



Allscott Meads

Allscott Meads Primary School and Nursery Behaviour and Relationships for Learning Policy

Approved by:

Date: September 2025

**Approved by Governing Body in
June 2025**

Last reviewed on: September 2026

**Next review due
by:** September 2027

Our Vision for our pupils at Allscott Meads Primary School and Nursery

Allscott Meads Primary School is committed to creating an environment where exemplary attitudes, behaviour and pastoral care are at the heart of all our relationships and learning. We ensure that we promote positive behaviour within the classrooms and around the school. We recognise that the key to creating this positive ethos is communication with our pupils, parents and carers, consistency, and fairness in our approach to pupils and in delivering high-quality lessons.

Our partnership approach aims to build community cohesion and positive relationships within the school and the local area.

This policy, and its guiding principles, has been created following consultation with staff, pupils and governors in the summer term of 2024.

Our core Allscott Meads values are listed below:

- **KINDNESS** - At Allscott Meads Primary School we believe kindness is central to our ethos and that all individuals, groups and communities can expect to be treated with the utmost consideration.
- **BELONGING** - We create a welcoming environment in which we treat all pupils in a caring and responsible manner as individuals, with equal importance, deserving of attention and support.
- **RESPECT** - We understand that life's journey is different for everyone and that our pupils are a mirror of a respectful, inclusive society and its wider variances.
- **INSPIRATION** - We ensure we access individuals and experiences that will support our children and families in preventing and removing any barriers to access, learning and effective functioning in order to maximise outcomes.
- **SUCCESS** - We combine outstanding teaching and learning with the highest quality structured support, mentoring programmes and personalised learning opportunities in order to ensure our young people develop self-regulation, a sense of responsibility, accountability and the ability to function effectively both in school and in wider society.
- **ENJOYMENT** - We ensure the safety and wellbeing of our young people, helping them to enjoy their school experience whilst having excellent attendance and engagement.

Aims

Allscott Meads has an Inclusive and Anti-Discriminatory Culture and are committed to maintaining an inclusive and anti-discriminatory culture where all children feel safe, valued and respected.

The school actively challenges racism, faith-targeted abuse, misogyny, sexism, homophobia, biphobia, transphobia, disablism and all forms of discriminatory behaviour.

Staff recognise that prejudice-based harm can have a significant impact upon a child's welfare, wellbeing, mental health and sense of safety and will respond to such incidents in accordance with safeguarding procedures.

We endeavour to adhere to our 3B's of **Be Safe, Be Ready, Be Respectful** by:

- Creating a culture of exceptionally good behaviour
- Helping learners behave in a **SAFE** way, taking control over their behaviour and to be responsible for the consequences of it.
- Teaching a high-quality curriculum to all pupils, ensuring they are **READY** to make the right choices in life by ensuring they are equipped with resilience, independence, and ambition to guide them towards a rewarding and successful future within their local community, modern Britain and the wider world.
- Ensuring that all are treated fairly, are shown **RESPECT** and promote good relationships to build a community which values kindness, care, and empathy for others.

Behaviour and Relationships Policy

At Allscott Meads Primary learning is at the heart of our organisation. It is therefore crucial that staff create the right ethos and relationships to ensure that pupils can learn and enjoy learning.

All staff at Allscott Meads Primary ensure that we promote positive behaviour within the classroom, around the school and in the community. We recognise the key to creating a positive ethos is consistency throughout school; strong and respectful relationships with the students; teaching learning behaviours and delivering high quality and engaging lessons.

Learning behaviours are taught within our curriculum, pupils are encouraged to be self-reflective of their own behaviours during different parts of the school day.

The main aim of this policy is to promote excellent behaviour throughout the school community to provide an environment conducive to effective teaching and learning. The policy sets out to:

- Clearly define expectations regarding behaviour, to staff, pupils and parents/carers.

- Recognise that praise plays a highly significant part in improving.
- Define a clear rewards system.
- Present a series of consequences and sanctions, which follow if students display unacceptable behaviour.
- Provide a clear system for monitoring and tracking Behaviour at individual and whole school levels.
- Make clear the roles and responsibilities of staff in managing and implementing rewards and sanctions.
- Defines clearly and adhere to our dress and uniform code.

To support behaviour and positive attitudes to learning we expect all staff at Allscott Meads Primary to plan and deliver lessons that:

- Are warm and welcoming with a prompt start, taking account of prior knowledge.
- Have clear and high expectations of all pupils.
- Offer good rigorous pace and suitable levels of challenge.
- Are well planned and appropriate to the ability range of the class/group.
- Engage and involve students in their learning.
- Incorporate a variety of teaching and learning styles.
- Have regular formative and summative assessment to inform future planning.
- Provide a safe and secure learning environment for all pupils.

Pupil Support

Behaviour as Communication

The school recognises that behaviour is often a form of communication.

- When responding to behaviour concerns, staff will consider whether behaviour may be linked to:
- Special Educational Needs and Disabilities (SEND)
- Communication and interaction needs
- Speech and language difficulties
- Mental health needs
- Trauma or adverse childhood experiences
- Bereavement
- Family circumstances
- Safeguarding concerns
- Medical needs

A graduated and supportive approach will be implemented wherever possible whilst maintaining high expectations for behaviour and safety.

Vulnerable Pupils

Some pupils may be more vulnerable to behaviour difficulties due to SEND, mental health needs, adverse childhood experiences, attachment difficulties, bereavement, family circumstances or safeguarding concerns. Staff will seek to understand the underlying causes of behaviour and provide support through a graduated and proportionate response. This does not remove expectations for behaviour but ensures that support, intervention and reasonable adjustments are appropriately considered.

We expect our pupils to:

- Always have a positive attitude to learning.
- Be on time, ready and eager to learn.
- Want to try new things and have a thirst for learning.
- Demonstrate a resilience in your learning.
- Work co-operatively with others.
- Allow others to learn and be involved in your own learning.
- Make good choices that help to move learning forward.
- Show **respect** for yourself, pupils, staff and the environment.
- Reflect on your own learning experiences.
- Always try to improve your work.
- Aim to do the very best you can.
- Remember others are there to help you.
- Recognise that Allscott Meads Primary is part of the wider community.
- Behave in a way that keeps yourselves and others **safe**.
- Always follow instructions given to them by an adult in school.

In Support of this Parents/ Carers are expected to:

- Work in partnership with the school to support the code of conduct and high behaviour expectations.
- Support their child in making positive behaviour choices.
- Recognise that the adherence to correct school uniform also supports high expectations which impact on standards of behaviour within school.
- Support children in understanding the importance of being **ready, respectful and safe** in and around school.
- Inform the school of any changes in home circumstances that may affect their child's behaviour or attitude to school.
- Discuss any behavioural concerns with the class teacher promptly and support the school in addressing these further.
- Support the school in agreed systems for both rewards and sanctions.
- Communicate respectfully with the class teacher in the first instance if a behaviour issue requires further attention.
- Seek support from a Senior Manager if the incident is very serious or requires further intervention in support of the class teacher.

- Be aware that the school has high expectations of pupil behaviour at all times and this policy works in conjunction with the Anti Bullying Policy.
- Support the celebration of positive behaviour, engage in a dialogue and praise the good choices made.
- Ensure that their child takes responsibility for behaviour choices and understand that if choices are poor, there are appropriate and proportionate consequences.

Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online
- This policy complies with our funding agreement and articles of association.

Rewards and Recognition Protocol

Our philosophy involves students being rewarded whenever possible.

- Rewards and encouragement are very powerful aids to teaching, maintaining high standards of behaviour and fostering a positive school ethos.
- It is the teacher's responsibility to recognise good choices and praise students whenever possible in and around school. This may be during lessons, when responding verbally to contributions, through marking work, providing feedback for assessments.

- All staff are familiar with the rewards policy and apply it fairly and consistently.
- Children are supported in their understanding of positive attitudes to learning through the 'Behaviour Bees' known as the 3B's. These are displayed in class bases (alongside the 6 Core Values).

1. **Be safe**
2. **Be ready**
3. **Be respectful**

In addition, to ensure that children are ready when required we have a consistent approach to gaining the children's attention and focus. We follow a four-step approach as follows:

1. The instruction of 'Show me your hands' is issued clearly to the class/ group, after which all children show their hands to the staff member.
2. The staff member then checks all the children are showing their hands clearly and are not distracted.
3. If any pupil is not showing their hands, the staff member will **insist** before issuing any further instructions to the class/ group.
4. Once all pupils have conformed to the instruction of 'Show me your hands,' then the next instruction can be issued to the class/ group.

We also follow a Hedgehog Hands and Hands in Baskets protocol, for which children sat at tables are requested to sit with their hands together to reduce low level fiddling. On the carpet the children's palms face upwards, 'Hands in Baskets'. This is also intended to address low level disruption and fiddling when sitting on their spot.

Rewards Linked to Ethos and Values

Our ethos, underpinned by 'Kindness', ensures pupils, 'Belonging', 'Respect', 'Inspiration', 'Success' and 'Enjoyment' at Allscott Meads Primary. This is interwoven throughout our curriculum and all aspects our inclusive offer. When a child demonstrates one the Core Values well, they are awarded with a special sticker to be displayed on their sticker chart.

Our central rewards system operates via individual and class incentives. On an individual level children have a chart to collect 20 stickers. Children can opt to spend their chart stickers on a prize box prize at 20 or can save for a larger incentive for which they will need 100 stickers collected, or 5 completed charts. A tally chart of their sticker charts will be collated by the teacher to check that they are on track for a larger prize if they choose to save for a larger reward.

Class incentives are also provided, these may vary slightly to retain the children's interest and investment. In EYFS they collect bees in a jar and work collaboratively towards a shared agreed treat. In KS1 and 2 they complete the same principle, collecting for example, Stars in a Jar. The total number of treats awarded to each class is tallied over each term. The class which wins the greatest number of times receive additional recognition from the Headteacher and are rewarded with an extra playtime

with equipment, for example.

Reasons to be rewarded with a sticker could include:

- ü Being punctual and well prepared for school
- ü Acting as a good role model with a positive attitude or demonstrating good manners
- ü Producing an outstanding piece of work
- ü Demonstrating outstanding effort and perseverance in their work
- ü Showing outstanding progress in their learning
- ü Volunteering and helping around school
- ü Supporting school teams and clubs
- ü Being a good friend, supporting other children.
- ü Demonstrating improvement in their personal organisation and independence
- ü Taking part in community activities
- ü Taking responsibility for jobs inside the classroom or at other times in the school day

Celebration Assembly

Pupils are nominated for a weekly celebration assembly by staff based on the agreed half termly focus Key Value. For e.g. Kindness, Belonging, Respectfulness, Inspiration, Success and Enjoyment.

Each Value is celebrated over the course of the academic year but is also promoted for an entire half a term to highlight its unique significance. Therefore, each Value is presented in a book, in which the nominated pupil's picture alongside a statement sharing the reason for their selection. A boy and a girl will be nominated from each class, each week. Each half term a fresh Core Value book will become the focus. Each child celebrated for representing the Core Value featured in the Values book receives a Headteachers award postcard with an individually written congratulations from the Head and a prize is awarded from the prize box.

An additional Value Tree will be displayed in the entrance hall upon which children will add their name on a leaf to add to the tree to celebrate their choice. creating our whole school, 'Be a Leaf on a Tree,' display. This will fill with Value Leaves to represent how the shared responsibility of the community creates benefits for all.

Autumn 1- Core Value of Kindness

Autumn 2- Core Value of Belonging

Spring 1- Core Value of Respect

Spring 2- Core Value of Inspiration

Summer 1- Core Value of Success

Summer 2- Core Value of Enjoyment

The pupils who have been nominated by the class teacher and who have been featured will receive a Headteacher's Award and will be featured on the School's Instagram feed provided permission has been granted. An excel grid will be kept on Sharepoint, so the children are tracked, ensuring different pupils are selected over the course of each year.

In conjunction with the Values Tree, there is a 'Keeping the Hive Happy' bee themed display where children are celebrated with a post it Shout Out, for being safe, ready and respectful.

In addition to the weekly celebration assembly, each year parents/ carers are invited to attend their child's class assembly. They will be invited by letter which will be sent home with the child so their parent/ carer can witness their child's success.

Reading Rewards

The profile of Reading is raised in Celebration Assembly, and children with high reading engagement are celebrated. A reader of the week is put forward by the class teacher and the pupil can collect a prize from the box.

Attendance

As a school, we continually promote good attendance and punctuality by celebrating excellent attendance and significant improvements in attendance. We also recognise that some pupils may experience unavoidable absence due to illness, disability or medical need.

Additionally, the class achieving the highest level of attendance on a weekly basis is celebrated in assembly, this is measured on a whole school thermometer. A trophy is awarded to the class with the highest level of attendance each week. This will be tracked each term and the class who wins the trophy most regularly will receive a whole class treat from a suggested range.

Children with 100% attendance will receive a certificate at the end of each term and are congratulated in assembly. Any child who has 100% attendance for the whole year will receive a voucher or prize at the end to acknowledge this. Children with half a day's absence over the year will also be recognised.

Lunchtime

The 3B's: Be Safe, Be Ready, Be Respectful, support behaviour management.

Two reminders can be given for low level behaviour, but a third reminder will result in 5 minutes time out of play. If a serious behaviour incident occurs it will be referred immediately to member of teaching staff. The staff member will then refer to the SLT if appropriate.

Online Reward System- Class Dojo

Allscott Meads Primary School use the ClassDojo reward system as a method of recognising and celebrating positive behaviour and attitudes to learning. ClassDojo will also be awarded to reiterate the use of school Core Values and the 3 B's,

Be Safe, Be Ready and Be Respectful.

Dojo will only be utilised as a positive reward system enabling staff to acknowledge all pupils' positive choices such as, kindness, perseverance, teamwork as well as positive learning behaviours. Class Dojo enhances our existing whole-school reward systems.

Once rewarded Dojo's are not removed as a negative consequence to behaviour incidents. This is to ensure that pupils and staff maintain Dojo as a positive behaviour reward system.

Staff may also use additional class-based reward systems that complement the whole school ethos and approach to behaviour.

Agreed Process for Low Level Behaviour Management

In the Primary Phase, incidents of poor behaviour are dealt with by the class **teacher** with support from the wider Senior Management Team when required. We recognise that the class teacher has a very secure relationship with the children, and it is vital that they are involved to maintain strong and respectful relationships over time.

All classes agree acceptable class codes of behaviour at the beginning of the school year- Class Codes, We will... These must support the three B's and be appropriate to the age of the pupils. These follow a similar model to ensure consistency of expectations across school and are in support of the whole school core values. Class Codes of behaviour will be approved by the Headteacher before being implemented to ensure they align to the three B's.

3 Bees- Safe/ Ready/ Respectful

If a child does not follow the class/school's expectations, they will be given a reminder of what the agreed expectation in line with the 3 B's e.g. Are you being safe? Are you ready? Are you being respectful? This is supported and underpinned by the school values.

Reflection

Conversation and reflection are key to the success of our behaviour and relationships. If children do not follow our agreed behaviour expectations, then they will be spoken with immediately about addressing the behaviour choice and will be shown models of the expected behaviour. An opportunity to correct the behaviour choice is made straight away as children are expected to take responsibility for their choices.

If the poor behaviour choice continues, then the child may be moved out of the group or to a table separate from their peers, to refocus their attention, whilst the teacher or TA reiterates their expectations. Positive encouragement to comply is emphasised and the benefits of the child's cooperation outlined.

If the poor choice continues still further, then the child may be sent to work in another

teacher's classroom to reiterate that it is unacceptable. This is also to reiterate the high expectations of all staff and provide further models in support of good choices.

If these steps have not improved the child's behaviour choices, then the Deputy Headteacher should be engaged in the process to have further conversations with the child and decide on the appropriate consequence in relation to the choice. Options may include spending time out of class reflecting on behaviour choices. If the behaviour is extreme, then parents would be made aware, and the Deputy Headteacher and Headteacher will decide on proportionate next steps to ensure the behaviour stops and that all children are safe.

Finally, if the Deputy Head cannot resolve the behaviour, then it can be referred to the Headteacher. The Headteacher may opt to ask parents/carers to come in for a meeting to explain the challenges and discuss the appropriate steps to take in consultation. This may then move to a Behaviour Support Plan and a Good Choices Book.

Parental/ Carer Involvement

Where possible poor choices and low-level behaviour need to be addressed quickly to prevent an escalation. Staff need to support children in making positive choices in future and where possible ensure that a restorative conversation happens at the earliest opportunity after the consequence has been addressed.

The Headteacher and Deputy Headteacher should only be involved once the outlined approach has been taken to avoid reducing the impact if their input should be required. However, an extremely serious incident in which harm, risk or significant upset has been caused for other pupils the Headteacher or Deputy should be informed immediately.

Any incidents of poor behaviour where a pupil is removed from the classroom are logged electronically on Cpoms. Parents/Carers will be involved immediately if there is an issue that staff feel they need to know about, even if no further action needs to be taken.

In the event of a more serious concern, such as persistent poor behaviour choices that result in 3 or more instances of the pupil dropping to red over the course of a week, the appropriateness of a Behaviour Support Plan will be discussed.

The support plan is only discussed if the traffic light system has been adhered to by the teacher, but incidents of poor behaviour are continuing to happen.

The Behaviour Support Plan allows for closer monitoring of behaviour choices. Their parent/carer will be invited into school to discuss a Behaviour Support Plan. The Behaviour Support Plan is completed over a 2-week period, which can be extended by 2 more weeks at a time until the behaviour has improved significantly.

The Behaviour Support Plan

The Behaviour Support Plan is presented as a weekly timetable of sessions, each day split into sessions:

8.45-10.45 (before and including staggered play)

10.45- 12.15 (after play)

12:00-1:15 (staggered lunch time)

1.15-3.15 (after lunch)

The child will be expected to achieve a green face on each session of the timetable over the course of the week. If they need a reminder, the face becomes amber, if the behaviour remains poor, the face becomes red. This is a clear record of behaviour choices which must be shared with the parent/carer at a meeting with the Head/Deputy biweekly. The Head/Deputy and parent will decide if the Support Plan needs to continue.

The timetables are presented each week into a 'Good Choices Book' so an improvement of the behaviour can be seen over time and any potential patterns or triggers identified. This is supported by the implementation of positive reflections book.

At the end of each day, there needs to be verbal recognition for the pupil having completed all sessions positively. This can be further supported by an agreed reward/treat agreed with home at the end of a fully completed green week.

All records of behaviour plans are kept and scanned into CPOMs alongside any notes made in parent/carer meetings.

If the pupil's behaviour does not significantly improve at the end of each 2-weeks, the Headteacher will speak with the pupil to ensure that they are aware of expectations. The Head/Deputy teacher must give permission for any child to be placed on a Behaviour Support Plan and informed at the point the child comes off it. Any pupil who comes off a Behaviour Support Plan will be praised and celebrated.

If there are any serious concerns regarding incidents of behaviour, parents/carers will be invited in to meet with relevant staff so any problems can be resolved quickly.

If a pupil demonstrates poor choices at break time or lunchtime, a 'Walking and Talking Playtime/ Lunchtime' will then be completed at the next break or lunchtime, during which the pupil will walk with the teacher on duty for an agreed amount of time and discuss the steps needed to improve behaviour choices in a restorative conversation.

Reflection

In all instances of poor behaviour there will need to be an opportunity for reflection. Pupils need opportunities to take responsibility for their behaviour choices and see the positive rewards when good choices are made. It is the class teacher's responsibility to create a positive ethos of behaviour based on trusting relationships and mutual respect in their class. Children become a mirror reflecting the ethos around them. Therefore, it is

imperative that the example set by all staff is warm, constructive, supportive, nurturing and kind.

Differentiating Levels of Poor Behaviour

Senior staff at Allscott Meads Primary have categorised poor behaviour into low and high levels, which have clear consequences for incidents of each category.

Low-level poor behaviour

Low-level is categorised as but not but are not restricted to, shouting out, disturbing other children they are working with, refusal, throwing pencils, poking, making noises, getting out of seat, etc.

High-level poor behaviour

High level is categorised as but are not restricted to, racism, physically hurting someone, being disrespectful to any child or adult, swearing or disrupting other children's learning in the classroom.

In the event of a high- level behaviour incident or emergency during a lesson the teacher will call for additional support for a member of the Senior Leadership Team to attend the classroom. Situations deemed as an emergency are as follows:

- Violent/abusive behaviour to a staff member or another child.
- Refusal to co-operate with adult instruction, which may harm themselves or others around them.
- Preventing others from learning

Any examples of the above will result in immediate removal of the child from the class and the child will be required to work in an alternative appropriate space until they are calm and ready to return to the group.

Corporal punishment is never used or threatened by anyone working on the premises to children.

Supporting our Pupils at Allscott Meads Primary School

There are several key staff who support our pupils on a day-to-day basis.

Class Teachers: Each class teacher is the first point of contact for pupils and parents. Parents are most welcome to contact their child's class teacher if they have any concerns or queries. Teachers are often available at the end of the day. However, if more time or privacy is required this can be achieved by organising an appointment at a mutually suitable time via the school receptionist.

All our staff play a very important role in the support and guidance of our pupils. They have a secure understanding of pupils in their care and monitor key aspects of school life mainly in these areas:

- Monitoring the attainment and progress of students.
- Ensuring high behaviour expectations.
- Monitoring attendance and punctuality.
- Ensuring adherence to correct school uniform.
- Supporting pupils who have additional requirements.
- Communicating with parents/ carers.
- Working with external agencies who are involved with pupils.
- Attending appropriate pupil support meetings.
- Ensuring pupils are rewarded and acknowledged.
- Addressing behaviour issues that may arise appropriately.

HLTA/TA support pupils achieve in individual and group work.

Lunchtime Supervisors support and understand the importance of looking after the children's happiness and wellbeing throughout lunchtime.

Head Teacher/ Senior Staff: The Leadership Team/ DSLs are involved with pupils on a day-to-day basis and have overall responsibility for the support and guidance of our pupils. We endeavour for a member of our staff to be available to meet with parents should the need arise.

Pupil Support

The school recognises that reasonable adjustments may be required for pupils with SEND in accordance with the Equality Act 2010. Such adjustments will seek to remove barriers whilst maintaining high expectations for behaviour, safety and learning.

Learning Community Trust additional Senco advice will be sought by the Headteacher to support in evaluating a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Individual Risk Assessments

Where a child demonstrates behaviour that places themselves or others at risk, the school may implement an Individual Behaviour Risk Assessment.

Risk assessments will be developed in collaboration with parents, staff and relevant professionals and reviewed regularly to ensure that appropriate support and reasonable adjustments are in place.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Monitoring and Evaluation

The Headteacher, Designated Safeguarding Lead and Governors will regularly review behaviour records, suspensions, safeguarding concerns and child-on-child abuse incidents to identify patterns, trends and emerging risks.

This information will be used to:

- inform staff training
- evaluate policy effectiveness
- review behaviour strategies
- strengthen safeguarding arrangements
- identify vulnerable groups requiring additional support

Resolving Issues and Concerns

Allscott Meads Primary School has the power to discipline beyond the school gate when behaviour presents a safeguarding risk to pupils or whilst a pupil is representing the school. This covers non-criminal behaviour and bullying which occurs off the school premises which is witnessed by a member of staff or reported to the school with a clear evidence base. This includes inappropriate online activity that is brought to the school's attention or impacts on behaviour within school. The school has a duty to report crime or criminal activity to the police.

Any negative behaviour outside school is addressed when the child is:

- Taking part in any school organised visit or activity.
- Travelling to and from school wearing school uniform.
- In some way identified as a pupil of Allscott Meads Primary School.

We will deal with negative behaviour at any time that:

- Could have repercussions to the orderly running of the school.
- Poses a threat to another student or member of the public.

- Could adversely affect the reputation of the school.

Leaders, Class Teachers and HLTA's:

Support reflective and restorative approaches. Poor or disruptive behaviour choices by pupils is addressed by allocating the time within the classroom environment at a quieter moment for conversations with the pupil to take place. Phone calls or end of day conversations with parents/ carers will take place to ensure that a clear communication takes place. If poor/ disruptive behaviour choices continue, then the Learning Community Trust SEND Coordinator will be contacted for further advice. In this instance, a bespoke behaviour plan may be required to offer additional information and support when dealing with potential trigger points.

Police Community Support Officer (PCSO)

A link will be made with the local community officer to ensure that the appropriate level of support is accessible within school.

Behaviour Panel

If a pupil's behaviour is still causing serious concern, then parents and the student will be invited to attend a formal meeting. This will determine the final actions required to ensure that the student and parents understand that we will not accept their behaviour. They will be made aware that there are further sanctions available to the school.

Suspensions

The school is committed to reducing suspensions. On the rare occasion that a suspension is deemed as the most appropriate action the Headteacher and Chair of Governors will follow Local Authority procedures.

The duration of the suspension is at the discretion of the Headteacher.

Following any suspension, the Headteacher is to conduct a return to school meeting with the student and parent. Where appropriate any link member of staff should attend, and a restorative approach used.

The school will follow statutory DfE guidance contained in the following document when considering the use of suspensions and permanent exclusions:

[School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/School_suspensions_and_permanent_exclusions_-_GOV.UK.pdf)

Alternatives to Permanent Exclusion

The school is dedicated in its approach to an inclusive ethos and employs a range of approaches to avoid permanent exclusion linked to negative behaviours.

The school supports external programmes of behavioural support and adjusted curriculum offers. Where appropriate the Head Teacher may agree to an adapted

timetable that links with an external agency. This offer will provide bespoke education and training alongside behaviour modification programmes.

The stages of behaviour management at this level are linked to the Local Authority **Fair Access Panel**. Key aspects of this process are detailed below:

- Timed intervention and support from the LA Linden Centre Facility
- Temporary Managed Move
- 6-week Managed Move

KCSIE 2026 and Statutory Safeguarding

The school recognises that behaviour and safeguarding are closely linked.

All behaviour incidents will be considered through both a behaviour and safeguarding lens. Staff understand that behaviour can be a communication of need and may indicate unmet needs, exposure to trauma, abuse, neglect, mental health difficulties, exploitation or wider safeguarding concerns.

The school will respond to concerning behaviours proportionately whilst ensuring that appropriate safeguarding action is taken where required.

Where behaviour raises safeguarding concerns, staff must record concerns on CPOMS and inform a Designated Safeguarding Lead immediately in accordance with the Child Protection and Safeguarding Policy.

Child on Child Abuse

Harmful Sexual Behaviour

The school recognises harmful sexual behaviour as a safeguarding concern and understands that such behaviour exists on a continuum from inappropriate behaviour through to sexual harassment and sexual violence.

Incidents involving harmful sexual behaviour will never be dismissed as "banter", "part of growing up" or "just joking".

All incidents will be managed in line with the Child Protection and Safeguarding Policy and with the support of the Designated Safeguarding Lead.

Child on Child- Misogyny and Sexism

The school recognises that misogynistic attitudes, sexist language and gender-based discrimination can be indicators of wider safeguarding concerns.

Such behaviours will be challenged, recorded and addressed appropriately.

Staff understand that early identification and intervention helps reduce the risk of escalation into harmful sexual behaviour, sexual harassment and sexual violence.

Child on Child- Prejudice-Based Harm

The school recognises that children may experience prejudice-based harm including:

- Racism
- Faith-targeted abuse
- Disability-based discrimination
- Homophobic, biphobic or transphobic abuse
- Sexist or gender-based abuse

Such incidents may have a significant impact upon a child's welfare, wellbeing and ability to engage in learning and will be addressed promptly through safeguarding and behaviour procedures as appropriate.

All staff are aware that children can abuse other children we refer to this as child-on-child abuse. This can happen inside or outside of our setting and online. If staff have **any** concerns regarding child-on-child abuse, even if there are no reports in our setting, they should still speak to a DSL.

All staff are expected to challenge inappropriate behaviours between peers, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just joking”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

All staff will be trained in our settings policy and procedures with regards to child-on-child abuse and the important role they have in preventing it and responding where they believe a child may be at risk from it.

Child on child abuse is most likely to include, but may not be limited to:

- bullying (including online/ cyberbullying, prejudice-based and discriminatory bullying).
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an element of online which facilitates, threatens and/or encourages physical abuse).
- psychological/ emotional abuse such as isolating, or ‘freezing out’ an individual and causing harm to a child’s emotional well-being and self-esteem.
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse.
- up-skirting, which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

We will actively seek to raise awareness of and prevent all forms of child-on-child abuse by:

- educating all governors, its senior leadership team, staff, pupils, and parents about this issue.

- educating children about the nature and prevalence of child-on-child abuse, positive, responsible and safe use of social media, and the unequivocal facts about consent, via the curriculum.
- engaging parents on these issues.
- supporting the on-going welfare of the student body by drawing on multiple resources that prioritise student mental health, and by providing in-school counselling and therapy to address underlying mental health needs.
- working with governors, senior leadership team, and all staff, pupils and parents to address equality issues, to promote positive values, and to encourage a culture of tolerance and respect amongst all members of the school community.
- creating conditions in which our students can aspire to, and realise, safe and healthy relationships fostering a whole-school culture.
- responding to cases of child-on-child abuse promptly and appropriately.
- ensure that all child-on-child abuse issues are fed back to the DSL and deputies so that they can spot and address any concerning trends and identify pupils who may need additional support.

We will actively engage with TWSP in relation to peer child on child abuse, and work closely with, for example, children's social care, the police and other schools. The relationships our setting has built with these partners is essential to ensuring that we are able to prevent, identify early, and appropriately handle cases of child-on-child abuse. The DSL's will regularly review behaviour incident logs which can help to identify any changes in behaviour and/or concerning patterns or trends at an early stage.

We recognise that any child can be vulnerable to child-on-child abuse due to the strength of peer influence, especially during adolescence, and staff should be alert to signs of such abuse amongst all children. Individual and situational factors can increase a child's vulnerability to abuse by their peers. We know that research suggests:

- child on child abuse may affect boys differently from girls (i.e. that it is more likely that girls will be victims and boys' perpetrators). However, all child-on-child abuse is unacceptable and will be taken seriously.
- children with Special Educational Needs and/or Disabilities (SEND) are three times more likely to be abused than their peers.
- some children may be more likely to experience child on child abuse than others because of certain characteristics such as sexual orientation, ethnicity, race or religious beliefs.

Victims, alleged perpetrators and any other affected pupils will be supported throughout and after any investigation.

Bullying Incidents:

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful.
- Repeated, often over a period.
- Difficult to defend against.

Bullying can include:

Type of bullying	Definition
Psychological/ Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Procedures to Address Bullying

Bullying will be addressed and dealt with in Assemblies, and also via curriculum delivery via Personal, Social and Health Education, but may also be covered in other subjects, such as English and Computing.

In non-curriculum areas staff constantly supervise pupils and the respective members of staff will deal with issues involving any bullying. This process of 100% supervision of pupils greatly reduces pupils' opportunities to either be a bully or to be bullied.

1. All child-on-child abuse/ bullying incidents will be reported by all staff.
2. Any incidents of bullying will be recorded on CPOMs
3. The abusive/ bullying behaviour or threats of abuse/bullying will be investigated and dealt with appropriately.
4. Both the victim and perpetrator will be supported throughout the process.
3. At the discretion of the Head Teacher parents will be informed and may be asked to come to a meeting to discuss the problem.
4. Children who represent the school in events and attend after school clubs may have such honours removed if behaviour continues to be a problem.
5. If necessary and appropriate, outside agencies will be consulted.
6. An attempt will be made to help the perpetrator change their behaviour.

The role of the headteacher:

It is the responsibility of the Headteacher to implement the school strategy, and to ensure that all staff are aware of the school policy and know how to identify and deal with incidents of abuse/ bullying.

The Headteacher ensures that all children know that inappropriate behaviour is wrong, and that it is unacceptable in this school. The headteacher draws the attention of children to this fact at suitable moments e.g. assemblies. The headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of inappropriate behaviours. The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of staff:

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place. The staff will act in relation to bullying that may include:

- Differentiation of curriculum/teaching style to promote non-confrontational situations.
- Building positive interpersonal relationships which model non-aggressive interaction.
- Engaging fully in any CPD regarding behaviour
- Acting against acute incidents and respond appropriately
- Recording incidents on CPOMs as soon as possible. If a pattern becomes apparent, then further action may be taken.
- Informing the headteacher of any serious incident as soon as possible and making the individual's class teacher aware of the situation
- Making all pupils aware of the school's position on bullying and on bystanders to bullying incidents.

The role of parents:

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact a member of staff or the Headteacher. Parents have a responsibility to support the school's behaviour policy, actively encouraging their child to be a positive member of the school.

The role of pupils:

Pupils are encouraged to tell a trusted adult if they are being hurt, and if the behaviours continue, they must keep on letting people know.

We do ask parents to support our systems so that we work in partnership to

KEY ISSUES

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

Mobile Phones

Primary students are only allowed to bring mobile phones into school when parents wish them to have them at the end of school to contact them. Parents must make these arrangements with school in writing. Phones must be handed into the class teacher by pupils at the start of the day to be locked in a drawer until the end of day.

Where there are reasonable grounds to suspect that a mobile phone contains evidence relating to a safeguarding behaviour or bullying concern, staff will follow the latest DfE Searching, Screening and Confiscation guidance and seek advice from the Designated Safeguarding Lead before examining content wherever possible.

iWatches/iPods/Music Players

Students may not use these at school; other than iWatches for time telling purposes.

Social Media

Posting malicious or inappropriate content of school staff on social media will be taken seriously and the headteacher will discipline the pupil in accordance with this policy.

High Caffeine Drinks/ Energy Drinks

These are not permissible in school.

Smoking and Vaping

Any pupil found in possession of cigarettes, vapes and other electronic smoking devices will trigger the use of the consequence system. Any items discovered will immediately be confiscated and parents informed.

Offensive Weapons

Under no circumstances are students allowed to bring any form of weapon into Allscott Meads Primary School. Bringing an offensive weapon onto school premises is regarded as an extremely serious incident. The Headteacher will consider suspension, permanent exclusion and referral to external agencies in accordance with statutory guidance and safeguarding procedures.

Drugs/Alcohol

Under no circumstances are students allowed to bring any form of drugs or alcohol into the building, except for prescribed medication which must be handed into the admin staff or Qualified First Aider. The Headteacher will consider suspension, permanent exclusion, safeguarding referrals and involvement of relevant external agencies following any incident involving drugs or alcohol.

Searching Pupils

On the very rare occasion when we may need to, school staff have the right to search students, with their consent, for any item which is banned/prohibited by the school rules. Allscott Meads Primary School follows The Department of Education Guidelines 2022 on screening, searching and confiscation in schools. There must always be a witness who, if at all possible, should also be of the same gender. Reasonable force may be used by the person carrying out the search, but this would be a very rare event. ([DfE document "Screening, Searching and Confiscation" 2022](#))

Allscott Meads Primary School will inform parents or guardians where a search has taken place. If alcohol, illegal drugs or potentially harmful substances are found parents will be asked to attend school immediately. If there are any complaints regarding searching they are dealt with through our complaints procedure which is accessible on our website.

Artificial Intelligence and Emerging Online Risk for Behaviour

The school recognises that evolving technologies may create additional safeguarding risks.

These may include:

- AI-generated content
- Deepfake images or video
- Image-based abuse
- AI-assisted cyberbullying
- Misinformation and disinformation
- Online manipulation

Behaviour incidents involving these technologies will be investigated and managed in accordance with safeguarding procedures and online safety policies.

Use of Reasonable Force

Identified staff members are trained in managing actual and potential aggression with the aim of minimising the need to hold or restrain a child. Staff have the authority to use reasonable force to prevent students committing an offence, injuring themselves or others or causing major damage to property.

Identified staff trained how to use physical intervention with a child where needed always with the aim of preventing harm and holding a child for the minimum time possible- See Headteacher regarding who is trained in physical intervention.

Any incidents of when physical intervention is used by staff with children is recorded using CPOMs and parents are notified on the same day.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property, e.g. doors, walls and large ICT equipment

Incidents of physical intervention 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.

Staff will never threaten to or give corporal punishment to a child.

Recording and Oversight

All incidents involving physical intervention will:

- Be recorded on CPOMS on the same day
- Be reported to parents or carers
- Be reviewed by a member of the Senior Leadership Team
- Be evaluated to identify any underlying needs, triggers or safeguarding concerns

Patterns of physical intervention will be monitored by school leaders and used to inform support planning and risk assessment where necessary.

Attendance

We expect our students to aim to achieve 100% attendance during the academic year.

If your child is unwell and unable to attend school, then please telephone us and leave a message on our voicemail by 9.00 a.m. Following illness and a return to school please provide a note to explain the absence for the class teacher. We employ a full-time Attendance Officer who is always available to support parents as well as an Educational Welfare Officer (EWO) to support our families. If there is a long-term medical problem, then a letter from your doctor is required.

Punctuality

We expect students to be in school on time. Primary students need to be in school by 8.45am. It is important that students are in school promptly to start lessons as there are morning activities which are key to their learning.

Signing in and out of school

If children arrive late or need collecting early for appointments, they will need to go via the Reception desk area so that this can be monitored. We ask parents/ carers, where possible, to arrange routine medical and dental appointments outside school hours. Pupils leaving Allscott Meads Primary School for any reason must be collected by a parent/ carer.

Absence from school during term-time

We do not authorise absences from school in term time, in line with all other Telford schools and Department for Education Policy.

Modified Timetables

The Headteacher must agree any modified timetables with the Learning Community Trust. The decision-making process will be linked specifically to the individual case and written in conjunction with recommendations from appropriate professionals.

All students on roll at the school who are subject to a modified timetable are to be made known to the EWO and LA.

Local Authority official paperwork is to be completed by the Head Teacher or SENDco and must be signed by the Head Teacher and parents before being submitted to the relevant officers.