



Allscott Meads

# Allscott Meads Primary School and Nursery Behaviour Policy

**Approved by:**

**Approved by LCT**

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# 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 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 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.

**BELONG** - At Allscott Meads Primary School we treat all pupils in a caring and responsible manner as individuals, all equally important and deserving of our attention and support.

**RESPECT** - We understand that life's journey is different for everyone and that our pupils are a mirror of society and its wider variances.

**INSPIRE** - The core principle of our pastoral system is to support our children and their families in removing the perceived/presenting barriers to access, learning and effective functioning in order to maximise outcomes.

**SUCCEED** - 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.

**ENJOY** - We ensure the safety and wellbeing of our young people, helping them to enjoy their school experience whilst having excellent attendance and engagement.

## **Aims:**

- To create a culture of exceptionally good behaviour
- To ensure that all are treated fairly, are shown **RESPECT** and promote good relationships in order to build a community which values kindness, care, and empathy for others.
- To help learners behave in a **SAFE** way, taking control over their behaviour and to be responsible for the consequences of it.
- To teach 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.

## Behaviour Policy

At Allscott Meads Primary learning is at the heart of our organisation. It is therefore crucial that we create the right ethos and relationships to ensure that both students and staff 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 that the key to creating this 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 with regard to behaviour, to staff, students and parents/carers.
- Recognise that praise plays a very 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 whole school and individual levels.
- Make clear the roles and responsibilities of all staff in managing and implementing rewards and sanctions.
- Defines clearly our dress and uniform code.

**We expect staff at Allscott Meads Primary to plan and deliver lessons that:**

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

**As students at Allscott Meads Primary we expect you to:**

- Be on time, **ready** and eager to learn.
- Have a positive attitude to learning.
- 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.
- Show mutual **respect** to staff and students.
- Reflect on your own learning experiences.
- Always try to improve your work.
- Aim to do the very best you can.
- Respect yourself and your environment.
- 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**.

**Parents are expected to:**

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## 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 praise students whenever possible. This may be during lessons, when marking books, work or assessments and around the school.
- All staff are familiar with the rewards policy and apply it fairly and consistently.

## **The Three C's**

These ensure there is a simple behaviour code for all staff and learners to recall when monitoring and supporting behaviour management. The Three C's are simple enough for youngest children to remember and can be referred to when reiterating a positive approach to behaviour.

These are as follows:

1. Calm
2. Care
3. Courtesy

## **Rewards**

### **Ethos and values**

Our school, ethos, 'Belong', 'Respect', 'Inspire', 'Succeed', 'Enjoy' are at the heart of everything we do in our school. This is woven through our curriculum and every aspect of school life. The children that demonstrate these values and talk about it are awarded with a special sticker. These are then either celebrated in the class, in celebration assemblies and on our school Twitter page.

Our main rewards system operates through the awarding of Class Dojo points. These points are added to a personal scoreboard so that the children can see how well they are performing throughout the week. The children's aim is to get as many points as possible.

Dojo points can be awarded for a wide variety of other positive contributions to school and community life such as:

- ✓ Being punctual and well prepared for school
- ✓ Acting as a good role model, using their manners
- ✓ Producing an outstanding piece of work
- ✓ Demonstrating outstanding effort and perseverance in their work

- ✓ Showing outstanding progress in their learning
- ✓ Volunteering and helping around school
- ✓ Supporting school teams and clubs
- ✓ Being a good friend, supporting other children.
- ✓ Demonstrating improvement in their personal organisation and independence
- ✓ Taking part in community activities
- ✓ Taking responsibility for jobs inside the classroom or at other times in the school day.

### Celebration Assembly

The student who receives the most points during the week from each class is recognised and rewarded in assembly, they are then given the opportunity to win a prize from the Headteachers prizes. Pupils are nominated for a weekly celebration assembly by staff based on the Key Values of Belonging, Respectfulness, Inspiration, Success and Enjoyment. Pupils are chosen for excellent work in class or at home. Celebration Assemblies are held every Friday. A postcard/ certificate from the Headteacher will be sent to the child's home to further acknowledge their success. In addition to the weekly celebration assembly, each term 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.

### Reading Rewards

Reading is celebrated with weekly Reading Raffles held in assembly, for which children must complete the required number of home reads and diary comments per week. When completed, the children win a raffle ticket which enters them in the draw. This entitles them to the opportunity to win a book from the Headteachers shelf each week.

### Attendance

As a school, we continually promote good attendance and punctuality. As part of this, each class has the opportunity to earn a treat when they have full attendance, and every member of the class is on time. When the class have accrued 10 full days with 100% attendance and punctuality, they can apply for a treat, democratically voted for by themselves. This might be an extended playtime, additional golden time, an extra sports session or a class suggestion such as hot chocolate and a biscuit. Whilst we would promote healthy schools, we feel it is important that if carefully monitored, opportunities such as a hot chocolate together offer a cosy reward that promotes our nurturing belonging ethos.

Additionally, the class achieving the highest level of attendance on a weekly basis is celebrated in assembly. The children earn an additional playtime for the whole class and they keep the Attendance Cup/Be Here Bear for a week. Children with 100% attendance receive a certificate at the end of each term and are congratulated in assembly.

### Lunchtime

Behaviour at lunchtimes is supported through a separate golden ticket system which can be added to their Dojo points in class. Children who are playing well together or helpful to staff are given a golden ticket which can be exchanged for 1 dojo.

### Additional reward systems

Primary staff may also use class-based reward systems that complement the whole ethos. For example children may receive stickers as 'badges of honour' to complement the dojo system.

## **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 has a class teacher who 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 available at the end of the day or by organising an appointment with 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 students in their care and monitor key aspects of student life mainly in these areas:

- Monitoring the attainment and progress of students.
- Behaviour.
- Attendance and punctuality.
- Uniform.
- Supporting young people who require additional support at Allscott Meads Primary School.
- Communicating with home.
- Working with external agencies who are involved with their students.
- Attending appropriate meetings.
- Ensuring students are gaining rewards.

**HLTAs/TAs** 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**

Allscott Meads Primary School recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The Community Learning Trust's SEND co-ordinator will support the Headteacher 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.

### **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.

### **Resolving Issues and Concerns**

Allscott Meads Primary School has the power to discipline beyond the school gate. This covers any non-criminal behaviour and bullying which occurs anywhere off the school premises which is witnessed by a member of staff or reported to the school. The school has a duty to report crime or criminal activity to the police.

Any negative behaviour is when the child is:

- Taking part in any school organised 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.

In the Primary Phase, incidents of poor behaviour are dealt with by the class teacher with support from the wider team where needed. We recognise that the class teacher has a very secure relationship with the children, and it is vital that they are involved in order to maintain strong and respectful relationships over time.

All classes agree acceptable codes of behaviour in line with the three C's 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.

If a child does not follow the class/school's expectations they will be given a reminder, these link to our school values. If the behaviour continues, they are given a second reminder. If further poor behaviour is evident, the child will be sent to work at a separate table within the classroom space within the room. If there is further disruption the child will be asked to work in another classroom to complete their work. If there is refusal to work then the time lost will be recovered at least in part, from the child's next break or lunchtime.

Any incidents of poor behaviour where a child is moved from the classroom are logged electronically on Bromcom. Parents 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. If there are any serious concerns regarding behaviour, parents will be invited in to meet with relevant staff so that any problems can be resolved quickly.

If a child hurts another child at break or lunchtime then a '**Walking and Talking Playtime/ Lunchtime**' will then be completed at the next break or lunchtime, during which the child will discuss with the teacher the steps needed to improve their behaviour choices going forward.

### **Reflection**

The walking and talking play/lunchtime is an opportunity for reflection. The child will discuss what has happened, reflecting on their behaviour e.g., how they could have resolved it in a different way and how things may be resolved in the future including steps forward.

### **Consequences of poor behaviour**

At Allscott Meads Primary School, we have a whole school approach to managing behaviour. We have categorised poor behaviour into low and high levels, which have clear consequences for incidents of each category.

**Low-level poor behaviour** 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** 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.

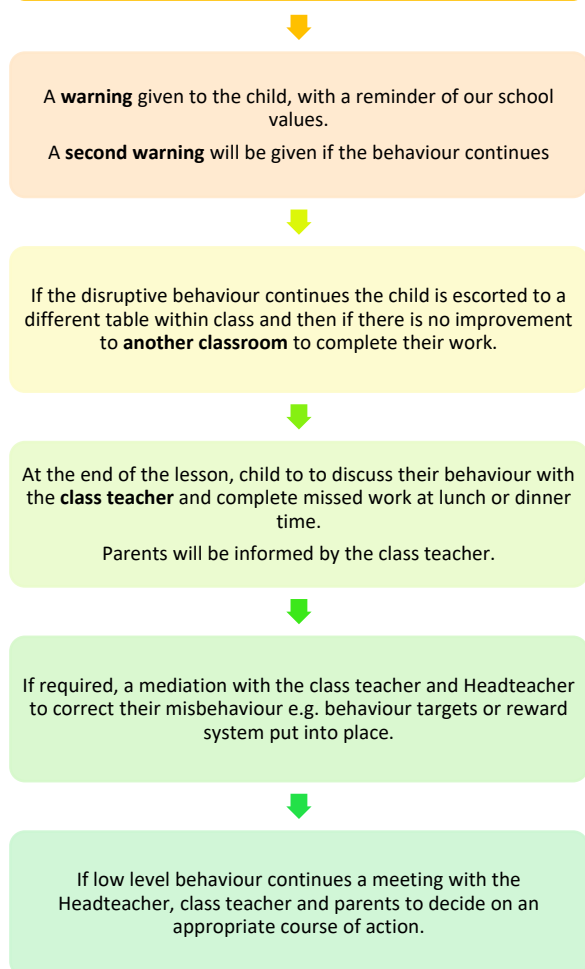
In an emergency during a lesson the teacher will call for additional support to attend the classrooms. The Senior Leadership Team, who will come to their assistance, if required. Situations deemed as an emergency are as follows:

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

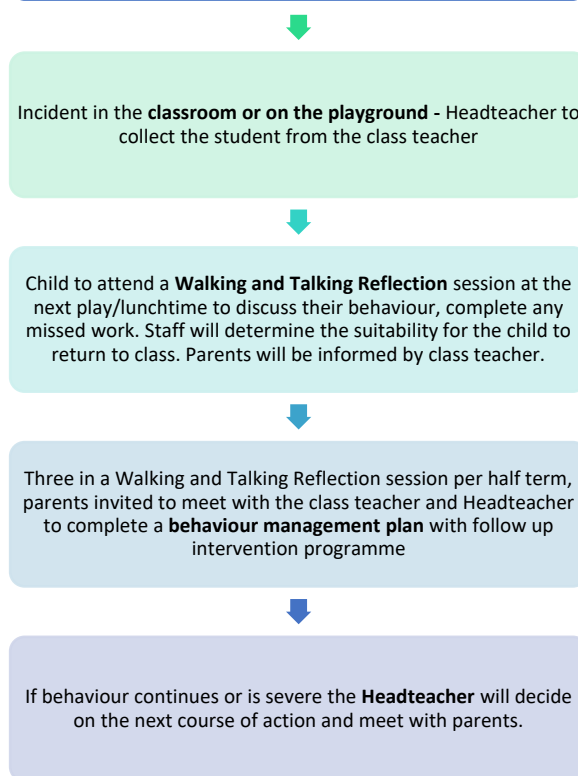
Any of the above will result in immediate removal from class.

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

## An incident of low-level behaviour



## An incident of high-level behaviour



### The role of:

#### The Classroom Teacher

- Greet children at the start of every school day
- Teach and promote good learning behaviours
- Treat all children fairly
- Enter all negative logs onto Bromcom/ Cpoms as appropriate.
- Follow the school policy consistently
- Allocate a time to restore relationships

**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 student'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.

### **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

### **Child on Child abuse**

**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 having a laugh”, “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 peer-on-peer 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 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);
- 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, students, 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, students 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 students who may be in need of 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 as a result of certain characteristics such as sexual orientation, ethnicity, race or religious beliefs.

## **Bullying**

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 of time
- Difficult to defend against

Bullying can include:

<b>Type of bullying</b>	<b>Definition</b>
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

Within the curriculum, bullying will be dealt with in 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 Bromcom and 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 take action 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
- Taking action against acute incidents and respond appropriately
- Recording incidents on Bromcom and CPOMs as soon as possible. If a pattern becomes established 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 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 ensure the very best for our students.**

## **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 in the school office the beginning of the day.

When it is suspected that a mobile phone has been used for inappropriate purposes such as cyber bullying etc. the school has the right to read or copy messages. The phone will be confiscated and returned once parents are informed of the issues. ([DfE document](#))

[“Screening, Searching and Confiscation” 2022](#))

### **iWatches/iPods/Music Players**

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

### **Dress Code**

- Students should be in full school uniform at all times
- No trainers to be worn around the building other than for PE/dance
- Hairstyles should not draw particular attention to the wearer. Strongly coloured hair/shaven heads/razor markings are not permitted
- Make up/nail varnish/false nails are not permitted.
- Body piercing and body decoration is not permitted.
- 1 pair of stud earrings and a watch are permissible.

### **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 student 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. Students who do so face permanent exclusion.

### **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 handed into the admin staff or Qualified First Aider. Students who do so risk permanent exclusion.

### **Searching Students**

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.

### **Use of Reasonable Force**

Identified staff members are training 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.

Members of staff are 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.

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 not give or threaten corporal punishment to a child**

## **Uniform**

### **Primary Phase (for boys & girls)**

**Our current expectation on uniform is listed below:**

- Grey trousers/ checked skirt/ checked pinafore
- White polo shirt (embroidered with Allscott Meads Primary School logo - optional)
- Purple sweatshirt/ sweat cardigan (embroidered with Allscott Meads Primary School logo)
- Black shoes (not black trainers, pumps or shoes with logos)

### **Summer Option**

- Short grey trousers/ gingham summer dress

### **PE Kit**

- Purple t-shirt (embroidered with Allscott Meads Primary logo or plain)
- Purple shorts

- Trainers

#### **Optional Items**

- Book bag/document bag (printed Allscott Meads Primary)
- Rucksack (printed Allscott Meads Primary)

#### **Dress Code**

- No trainers to be worn around the building other than for PE/dance
- Hairstyles should not draw particular attention to the wearer and should project a traditional professional image.
- Strongly coloured hair is not acceptable.
- Shaven heads/razor markings are not permitted.
- Make up/false nails/nail varnish is not permitted.
- 1 pair of stud earrings and a watch are permissible.

#### **Dress Code for Muslim Girls**

In line with local agreements and national policies the following dress code may be applied:

- A black headscarf may be worn by Muslim girls.
- Specialist swimming outfit that allows full body coverage.
- We do not allow girls to wear any facial covering.

***All our uniform is supplied by D Baker & Son, Wellington and My Clothing (further information can be found on our website) and LW Sports and Custom Clothing ([www.lwsportsltd.co.uk](http://www.lwsportsltd.co.uk))***

## **Attendance**

We expect our students 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.