

Relational and Behaviour Policy

- Complete Revision
- Partial Revision
- New
- No Changes

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Revision Record:

| Review date | Revised by | Comments |
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We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.



Hallam Fields Junior School

Growing together, Learning together, Achieving together

RELATIONAL AND BEHAVIOUR POLICY

Issue Date: March 2025

Review date: March 2026



A consistent approach to behaviour management- aims of the policy

This policy sets out our approach to promote positive behaviour in the school to allow all children to **grow together, learn together and achieve together**. The procedures and guidance in this document provide a consistent approach across the school and enables pupils, parents and staff to understand our approaches to the management of behaviour in the school. It is also recognised that for some pupils, variance on these procedures will be made to meet specific social, emotional, learning or other needs which require a personalised approach. Our policy is based on a restorative approach, positive reinforcement and the teaching of good behaviour and relationships.

Behaviour and relationship curriculum

We recognise our pupils need to be taught to understand what behaviour is expected. We take proactive steps to ensure our pupils have repeated practices to support their success to follow school systems and social norms. By taking a consistent approach we introduce and embed age appropriate, key habits and routines, for example 'pupils are expected to walk in to rooms calmly and quietly'.

Additionally, consistent and clear language is used when acknowledging positive behaviour (be your best self, you should be proud of yourself) and addressing misbehaviour (reminder because... warning because...and consequence because...).

Adjustments will proactively be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary.

A Relational Approach

All pupils will benefit from a relational approach to behaviour. We recognise some pupils struggle to know what appropriate behaviour for their age is and need behaviour support rather than behaviour management. By ensuring we build positive relationships with all our pupils we seek to establish an environment where all the school community feel safe and cared for and pupils develop trust that adults will help them pick up the pieces if things go wrong.

The THRIVE Approach

To enable us to achieve a consistent approach to behaviour support based on relational, regulatory and restorative practice, our school is proud to be a Thrive School. Based on neuroscience and attachment theory, the Thrive Approach offers a dynamic, developmental, trauma sensitive approach that helps adults interpret the behaviour and meet the emotional and social needs of pupils. The Thrive Approach developmental phase associated with the age range 7-11 is that of 'Skills and Structure'. This comes with three areas of competence which are developed as a result of having certain experiences or undertaking certain tasks. These developmental tasks for this phase are: to acquire the motivation for developing skills, to develop morals and values and to understand the need for rules. Our relational and behaviour policy is an important part of the children's right-time development at 'Skills and Structure' and is shared with staff, children and parents to ensure this is a consistent expectation at Hallam Fields. Regular Thrive training is used to ensure staff are equipped to support pupils to reflect on their behaviour through empathetic conversation, addressing pupils' negative self-referencing and helping them develop positive, coherent narratives about their lives. *See Appendix 1 (Thrive Approach) for more information.* In addition, Thrive practitioners are available to support across the school.

The Vital Relational Functions (VRFs)

When we are supporting children in school who are struggling, we use VRFs. These are essential for developing the children's stress management systems. Instead of staff shouting at children, shaming or humiliating them, we help them to understand their emotions and learn ways to deal with situations more effectively.

We follow the structure of: Attunement, Validation, Containment and Soothing.

1. **Attunement** - This demonstrates to the child that we absolutely get what it is like for that child. This might be using our body language to match their energy to show them that we understand the intensity of that emotion for them in that moment. It might be telling the children "I can see that you are angry. Your face is red and your fists are clenched. This really has made you feel angry and I'm here to help." Noticing these will help the child to identify this emotion for themselves as they develop, strengthening their stress management systems for the future.
2. **Validation** – This demonstrates to the child that we understand how important this is for the child, validating why they feel so angry, frustrated or upset. Until this is validated, the child will continue to demonstrate their emotion through their behaviour. This might be telling the child "I'm wondering if you are feeling angry because you didn't get a turn in the game... if this happened to me I would feel really angry too. I understand how you are feeling right now." We will always tell the child that we understand how they feel, we have felt that way too, but it is not OK to hurt someone else or throw things.
3. **Containment** – This demonstrates to the child that we are there to help them through physical and emotional containment. This may be a hand on the shoulder, telling them that we know this is tricky for them and that we are there to keep them safe. We break it down into small, manageable steps 'First we will...' to make the situation bearable and survivable for them. The more we can emphasis keeping them safe, the more we can use this in difficult situations to tell them we are going to keep them safe and they trust us to take them out of tricky situations.
4. **Calm, Soothe, Regulate or Stimulate** – Through our presence, body language, tone of our voice and our relationships with the children we support them to regulate. This takes a lot of repetition and experiences with trusting adults but long-term the children will be able to draw on the strategies used, such as breathing techniques, resources to squeeze, push or pull and knowledge that it is survivable, to self-regulate.



Relationships

'Being able to feel safe with other people is probably the most important aspect of mental health. Safe connections are fundamental to meaningful and satisfying lives.' (Bessel Van der Kolk, psychiatrist and author). We recognise relationships are key and prioritise them at Hallam Fields as they are central to our sense of belonging and to our emotional well-being. This includes: staff-child, child-child, staff-staff, staff-parent/carer and child-parent/carer relationships. Our curriculum teaches our children about belonging, connections and relationships as well as the importance of community. Our relationship between staff and families is important to us. Home-school communication is seen as being a two-way relationship, with a focus on communication from school being positive rather than reactionary and punitive.

Expectations of the School Community

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| <p>All Staff</p> | <p>To model the behaviours you wish to see To be consistent in dealing with pupils, parents/carers and adults in our community and each other To encourage the aims and values of the school and local community, among the pupils To meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support To encourage regular communication between home and school To respect pupils and be consistent To set high expectations, clear boundaries and regularly agree classroom and behaviour expectations To use agreed rewards and, where necessary, consistently use consequences</p> |
| <p>Pupils</p> | <p>To respect, support and care for each other, both in the school and the wider community To listen to others and respect their opinions To attend the school regularly, on time, ready to learn and take part in school activities To take responsibility for their own actions and behaviours To follow the school rules as instructed by all members of staff throughout the school day To be respectful of others, regardless of differences; for example, race, gender, religion, disability, sexualisation and age</p> |
| <p>Parents and Carers</p> | <p>To be aware of, and support, the school's values and expectations To ensure that pupils attend regularly and on time for the school day To take an active and supportive interest in their child's work and progress To respect, model and support the aims and values of the school</p> |
| <p>Senior Leadership Team (SLT)</p> | <p>To implement and monitor the Relational and Behaviour policy Report to the Governing Board, as appropriate, the effectiveness of the policy Set high expectations through consistently modelling the school values Strive to ensure all pupils work to the best of their ability Ensure the health, safety and welfare of all pupils Keep detailed records of all reported serious incidents, including all forms of child-on-child- (formally peer-on-peer) abuse including sexualised behaviour, bullying and racism</p> |

Reward system at Hallam Fields Junior School

Our behaviour policy is based on positive reinforcement. Pupil reward systems are linked to desired behaviours. These can include:

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| An act of kindness Showing politeness or courtesy Following the school rules | Special or sustained effort made in work Displaying positive learning behaviours Excellent or improved work | Good attendance and punctuality Teamwork Community work |
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Specific verbal praise is the most powerful way in which pupils are given positive feedback which reinforces desired behaviours. Pupils can also earn merits or tokens which are linked to rewards such as:

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|---|---|---|
| Certificates including star of the week, behaviour, merit or headteacher's award Stickers / stamps | Message home on Seesaw or postcard home Name on recognition board Raffle ticket for reading | Showing other staff their work An adult / child telling them |
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Consequences

In the school we use a restorative approach to resolving and repairing conflict and tackling challenging behaviour. All consequences have a learning outcome and aim to teach children that there are always repercussions for poor choices and inappropriate behaviour. Our goal is to help the children learn to make informed and positive decisions and to choose a better way. If a child does make poor choices, whether it is deliberate or unintentional, the school consequence system is applied to ensure we maintain a safe and positive learning environment for the school community. Consequences are applied as appropriate to the situation and/or circumstance of the behaviour (or the age/need of the pupil). If pupils with additional needs struggle to meet behaviour expectations, we will support them in being able to do so. This does not mean that consequences will not also be applied, alongside learning, intervention, and support.

The consequence system ensures positive classroom behaviour is promoted and pupils have many opportunities to stop the undesired behaviour and are supported to make the right choice. (See appendix 2). Each classroom has a consequence system displayed, age appropriate, in a prominent place. At any point, in the case of extreme behaviour that shows no sign of improvement, consequences may be escalated. We approach 'every session' as a new morning or afternoon session.

Consequence adaptations

When dealing with individual cases, staff will:

- Consider whether the consequence is proportionate, taking into consideration the age of the pupil and whether there are any relevant special considerations such as Special Educational Needs or Disability. This should include considering where there may be an unidentified unmet SEND need.
- Consider whether any assessment of underlying factors of disruptive behaviour is needed.

Removal from class

Following the consequence system there may be times within the school day that a pupil is asked to leave their classroom; if their behaviour becomes challenging or unsafe and low-level adult intervention has not been successful. The pupil may be asked to work in a partner class for the rest of the session and return after a reintegration discussion. Additionally, a pupil may be removed to support the regulation of their emotions, with an appropriate adult, before returning. Where a pupil fails to respond to repeated reminders and warnings and they are significantly disrupting the learning of others, they can be removed from class, to spend a limited time in an alternative area of the school. The use of removal allows for the continuation of the pupil's education in a managed environment, with an appropriate adult and access to appropriate resources, allowing the pupil to regulate in a safe space. Following the removal from class the parents will be informed, and a reflection opportunity will be facilitated with the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future.

Banned Items

The school follows Government advice when confiscating items from pupils which is outlined in their document 'Screening, Searching and Confiscation', a copy of which is available from the school on request. Within this document there is a clear, but not exhaustive, list of prohibited items not allowed on school premises and their presence on school premises or if found on an individual pupil will lead to the highest sanctions and consequences:

In general terms – 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).

The Headteacher and authorised staff can also search (with the permission of the pupil) for any item banned by the school rules which has been identified as an item which may be searched for.

Pupil support systems

Where staff believe that children's behaviour is due to an unmet social or emotional need, they will seek advice from an appropriate senior colleague who will work with the class teacher to develop strategies to support the distressed behaviour shown by the child and a Thrive profile will be completed at that point if deemed appropriate.

Where there are persistent repetitions of disruption, class teachers may complete a Thrive Behaviour Assessment which will be used to identify clear expectations and set targets to enable the behaviour to be modified. Parents will be involved in this process and the school will regularly review progress and impact with parents. In the event of a more serious incident e.g., assault on staff; damage to property, the leadership team will decide about appropriate action.

Where children continue to struggle to make the right behavioural choices or where a special educational need or disability has been identified, support may be sought from external agencies with a multi-disciplinary assessment carried out if necessary.

Alternative Provision, Off site direction

Sometimes, it may be appropriate to place a pupil in alternative provision (AP). We only take this decision if it is in the pupil's best interest. Pupils in AP remain the responsibility of our school and we take this

responsibility very seriously. Normally, placement in AP is short-term. As a result, we make sure that AP meets a pupil's needs and offers continuity of education so that reintegration has the best chance of success. Alternative provision placements are monitored closely, and we work closely with parents to give the placement the best chance of success.

We will ensure that parents, and the local authority if the pupil has an Education Health Care Plan (EHCP), are given clear information about the placement: why, when, where, and how it will be reviewed.

Suspension and Permanent Exclusions

Under exceptional circumstances, the Headteacher may issue a suspension or permanent exclusion. Suspension or permanent exclusion is seen as a last resort after all other attempts to modify behaviour have failed.

Suspension or exclusion serves several purposes, including:

- To ensure the safety and well-being of all staff and children
- To maintain high standards of behaviour in school

If the Headteacher suspends or excludes a child, they will inform the parents immediately, giving reasons for the suspension or exclusion and information on how parents can make representations about the decision. The Headteacher will follow Derbyshire County Council's reporting system.

After a suspension a reintegration meeting may need to take place with the pupil and parents. We would expect to see an eradication of the problem behaviour at the point of the child returning to school. If not, the Headteacher will consider permanently excluding the child.

A decision to exclude a pupil permanently should only be taken:

- in response to serious or persistent breaches of the School's Relational and Behaviour Policy; **and**
- where allowing the pupil to remain in the School would seriously harm the education or welfare of the pupils or others in the School.

For further details please see our exclusion policy.

Malicious Allegations Against Staff

If an allegation is made and is determined to be malicious, the Designated Safeguarding Lead may consider referring the matter to Children's Social Care to determine whether the child concerned needs services or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Headteacher will consider the appropriate disciplinary action against the pupil who made it.

Supporting Staff Wellbeing and Professional Development

A training calendar is in place, including an induction package, to ensure all staff members are equipped to support the relational Thrive approach in the school. Regular meetings are held to discuss behaviours and look at ways of supporting individual children and staff. Where appropriate, staff are given opportunities to reflect through supervision, coaching and mentoring. Systems are in place to ensure staff have their voice heard through a team around the child approach.

Parents / carers

Pupils are more secure and successful when the adults who support them work together with a common purpose. Our school plans regular contact with families to build positive relationships. This includes welcoming parents/carers on to the premises and providing opportunities to come to the school for a variety of formal and informal meetings and activities. Most children behave well most of the time. For this policy to be fully effective everyone who has care of our children has a responsibility to uphold good behaviour or carry out/support any solutions given. Parents will be contacted when behaviours are causing concern and will be involved with agreed behaviour plans. Parents/carers are encouraged to work closely with the school who will provide support to parents where possible.

Record keeping

School has a rigorous systems in place, including CPOMS software, which will ensure full and accurate records are maintained and analysed. All incidents relating to behaviour problems are recorded, including monitoring progress made in relation to behaviour targets, post suspension actions, any child-on-child abuse incidents including sexual misconduct, racist incidents, bullying and discriminatory behaviour of any kind and complaints.

Bullying

Bullying can take many forms including verbal abuse, exclusion from a group, threatening behaviour and physical violence. It is characterised by persistent and repeated incidents where one person targets another. Bullies are not always older or physically bigger than their victims, but this is often the case. In the school, no form of bullying is ever to be tolerated, whether children to children, adults to children or adults to adults. We acknowledge that bullying may happen at any time, although staff may not be aware of it. We aim to continuously educate ourselves and children to raise awareness and understanding of bullying by addressing the issue in assemblies and through the curriculum. Children are encouraged to speak to in any member of staff, parents or friends. All incidents are treated seriously, and the appropriate actions are taken for both victim and perpetrator. The role of parents is important in reducing any incidents of bullying and they should watch out for signs of distress such as repeated illness, damaged clothing etc. Parents should always encourage their children to tell a member of staff. The school has a clear child on child abuse policy which should be read in conjunction with this policy.

Racism

In the school our wish is to develop in every individual a sense of self-worth and respect for others. Racism is behaviour which upsets a person by making a connection with a person's ethnic group, skin colour, religious beliefs, language / dialect or cultural background or nationality in a negative way. It can take many forms including verbal abuse, threatening behaviour to the person or their property or exclusion from activities. We intend that all possible racial incidents are followed up immediately to ensure that it is obvious such behaviour is not condoned under any circumstances. It may be dealt with in several ways depending on the seriousness of the incident and the understanding of the children involved. It may take the form of a discussion to improve understanding, the child may be given a sanction, parents may be brought into school, or in very serious incidents a child may be excluded from the school following appropriate investigations by the Headteacher. All racist incidents will be logged. We oppose all forms of racism by both adults and children, in the firm belief that everyone has the right to the best possible education through equal opportunity and access in a healthy, safe, caring and stimulating environment. Children will be encouraged to respond to racism appropriately (see additional information in the child-on-child abuse policy)

Sexual violence and sexual abuse

Sexual violence and sexual harassment can occur between two children of any age and sex, or it can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. It can take many forms as listed in the child-on-child abuse policy and KCSIE (Keeping Children Safe in Education). Sexual violence and sexual harassment will not be tolerated or dismissed as 'banter'. All unacceptable behaviours that fall within this category will be robustly challenged and dealt with in accordance with the school's consequence system, in very serious incidents a child may be excluded from the school following appropriate investigations by the Headteacher.

Managing pupil transition

At the start of each academic year an induction of school behaviour expectations and culture is delivered and this is repeated for all pupils at suitable points in the year. Additionally, the induction is shared with all pupils who join the school mid-year. Prior to moving class, staff meet to discuss individual children and strategies used to de-escalate behaviours and re-engage children. Transition meetings are held to share an overview of behaviours and strategies used to support all children with their new teachers.

Pupil's conduct out of school

The school will investigate any reported incidents of bullying outside of the school which include bullying and cyber bullying that involve our pupils or behaviour that could adversely affect the reputation of the school (see additional information in the child-on-child abuse policy). Depending on the outcome, school behaviour systems may be put in place where appropriate including discussion with the parents. These will be recorded on the school incident recording systems which record outcomes and actions. Members of staff are not expected to deal with incidents outside of school that might put themselves in danger, however all staff have a duty of care. Staff will seek advice from SLT about whether to involve themselves in incidents outside of school. It may be more appropriate to call outside agencies such as the police.

Monitoring and Review

The Relational and Behaviour policy will be reviewed on an annual basis and behaviour issues will be monitored daily, by the Headteacher / Deputy Headteacher and through discussions with staff. This document is freely available to the school community and will be posted on the school website with a hard copy available from the main office.

Positive Handling Policy

Rationale -This policy is based on the idea that physically restraining pupils will be as a last resort and occur rarely and only when there is no alternative in theirs and others' interests and safety. Physical restraint should only be used where behaviours are such that they will have a direct impact on the safety of the pupil or of others, where there is a risk of damage to property or where there is serious disruption. The school recognises the importance of placing its policy on physical restraint within the context of its whole-school approach to behaviour. The school's behaviour policy sets out the steps taken to positively promote and encourage good behaviour amongst pupils; is specific about what behaviour is expected of pupils and what is unacceptable and sets out the range of progressive consequences and steps.

Aims & Objectives - Pupils are entitled to a safe and secure environment in which the highest value is placed on learning how to behave appropriately towards others. Staff are also entitled to a safe and secure environment and have a right to personal support and guidance about what is expected of them in

a difficult situation. All staff may physically restrain pupils to protect the pupils or themselves without having received formal training.

Implementation - The school has a duty of care to all its pupils. Staff will therefore be required to act in a manner which safeguards and promotes the welfare of their pupils, and to do everything reasonable that is within their power to protect the child from harm, from harming others or from causing serious damage to property. In exceptional circumstances the carrying out of this responsibility may involve the use of reasonable force in accordance with the school's policy to physically control or restrain a pupil whose behaviour lies well beyond the usual boundaries of self-control. Physical restraint should at no time be used as a threat, a punishment to the pupil, or to force compliance with staff instructions when there is no risk of injury or serious damage to property.

Physical restraint will only be used in the following circumstances:

- The child is attempting to harm himself/herself or his/her actions may result in harm to other children
- There is a risk of physical injury to a member of staff or a member of the public
- Serious damage to property is being caused
- It is the judgement of the member of staff that there is a serious risk of any of the above happening unless immediate action is taken

Restraint will therefore only be used as a last resort after all other agreed avenues to defuse and de-escalate the situation have been pursued or where staff feel that immediate action is required. Once a member of staff has decided to intervene physically to prevent injury occurring to any person, or serious damage to property, then he/she should:

- Give clear instruction warning the pupil that unless he/she conforms then physical restraint will be applied
- Calmly explain to the pupil that staff are unable to allow him/her to damage or hurt others, once they have calmed down and no longer posing a threat then the restraint will cease
- Summon help from another member of staff to assist and, where possible, one other to act as a witness
- Other staff may need to swap in as needed
- Use only the minimum force necessary to prevent injury or damage and apply for the minimum amount of time
- Gradually relax the restraint as soon as it is judged safe to do so, to allow the child to regain self-control
- Reassure the pupil, as they regain self-control
- Both pupil and the adult should be given time to recover, acknowledging that emotional distress takes longer to subside than physical symptoms. Immediately following an incident, staff involved will be given the opportunity to take time out
- Following any restraint, parents will be informed

Roles and Responsibilities

The role of the class teacher is to:

- Act in a manner which safeguards and promotes the welfare of their pupils, and to do everything reasonable that is within their power to protect the child from harm, from harming others or from causing serious damage to property
- Log incidents on CPOMs

The role of the Headteacher is to:

- Ensure that reports of incidents are logged on CPOMs and parents informed as appropriate. (If other professionals are involved with the child e.g., social worker, these will be informed also.)
- Ensure staff have received Law and Guidance training
- Monitor the use of restraint, including consideration of:
 - The use of strategies to attempt to defusing situations
 - Correct post-restraint procedures have been carried out
 - The need for individual behaviour plans
 - The need for training for staff

Monitoring and Review

The Headteacher will:

- Monitor the effectiveness of this policy on a regular basis
- If necessary, make recommendations for further improvements

Recording/ reporting incidents

All serious incidents, which result in a physical intervention taking place, will be recorded on CPOMS. Following a physical intervention taking place, the parents/carers of the pupil involved will be informed by telephone.

Post-Incident support

It is essential that following a physical intervention that both the pupil and member[s] of staff involved are provided with support. Immediately after the incident, both parties will be given time to calm down, as it is not possible to debrief effectively until adrenalin levels subside. The incident will be discussed and the opportunity to review how this could [if possible] have been handled differently will be considered. This will enable staff to develop their skills and knowledge and enable work to be carried out with the pupil about developing strategies that will support them in finding more appropriate ways of managing their behaviour. A further meeting will be facilitated, if necessary, between the member[s] of staff and the pupil to enable them to rebuild relationships.

Complaints

Should a complaint arise following an intervention this will be activated and the procedures followed using the complaints procedure which is available on the school website. However, if concerns arise when the investigation of the incident is taking place regarding misconduct by a member of staff, then the safeguarding policy and procedures will be followed.

This policy follows the non-statutory guidance published by the DFE entitled 'The use of reasonable force' July 2013

Appendix 1-The Thrive approach



What is Thrive?

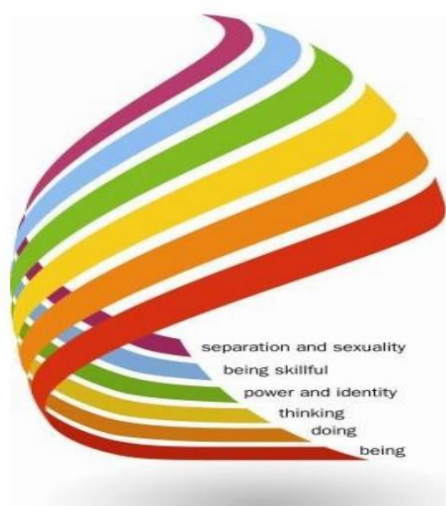
It is a systematic approach to the early identification of emotional developmental needs in children so that differentiated provision can be put into place quickly by the adults working closely with the child.

The Thrive Approach helps adults prepare children and young people for life's emotional ups and downs. The Thrive approach can be used with all ages of children from birth to 17 years.

Who leads this intervention and how can I find out how well it is working?

A whole school assessment screener is completed by each class teacher in the Autumn term, and this is used to inform the class personal, social and health education (PSHE) lessons and weekly Thrive sessions. If a child is identified as needing additional support, following consent from the child's parent/carer, an individual action plan is then generated. This details strategies and activities to support your child's development, both at school and, if relevant, at home.

The Thrive Developmental Strands



How often would my child receive this support and how long does it run for?

Thrive intervention is based on a 10/12 weeks assess, plan, do, review cycle, regardless of the length of term and focuses on the developmental needs highlighted in the assessment. This also depends on the individual needs of a child. Thrive strategies are incorporated into your child's everyday learning. Additional 1:1 or small group sessions are also run weekly, the frequency and duration dependent on needs.

How can we help?

With the support of Thrive, we work with parents to help children and young people to:





- ❖ Feel good about themselves
- ❖ Become more resilient and resourceful
- ❖ Form trusting, rewarding relationships
- ❖ Be creative
- ❖ Be thoughtful and self-aware
- ❖ Be compassionate and empathetic
- ❖ Be able to overcome difficulties and setbacks



Hallam Fields Junior School
Growing together, Learning together, Achieving together

Being our best selves at Hallam Fields

So we are Growing together, Learning together and Achieving together

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|  <p>You are showing us good behaviour</p> | <p><u>Some examples of good behaviour</u></p> <ul style="list-style-type: none"> Showing kindness and respect Not giving up when things are hard, always trying your best Being focused and ready to learn Using respectful language Walking around school and always lining up well Showing good manners - being polite, holding the door for others, stepping aside for others /adults Helping others and working well together Listening well and joining in the lesson | <p><u>How you will know it is good</u></p> <ul style="list-style-type: none"> An adult/other child telling you, a smile, thumbs up or a sticker Earning merits or tokens Message home on Seesaw or a postcard home Name on the recognition board Comments or stickers in your books Showing other staff your work Certificate in assembly including star of the week, behaviour certificate, merit certificates or headteacher's award Raffle tickets for reading |
|  <p>Your behaviour is not as good as we expect</p> | <p><u>This could be</u></p> <ul style="list-style-type: none"> Being unkind to others Not showing enough effort in your work Not telling the truth Running or pushing in the corridor | <p><u>The consequences</u></p> <ul style="list-style-type: none"> Conversation, reflection with an adult Detention with class teacher Move to a different seat Standing with an adult on the playground Stand on the steps Removal from the MUGA Social or moral story, on your own or as a whole class |
|  <p>Your behaviour needs to improve</p> | <p><u>This could be</u></p> <ul style="list-style-type: none"> Talking or disrupting in class Being somewhere you shouldn't be Swearing or using inappropriate language Refusing to follow instructions Refusing to complete work Being nasty to others Answering back | <p><u>The consequences</u></p> <ul style="list-style-type: none"> Social story Informing adults at home Breaktime detention Lunch with your teacher to discuss Work in other class / spend time with different adult Writing a letter of apology |
|  <p>Your behaviour is not acceptable</p> | <p><u>This could be</u></p> <ul style="list-style-type: none"> Repeatedly talking / disrupting in class Throwing things Using sexist/racial or homophobic language Fighting Repeated swearing Walking out of class without permission Stealing Not improving after warnings Being nasty repeatedly Being rude to staff Damaging school property on purpose Hitting, kicking and hurting someone Not keeping yourself safe | <p><u>The consequences</u></p> <ul style="list-style-type: none"> Lunchtime detention Being sent to talk to Mr Brown Social Story during a detention Meeting with parents After school detention Someone else coming to talk to you or the class, helping everyone learn e.g. police Spending part or all of the day working somewhere else in school Fixed Term Suspension Exclusion |



BE YOUR BEST SELF AT HALLAM FIELDS

If what you are doing:

SUPPORTS everyone learning,

Is KIND and doesn't HURT someone,

keeps you SAFE,

is POLITE and HELPS you to

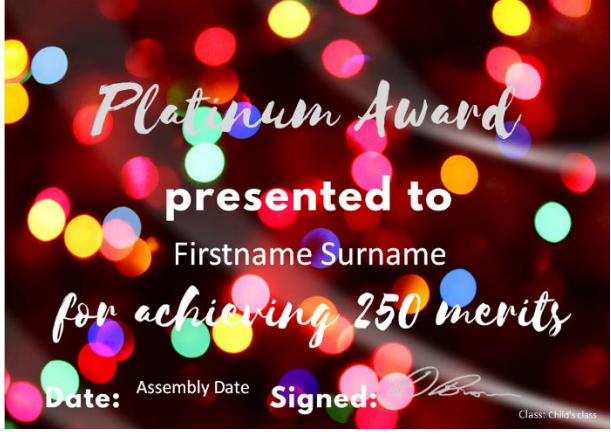
be your best self...

You should be PROUD of yourself !

Appendix 4

Merits can be awarded in class and around school for good work, manners and behaviour.

| Number of merits | Award | Guidance for staff |
|--|--|---|
| <p>Bronze Award 50 merits</p> |  <p>The certificate features a background of school supplies like a keyboard, pencils, and a clock. It includes the school logo, the text 'Bronze Award presented to Firstname Surname for achieving 50 merits', and fields for 'Date: Assembly Date' and 'Signed: [Signature] Child's class'.</p> | <p>Would expect most children to have this by Christmas</p> |
| <p>Silver Award 100 merits</p> |  <p>The certificate features a background of colorful balloons. It includes the school logo, the text 'Silver Award presented to Firstname Surname for achieving 100 merits', and fields for 'Date: Assembly Date' and 'Signed: [Signature] Child's class'.</p> | <p>Would expect most children to have this by Easter</p> |
| <p>Gold Award 150 merits</p> |  <p>The certificate features a background of colorful streamers and confetti. It includes the school logo, the text 'Gold Award presented to Firstname Surname for achieving 150 merits', and fields for 'Date: Assembly Date' and 'Signed: [Signature] Child's class'.</p> | <p>Would expect most children to have this by Summer</p> <p>Would expect only a few to have this by Christmas</p> |
| <p>Super Gold Award 200 merits</p> |  <p>The certificate features a background of fireworks. It includes the school logo, the text 'Super Gold Award presented to Firstname Surname for achieving 200 merits', and fields for 'Date: Child's class' and 'Signed: [Signature] Class/Assembly'.</p> | <p>A few children may have achieved this by the end of Easter term and some by the end of the summer term</p> |

| Number of merits | Award | Guidance |
|------------------------------|--|--|
| Platinum Award 250 merits |  | A few children may have achieved this by the end of the summer term. |
| Letter home / badge |  | Only one or two children in each class would be expected to get to 300 merits by the end of the summer term. |

Tokens

| Tokens for | Number of tokens |
|---|------------------|
| Reading with an adult at least 3 times per week | 1 token |
| Completing TTRS minutes per week | 1 token |
| Improvement in spellings | 1 token |
| Improvement in arithmetic score | 1 token |
| Recognition board | 1 token |

Extra tokens can be awarded for homework set and completed to a good standard, for completing extra work at home, for repeatedly setting a good example or completing jobs around school.

