the case. We aim to promote in children, through 'No Outsiders', PSHE and our use of the school's 'Ingredients For Success', a sense of shared values, a concept of responsible behaviour and respect for others. We use our 'Ingredients for Success' to reinforce positive behaviours for learning whilst also seeing certain behaviours as over-playing a character strength, for example a child who is shouting out in class may be showing wonderful enthusiasm and love of learning but need to develop their self-control.

Following an incidence of negative behaviour, staff will use a restorative approach with the child focusing on the 4 Rs: respect, responsibility, repair and reintegration. Children will be given an opportunity to reflect on what happened either through the use of a 'thinking chair' or a reflection sheet (see Appendix 2). They will then have an opportunity to talk through what happened with a member of staff, who will use key questions to support this process:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since the incident?
- Who do you think has been affected by the incident? In what way were they affected?
- What do you need to do now to make things right?

Appropriate consequences and actions for repair will then be decided upon with the child, in line with the severity of the behaviour. All staff, including lunchtime staff, are expected to follow a restorative approach with children to ensure consistency across the school.

Staff are aware of ACE's (Adverse Childhood Experiences) and understand that a trauma informed approach to behaviour may be necessary. This policy, and the rewards and consequences within, will serve as a guide for the behaviour management of the vast majority of pupils within the school. In exceptional circumstances, the guidance within this policy may be altered to suit the needs of an individual pupil.

Children

At Alderman Richard Hallam, we aim for children to be confident in self-regulating their behaviour. One way in which we encourage this is through the use of the school council. Our school council consists of one child from each class in KS1 and KS2, elected by their peers. They meet regularly and, as part of their duties, discuss how to ensure rules are implemented and decide on activities to help encourage a positive ethos in the school. They are also expected to help in the implementation of the school rules and to be good role models to their peers.

Alderman Richard Hallam Primary School does not tolerate bullying of any kind and has Anti-Bullying Champions in Years 5 and 6 to help promote this message. They play a key role in resolving conflict, handling any worries children may have and help to ensure that no child feels isolated. Please see our Anti-Bullying Policy for further information.

All children in Year 4 receive peer mediation training which will help them to make good choices and understand how to resolve conflicts effectively. This training is renewed for our Anti-Bullying Champions on an annual basis.

We have high expectations for the behaviour of all children in our school which is shared with the children regularly throughout the school year. Children must not cause harm to themselves, others or damage property; they must not act in a way which negatively impact on theirs and others learning.

Governors

Behaviour Policy

Whilst the Senior Leadership Team (SLT) are responsible for the implementation of our Behaviour Policy on day-to-day matters, the Governing Body may be informed and give advice about extreme behaviours (detailed below). The SLT will regularly provide feedback and analysis of current trends for behaviour within school; this will take place on a termly basis through the Headteacher's Report. Governors regularly undertake learning walks that focus on or encompass behaviour. These are planned throughout the year and incorporate constructive feedback.

Parents and Carers

Our partnership with parents and carers is highly valued and we know that, to ensure children achieve their full potential, a good relationship between the school and the parents and carers is vital. Good News Certificates and Praise Postcards are used to ensure parents and carers are informed of their child's positive behaviours and achievements. Parents and carers can always discuss a problem with their child's teacher in the first instance and, if necessary, can speak to a member of SLT. Contact can be made via phone call or email; an appointment should be made if a parent or carer wishes to discuss an issue in more depth face-to-face.

Early parental involvement is essential where there is a significant or recurring problem. We encourage parents and carers to know that:

- They will be listened to and their opinions valued.
- Unless a teacher is made aware of the facts, they may not know a situation exists.
- It is important to keep a sense of perspective.
- The staff have the best interests of **all** children involved in mind.
- Under no circumstances should they take action against another child or parent, either physically, virtually or verbally.

Where necessary, home/school records may be set up to ensure parents and carers are kept informed of their child's behaviour to ensure there is good communication and to help address certain behaviours.

We ask that our parents and carers model excellent behaviour on school grounds and demonstrate how to resolve conflicts appropriately, through calm discussion. For more details on this, please refer to our Parents and Carers Code of Conduct.

Persistent and Serious Misbehaviour

When a child's behaviour causes a serious and persistent concern, the class teacher, a member of the SLT, the parents or carers and the child will have a meeting to discuss and create a Positive Behaviour Plan for that child which will go on Provision Map. This should include the behaviours that should be avoided, how they will be avoided, what consequences are in place for unacceptable behaviours and what rewards are in place for positive behaviours. There is always an emphasis in the school on support and education to run alongside any consequences needed. This will be monitored on a half-termly basis and a member of SLT will be involved with supporting the class teacher in the implementation of rewards and consequences.

Fixed-term inclusions (wherein the child is in school but does their work with a member of staff outside of the classroom and is not allowed to participate in play during break and lunch times), exclusions or permanent exclusions may be used when the Headteacher and the SLT, in partnership with the class teacher, feel that a situation is sufficiently serious to warrant such a response. The parents and carers will be informed immediately, giving reasons for the inclusion or exclusion. In the case of a longer fixed term inclusion/exclusion, the school will work in partnership with the child and the parents or carers to agree a 'Return to School' strategy. Where a child with a social worker is at risk of exclusion, their social worker will be informed and involved in relevant conversations. Permanent exclusions will only be considered in extreme circumstances and would be in line with statutory procedures.

Child-on-Child Abuse, Sexual Violence and Sexual Harassment

Some behaviour, including sexual harassment, online sexual abuse and sexual violence, is classified as child-on-child abuse and will be dealt with in line with our school's Safeguarding and Child

Behaviour Policy

Protection Policy and our Sexual Violence and Sexual Harassment Policy. These incidences will be recorded on both SIMS and CPOMS to ensure they are responded to appropriately and that the school is able to review any incidences and identify any patterns of behaviour.

The school has an 'It could happen here' approach to such incidences and ensures that all children feel listened to and able to come forwards with any concerns they may have.

Perpetrators of child-on-child abuse will be treated sensitively and supported with education alongside consequences for unacceptable behaviour. It is important not only to address their behaviour but to identify the causes behind it.

'Low-level' behaviour, which can lead to a culture of harm, such as sexualised comments, online behaviours or sexualised actions will be treated seriously and tackled as soon as possible to prevent any situation from escalating.

Victims are encouraged to come forward in the knowledge that their concerns will be treated seriously, are never insignificant and will not be downplayed by staff. A victim will never be given the impression that they are creating a problem by reporting bullying, sexual violence or sexual harassment, nor will a victim ever be made to feel ashamed for making a report or their experience minimised.

Unstructured Times

Many incidences of behaviour take place during the unstructured parts of the day when children aren't in the classroom environment, namely break and lunch times. To address this, the following strategies have been put in place to support children in managing their behaviour effectively.

Break Times

Break times are supervised by members of staff who are responsible for addressing any incidences of behaviour. They are proactive in tackling situations that could lead to an incident, for instance if a group of children are play-fighting.

Teaching staff are expected to run structured activities during break times, whether these be playground games, art activities or sports activities. This can be used to support children who can struggle to manage their behaviour at this time and those who struggle with friendships and social skills.

Where possible, the school has created calm zones for children to use during break times, such as picnic benches, for those children who find break times stressful or overwhelming and prefer calm activities.

Lunch Times

Our lunchtime supervisors are provided with annual behaviour management training to help to support them in their role. Lunchtimes can be a particularly challenging time for behaviour and support is available for any instances of unacceptable behaviour. Lunchtime supervisors are supported by the lunchtime managers and a member of the Senior Leadership Team is available daily on rota to support with any significant issues.

Rewards

We work hard to ensure that we maintain a positive approach to behaviour management at all times in the day and this is continued during lunch times through a range of different rewards including, but not limited to, stickers, positive praise and Headteacher's Tea Party.

Consequences

It is vital that staff are consistent in their application of school rules and consequences; staff will never dismiss unacceptable behaviours or ignore children who speak to them regarding another child's behaviour. Where there are incidences of unacceptable behaviours during lunchtimes, the following consequences will be put in place:

Level 1 – Unintentional Behaviours

Behaviour Policy

If a child does something that they shouldn't but were not aware that this was an unacceptable behaviour and it is the first time they have done this, then this will be addressed sensitively and calmly. The lunchtime supervisor will speak to the child quietly and on their level. They will listen to what the child has to say, provide a clear instruction of the expected behaviour and end the discussion positively.

Level 2 – Intentional Behaviours

If a child has already been spoken to and continues with the unacceptable behaviour, they will need to stand with the lunchtime supervisor for two minutes to reflect on their behaviour. They will be reminded of the expectation and given this time to reflect on why the behaviour is important, to take responsibility for their actions and to show respect to the lunchtime supervisor.

If a child is non-compliant, this will be escalated to five minutes of reflection time.

Level 3 – 'Red-line' Behaviour

Where a child acts in a completely unacceptable way, e.g. bullying others, using derogatory language to others, violence, swearing, spitting or outright defiance, this will be treated as a 'red-line' behaviour. They will be referred directly to the lunchtime manager who will provide an appropriate consequence; these consequences will be in line with our restorative approach to behaviour management. If the lunchtime manager deems it necessary, they will involve the member of SLT on rota for that day.

Once the consequence has been completed and the issue has been resolved, the child will be returned to the lunchtime supervisor who identified the 'red-line' behaviour. The child will apologise to them and then complete their two-minute reflection with them, thus returning authority to the lunchtime supervisor. In this manner, all incidences of behaviour will be resolved by the end of lunchtime.

Where a child has exhibited a 'red-line' behaviour, the lunchtime managers will inform the class teacher of this; **the class teacher should then log this incident on SIMS.**

Inclusion

At Alderman Richard Hallam Primary School, we ensure that we consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible. Whilst we are aware that a child's special educational need and/or disability may affect their behaviour, staff will not assume that all behaviours are related to this – staff judgement will be used on a case-by-case basis. Staff will consider whether a pupil's SEND has contributed to misbehaviour and decide, based on this judgement, whether it is appropriate or lawful to implement a consequence, in line with the Equality Act 2010 and the school's SEND Policy. Furthermore, the school will always try to understand the underlying causes of the behaviour and put in place reasonable adjustments where needed.

Monitoring

All teaching and non-teaching staff are expected to log any unacceptable behaviours (as outlined in Appendix 1) using SIMS (see Appendix 3).

They should log the type of behaviour, an outline of the incident, the children and staff involved and how the matter has been resolved. On a half-termly basis, reports will be created to identify any patterns in times, locations or types of behaviour to help the school to address these issues in the future.

Policy Links

This policy is to be read in conjunction with the following other policies and documents:

- Anti-Bullying Policy
- Complaints Policy
- Mental Health and Emotional Wellbeing Policy for Pupils
- Parent and Carer Code of Conduct
- Safeguarding and Child Protection Policy

Behaviour Policy

- SEND Policy
- Sexual Violence and Sexual Harassment Policy
- Staff Code of Conduct

To be reviewed Autumn 2025

Appendix 1: Rewards and Consequences in Alderman Richard Hallam Primary School

| | Nursery | Reception | KS1 | KS2 |
|---|---|---|---|--|
| Demonstrating good listening | Stickers Pick of the pot, ‘Percy the penguin’ to take home on a Friday and to look after for the weekend. Certificates in assembly. High fives and verbal praise (‘faaaaaantastic’) Labels with what the children have done well used as stickers to generate discussion at home time with parents. ‘Wow’ moments shared in class from parents. Possible Praise Postcard sent home | Stickers Pick of the pot Expert Initiative Well done certificates and reading certificates. Verbal praise. ‘Wow’ moments shared in class from parents. High fives and verbal praise (‘faaaaaantastic’) Sticker or praise from another member of staff. Possible Praise Postcard sent home | 1/2 raffle tickets/sticker/positive praise | 1/2 raffle tickets Positive praise |
| Being a positive role model | | | 1/2 raffle tickets Certificate Sticker Positive praise | 1/2 Raffles tickets Possible Good News Certificate |
| Sitting sensibly during teacher input | | | 1/2 raffle ticket/sticker/positive praise | 1/2 raffle tickets Positive praise |
| Demonstrating the IFS | | | 1/2 raffle tickets Certificate Sticker Positive praise Possible Praise Postcard sent home | 1/2 raffle tickets Possible Good News Certificate Possible Praise Postcard sent home Acting as ‘Expert’ on specific tasks |
| Producing high quality work | Expert Initiative for Phonics and Maths.(2 children) Possible Good News Certificate Possible praise Postcard sent home | Expert initiative. Work placed on the ‘WOW’ wall Sharing their work with another member of staff Sticker or praise from another member of staff. Possible Good News Certificate Possible praise Postcard sent home | 1/2 raffle tickets Possible Good News Certificate Sticker Positive praise Sharing work with another member of staff | 1/2 Raffles tickets Possible Good News Certificate Possible praise Postcard sent home Sharing their work with another member of staff |
| Moving around the school quietly and sensibly | Stickers, Pick of the pot ‘Percy the penguin’ to take home on a Friday and to look after for the weekend. Certificates in assembly. High fives and verbal praise (‘faaaaaantastic’) Labels with what the children have done well used as stickers to generate discussion at home time with parents. ‘Wow’ moments shared in class from parents. | Stickers Pick of the pot Expert Initiative Well done certificates and reading certificates. Verbal praise. ‘Wow’ moments shared in class from parents. High fives and verbal praise- ‘faaaaaantastic’ Sticker or praise from another member of staff. | Individual – 1/2 raffle ticket/sticker/positive praise | 1/2 raffle tickets Positive praise |
| Being kind and caring towards others | | | 1/2 raffle tickets Certificate Sticker Positive praise | 1/2 Raffles tickets Possible Good News Certificate |
| Contributing to class discussions | | | 1/2 raffle tickets Certificate Sticker Positive praise | 1/2 Raffles tickets Possible Good News Certificate Praise Postcard sent home Acting as ‘Expert’ on specific tasks |
| Whole Class Behaviour | | | Year 1 Children have 30 minutes of Golden Time (GT) on a Friday afternoon. This may be | Years 3 and 4 GT is awarded for exceptional whole class behaviour up to a maximum of 30 minutes. |

Appendix 1: Rewards and Consequences in Alderman Richard Hallam Primary School

| | | | | |
|--|--|--|--|--|
| | | | <p>used as consequence time when appropriate.</p> <p>Year 2</p> <p>Children can earn up to a maximum of 30 minutes of GT on a Friday afternoon. This may be used as consequence time when appropriate.</p> | <p>These minutes will not be taken away from the class but individuals may lose minutes for their own behaviour.</p> <p>Years 5 and 6</p> <p>In Years 5 and 6, the focus is on enjoyable, positive time on a Friday afternoon. This may take the form of extra P.E. or mindfulness sessions.</p> |
|--|--|--|--|--|

Parents and carers should be informed through certificates and praise postcards of outstanding behaviour.

General good behaviour should be shared as often as possible to foster a positive relationship between the school and parents and carers.

Exceptional behaviour or outstanding work could result in a visit to the Headteacher or Deputy Headteacher for a special 'Pick of the Pot'.

Each week, pupils receiving Good News Certificate from a particular year group will get to attend the Headteacher's Tea Party for treats and games. The year group selected is on a rota.

Appendix 1: Rewards and Consequences in Alderman Richard Hallam Primary School

| | Nursery | Reception | KS1 | KS2 | SIMS? | Parents Informed? |
|--------------------------------------|--|---|--|--|-------|-------------------|
| Producing bare-minimum work | <p>Choices, Chance, Consequences Consequence - time out with the sad time out bear. When their time out is finished, the bear is then happy and they are asked to apologise to the right person.</p> <p>Children are encouraged to apologise if unkind and to think about how that behaviour has impacted someone else. Staff Involved: T, TA</p> | <p>Choices, Chance, Consequences Consequence - time out of up to 5 minutes in the 'thinking chair' When their time out is finished they are asked to apologise to the right person.</p> <p>Children are encouraged to apologise if unkind and to think about how that behaviour has impacted someone else. Staff Involved: T, TA</p> | <p>Staying in at break/lunch to complete expected level of work (up to 5 minutes – if they need longer this will come out of golden time) Staff Involved: T, TA</p> | <p>Staying in to complete expected level of work Staff Involved: T, TA</p> | x | x |
| Low-level disruption | | | <p>Choices, Chances, Consequences Thinking chair Staff Involved: T, TA</p> | <p>Choices, Chances, Consequences Up to 5 minutes loss of break/GT including reflection sheet Staff Involved: T, TA</p> | ✓ | x |
| Work refusal | | | <p>Choices, Chances, Consequences To complete the work in lesson time/break time/Golden Time Staff Involved: T, YL</p> | <p>Choices, Chances, Consequences To complete the work and reflection sheet with Year Leader in lesson time/own time Staff Involved: T, YL</p> | ✓ | ✓* |
| Name calling | | | <p>Thinking chair followed by reflective discussion with child by T/YL Up to 5 minutes of break time/lunch time/GT lost Staff Involved: T, YL</p> | <p>Reflection sheet followed by reflective discussion with child by T/YL Consequence of up to 5 minutes of break/lunch/golden time following discussion Staff Involved: T, YL</p> | ✓ | x |
| Refusal to follow adult instructions | | | <p>Choices, Chances, Consequence Thinking chair followed by reflective discussion with child by Year Leader Consequence of loss of up to 5 minutes of break time/lunch time/GT that week following discussion Staff Involved: T, YL</p> | <p>Choices, Chances, Consequence Reflection sheet followed by reflective discussion with child by Year Leader Consequence of up to 5 minutes of break/lunch/golden time following discussion Staff Involved: T, YL</p> | ✓ | x |
| Swearing | <p>This is usually an accident or repeated from being heard at this age and they are not aware of what they are saying. We will talk to them about words we do and do not say. Parental involvement* Staff Involved: T, TA</p> | <p>Consequence - Time out/thinking chair Time out in another classroom* Parents to be informed either verbally or through home school diary. Staff Involved: T, TA, YL</p> | <p>Thinking chair followed by reflective discussion with child by YL/PL* Consequence to be decided with the child following discussion Staff Involved: T, YL/PL</p> | <p>Reflection sheet followed by reflective discussion with child by YL/PL* Consequence to be decided with the child following discussion Staff Involved: T, YL/PL</p> | ✓ | ✓* |
| Rudeness to adults | <p>Choices, Chance, Consequences Consequence - time out with the sad time out bear. When their time out is finished, the bear is then happy and they are asked to apologise to the right person. Staff Involved: T, TA</p> | <p>Consequence - Time out/thinking chair Time out in another classroom* / year group* Parents to be informed either verbally or through home school diary. Staff Involved: T, TA, YL</p> | <p>Choices, Chances, Consequence Thinking chair followed by reflective discussion with child by Year Leader Consequence of up to 5 minutes of break time/lunch time/GT following discussion Staff Involved: T, YL</p> | <p>Choices, Chances, Consequence Reflection sheet followed by reflective discussion with child by Year Leader Consequence of up to 10 minutes of break/lunch/golden time following discussion Staff Involved: T, YL</p> | ✓ | x |

Appendix 1: Rewards and Consequences in Alderman Richard Hallam Primary School

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|---|---|---|--|---|---|----|
| Damage to property | Asked to clean/repair what they can Consequence - time out with the sad time out bear. When their time out is finished, the bear is then happy and they are asked to apologise to the right person. Staff Involved: T, TA, PL, SLT* | Consequence - Time out/thinking chair Time out in another classroom* / year group* Parents to be informed either verbally or through home school diary. Staff Involved: T, TA, PL, SLT* | Choices, Chances, Consequence Thinking chair followed by reflective discussion with child by Year Leader/SLT* Consequence to be decided following discussion Staff Involved: T, YL/SLT | Choices, Chances, Consequence Reflection sheet followed by reflective discussion with child by Year Leader/SLT* Consequence to be decided following discussion Staff Involved: T, YL/SLT | ✓ | ✓* |
| Bullying | Consequence - Time out/thinking chair Use of circle time discussions to prevent this from occurring. Child to apologise to person affected by bullying Parents to be informed either verbally or through home school diary* Staff Involved: T, YL, SLT | Consequence - Time out/thinking chair Use of circle time discussions to prevent this from occurring. Child to apologise to person affected by bullying Parents to be informed either verbally or through home school diary* Staff Involved: T, YL, SLT | Thinking chair followed by reflective discussion with child by SLT Consequence (loss of Golden Time or break/lunch time) to be decided with the child following discussion Parents to be called in* Staff Involved: T, YL, SLT | Reflection sheet followed by reflective discussion with child by SLT Consequence (loss of free time) to be decided with the child following discussion Parents to be called in* Staff Involved: T, YL, SLT | ✓ | ✓ |
| Racist remarks | Use of circle time discussions to prevent this from occurring. Child to apologise to person comments were made to if applicable Parents to be informed either verbally or through home school diary* Staff Involved: T, YL, SLT | Use of circle time discussions to prevent this from occurring. Reflective discussion with child about what they have said Possibly taken to another class* Parents to be informed either verbally or through home school diary. Staff Involved: T, YL, SLT | Thinking chair followed by reflective discussion with child by SLT Consequence (loss of Golden Time) to be decided with the child following discussion Parents to be called in* Staff Involved: T, YL, SLT | Reflection sheet followed by reflective discussion with child by SLT Consequence (loss of free time) to be decided with the child following discussion Parents to be called in* Staff Involved: T, YL, SLT | ✓ | ✓ |
| Physical Violence | Time out Apology Parents to be called in* Staff Involved: T, YL, SLT | Time out (in another class*) Apology Parents to be called in* Reflective discussion with child by SLT Staff Involved: T, YL, SLT | Thinking chair followed by reflective discussion with child by SLT Consequence (loss of break time/lunch time/GT) to be decided with the child following discussion Parents to be called in* Staff Involved: T, YL, SLT | Reflection sheet followed by reflective discussion with child by SLT Consequence (loss of free time) to be decided with the child following discussion Parents to be called in* Staff Involved: T, YL, SLT | ✓ | ✓ |
| Physical Violence towards staff | Time out Apology Parents to be called in* Staff Involved: T, YL, SLT | Time out (in another class*) Apology Parents to be called in* Reflective discussion with child by SLT Staff Involved: T, YL, SLT | Thinking chair followed by reflective discussion with child by SLT Consequence (loss of free time/loss of GT/inclusion or exclusion, depending on the severity of the incident). Parents to be called in* Staff Involved: T, YL, SLT | Reflection sheet followed by reflective discussion with child by Head or Deputy Head. Consequence (inclusion or exclusion depending on the severity of the incident). Parents to be called in* Staff Involved: T, YL, SLT | ✓ | ✓ |
| COVID related behaviours e.g. licking, sneezing, coughing or spitting on others intentionally | Time out Apology Parents to be called in* Staff Involved: T, YL, SLT | Time out (in another class*) Apology Parents to be called in* Reflective discussion with child by SLT Staff Involved: T, YL, SLT | Thinking chair followed by reflective discussion with child by SLT Consequence (loss of break time/lunch time/GT) to be decided with the child following discussion Parents to be called in* Staff Involved: T, YL, SLT | Reflection sheet followed by reflective discussion with child by SLT Consequence (loss of free time) to be decided with the child following discussion Parents to be called in* Staff Involved: T, YL, SLT | ✓ | ✓ |

Appendix 1: Rewards and Consequences in Alderman Richard Hallam Primary School

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|---------------------------|---|---|---|---|---|----|
| Leaving the school site | Time out Apology Parents to be called in* Staff Involved: T, YL, SLT | Time out Apology Parents to be called in* Staff Involved: T, YL, SLT | Thinking chair followed by reflective discussion with child by SLT Consequence (loss of break time/lunch time/GT) to be decided with the child following discussion Parents to be called in* Staff Involved: T, YL, SLT | Reflection sheet followed by reflective discussion with child by SLT Consequence (loss of free time/possible inclusion) to be decided with the child following discussion Parents to be called in* Staff Involved: T, YL, SLT | ✓ | ✓ |
| Provoking others to fight | Use of circle time discussions to prevent this from occurring. Child to apologise to children hurt in the fight Parents to be informed either verbally or through home school diary* Staff Involved: T, YL, SLT | Use of circle time discussions to prevent this from occurring. Child to apologise to children hurt in the fight Parents to be informed either verbally or through home school diary* Staff Involved: T, YL, SLT | Thinking chair followed by reflective discussion with child by YL/SLT Consequence (loss of break time/lunch time/GT) to be decided with the child following discussion Staff Involved: T, YL/SLT | Reflection sheet followed by reflective discussion with child by YL/SLT Consequence (loss of free time) to be decided with the child following discussion Staff Involved: T, YL/SLT | ✓ | ✓* |

**May not be appropriate depending on the severity of the incident. These are at the school's discretion.*

Reflection Sheet

Name _____

Date _____

Reasons for my behaviour

Description of my behaviour

Consequences of my behaviour

How do I feel?

How have I made others feel?

Other consequences

Plan for Improvement:



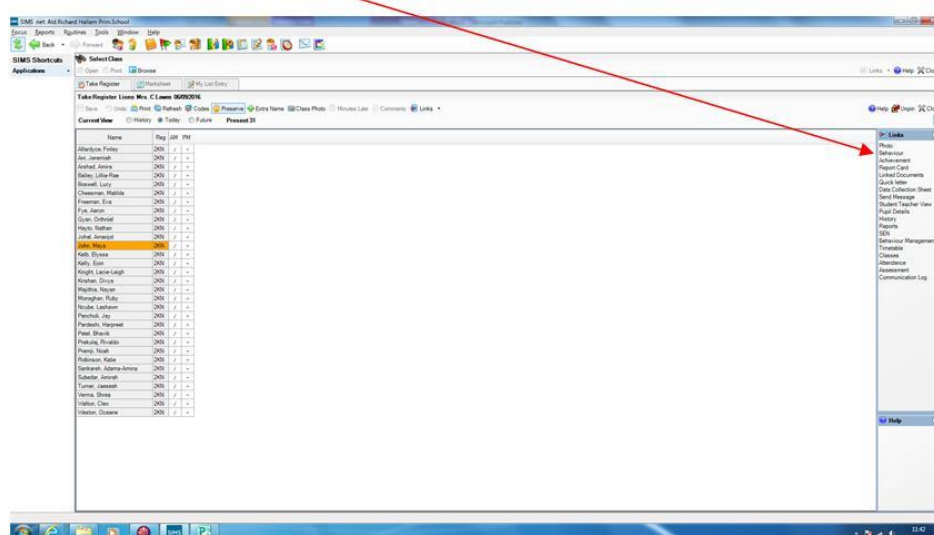
LOGGING BEHAVIOUR ON SIMS

Here's a handy guide to logging incidences of behaviour on SIMS. Remember any incident that reaches 'consequence' (chance, choices, consequences) **must** be logged.

If you deal with an incident at break time, please ensure you log this. If a lunchtime magaer informs you of an incidence that took place at lunchtime, you will need to log this on SIMS.

Step 1:

Leave your SIMS page on your register page. If an incident occurs, select the child's name (you can select more than one at a time if the incident involved multiple pupils) and on the right-hand menu select behaviour.



Step 2:

Record the **type** of behaviour that has occurred. The options you can use are: Assault—pupil, Bullying, Damage-Property, Defiance, Disruptive Behaviour, Fighting, Inadequate Work, Insolence, Other (Minor), Other (Severe), Racist incident.

There are other types on the list but they are either not applicable, duplicates or overlap with one of the above types. Make sure you don't select a type that has (1) next to it.

Step 3:

Leave 'Type of bullying', 'points defined', 'additional types' and 'activity' blank.

Step 4:

Select the location from the following:

Classroom, Dining Hall, Gymnasium (for assemblies), In Corridor, IT, Outside School Grounds, Playground, Toilets and PE (regardless of whether indoor or outdoor).

LOGGING BEHAVIOUR ON SIMS

Step 5:

Select the **time** the incident took place.:

- Before school
- Lesson 1 (8:50-break)
- AM Break
- Lesson 2 (break-lunch)
- Lunch
- Lesson 3 (afternoon session)
- End of school

Do not use any other times from the list.

Step 6:

In the **Comments** box, type a detailed account of the incident. *E.g. Joe was asked to stop throwing rubbers in the classroom. He continued to do so—5 minutes break lost for reflection.*

Step 7:

Check that the **Recorded on** and **Recorded by** sections are accurate (these should fill in automatically).

Step 8:

Add any other adults that were involved (this may be support staff, Year Leaders or SLT if they were involved in the incident or with the consequence).

Step 9:

Press save!

Logging Achievements:

Good News Certificates and Praise Postcards should also be logged on SIMS. The process is very similar to logging behaviour.

- From **Register** page, select 'Achievement' on right-hand menu
- Select type of achievement the Good News Certificate/Praise Postcard is for
- Activity Type = National Curriculum
- Type a brief account of what the reward is for in **Comments**

IMPORTANT:

All racist incidences must be logged onto SIMS. Please ensure this is done as soon as possible.

Data is analysed on a half-termly basis to monitor trends and concerns.

Guidance for Searching, Screening and Confiscation of Prohibited Items

Introduction and reasoning behind searching

Searching can play a critical role in ensuring that school is a safe environment for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive. Headteachers, and staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below, or any other item that the school rules identify as an item which may be searched for, or if the pupil has agreed, in line with statutory guidance, [Searching, Screening and Confiscation Guidance](#) (July 2022).

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour, including gang involvement, and, in some cases, may be involved in child criminal exploitation (CCE). A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services.

This guidance will be implemented consistently, proportionately and fairly. Furthermore, when exercising these powers, staff must consider the age and needs of pupils being searched. This includes the individual needs of pupils with Special Educational Needs and/or Disabilities (SEND). Reasonable adjustments may be required based on the pupil's age or for pupils with SEND.

Please see below a list of items that the Headteacher (Miss Kedzior), or authorised member of staff, may search a pupil or a pupil's possessions for:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
 - tobacco and cigarette papers;
 - fireworks; and
 - pornographic images.

Before any search takes place, staff conducting the search must explain to the pupil why they are being searched, how the search will take place and where the search is going to take place, as well as give them the opportunity to ask any questions both before and during the searching process. **Searches must only take place with the express permission of the Headteacher and must be conducted in the presence of a member of the Senior Leadership Team. The pupil's parent or carer must also be informed that a search has taken place, what, if anything, has been confiscated and the resulting action taken, including any sanctions applied.**

The authorised members of staff should seek the co-operation of the pupil before conducting a search. Where a pupil is not willing to co-operate with the search, staff must inform the pupil's parent or carer. If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil in line with the Behaviour Policy.

The member of staff conducting the search will be of the same sex as the pupil being searched. There must also be a member of the Senior Leadership Team present as a witness to the search. **A pupil's possessions can only be searched in the presence of the pupil and two members of staff.** The only exception to this is where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not

Appendix 4: Searching, Screening and Confiscation

reasonably practicable to summon another member of staff, however all efforts will be made to ensure that this is not the case.

A member of staff may search a pupil's outer clothing, pockets, possessions, desks, drawers or lockers. If a prohibited item – especially knives, weapons, illegal drugs or stolen items – is found, it may indicate a safeguarding concern. The outcome of the search must be shared with a DSL.

All searches conducted by police officers must be recorded on CPOMS, including whether or not an item is found. If a search is being conducted by police officers, a member of SLT must be present for this and parents and carers will need to be informed so as to be given the opportunity to also attend the search taking place.

We will record on CPOMS:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found;
- what follow-up action was taken as a consequence of the search.

Staff can confiscate any item that they have reasonable grounds for suspecting poses a risk to staff or pupils, is prohibited, or identified in the school rules for which a search can be made, or is evidence in relation to an offence.

Confiscated items will be handled in line with the Searching, Screening and Confiscation Guidance.