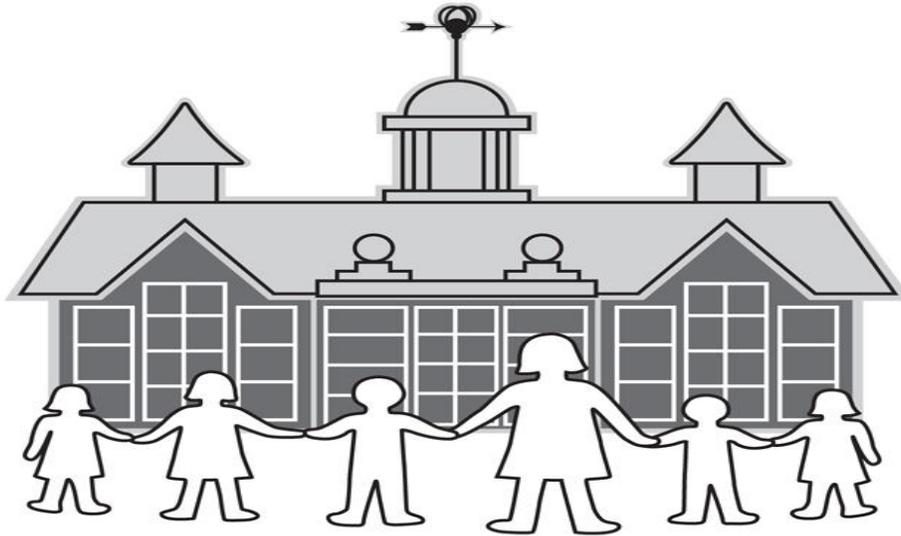


# North Ealing Primary School



## Behaviour for Learning Policy

Committee with oversight for this policy – Curriculum & Standards	
Policy to be approved by the Headteacher	
Policy last ratified and adopted by the Headteacher	8/10/2020
Policy / Document due for review	October 2022

### **This policy is to be read in conjunction with:**

- Home school agreement
- Whole school code of conduct
- Child protection policy
- Educational visits and trips
- Feedback and marking policy
- SEN policy
- LA exclusion procedures
- United Nations Convention on the Rights of the Child

## Rationale

This policy is grounded in a shared ethos and set of beliefs that expects that everyone can learn to behave in socially acceptable ways and have their needs met. North Ealing seeks to provide a positive, safe, sustainable, challenging and inclusive environment where everyone involved with the school can flourish. We are a 'values-based' learning community committed to the education of the whole child and a strong ethos reflecting the principles of the United Nations [Children's Rights Charter](#). As such, we recognise that all children have the right to be treated with dignity and fairness, to be protected, to develop to their full potential and to participate. This policy is dependent on an absolute consistency of approach; everyone in the school community knows and follows the same rules and strives towards the same goals. All aspects of school life are underpinned by our Learning Values.

The policy has been developed from the ideas and contributions of the whole school community. It is reviewed bi-annually to ensure that it meets the needs of the community that it guides.

## School Vision statement

**At North Ealing Primary we inspire and nurture all our children to become aspirational, lifelong learners through an inclusive, ambitious and engaging curriculum.**

## Aims

To establish and maintain a consistent and fair approach which enables effective learning to take place in a school where children feel happy, secure and safe

To acknowledge that maintaining good behaviour within the school is a shared responsibility

To ensure staff use a positive, pro-active and reflective approach towards behaviour management issues

To ensure pupils are confident in their right to be treated fairly

To ensure pupils can learn in a safe, calm, positive environment

To develop in pupils a strong sense of belonging and an acceptance of responsibility for their own actions

To develop in pupils an awareness of and adherence to appropriate behaviour in a range of social situations

# NES Learning Values and Behaviours for Learning

All aspects of school life are underpinned by our North Ealing School Learning Values, Behaviours for Learning and four Core Principles:



At North Ealing Primary we inspire and nurture all our children to become aspirational, lifelong learners through an inclusive, ambitious and engaging curriculum.

## Curriculum

North Ealing Primary is a UNICEF Rights Respecting School. Through our curriculum, and particularly the explicit teaching and discussion of spiritual, moral, social and cultural concepts, the children learn to grow and manage themselves. PSHE and citizenship is taught using a range of different strategies. We believe that an appropriately-structured curriculum and effective teaching encourage good behaviour. Thorough planning that addresses the needs of all children, the involvement of children in their own learning and constructive feedback help to include children and encourage them to take responsibility for their own behaviour.

It follows that lessons should have clear learning objectives which are understood by the pupils and which are differentiated to meet the needs of a range of abilities. Marking is used both as a supportive activity, providing feed-back to the pupils on their progress and achievements, and as a signal that the pupil's efforts are valued and that progress matters.

The regular use of Circle Time for whole classes and smaller groups, promoting pastoral care, is paramount to the achievement of our aim and should be a key teaching strategy for the whole school community.

## Whole School Code of Conduct

**The school has an ethos in which the principles of our whole school code of conduct are respected. Many of these principles will be addressed daily throughout school life in assemblies, by adults modelling and acknowledging good social behaviour and through positive relationships developed between members of our school community**

We are kind and helpful (ways to assist each other should be sought e.g. opening doors, helping with heavy loads.)

We are gentle and respect physical safety

We use common words of courtesy such as: please, thank you, excuse me and sorry when appropriate

We look after our school environment and its property (reporting any loss or damage)

We listen and respect other people's views (school members should speak calmly and politely to one another)

We are honest at all times

We work hard and always try to the utmost of our ability. We respect all the teaching and learning experiences. Each class will create and display its own class rules at the beginning of the academic year based on the Whole School Code of Conduct

### **Unacceptable behaviour (also in lunch time section)**

At NES there is no place for violence, bullying, harassment, vandalism, rudeness or bad language to any member of the school community.

### **Unacceptable behaviour includes:**

- Deliberate actions to hurt another
- Bullying (physical or verbal)
- Spitting
- Swearing
- Theft
- Name calling

- Damage to other people's property
- Racist incidents
- Homophobic/gender-related comments
- Religious discrimination

## **Restorative Practices**

NES seeks to use a restorative approach to resolve conflicts. These practices can restore the balance after any type of disagreement and conflict through the following strategies:

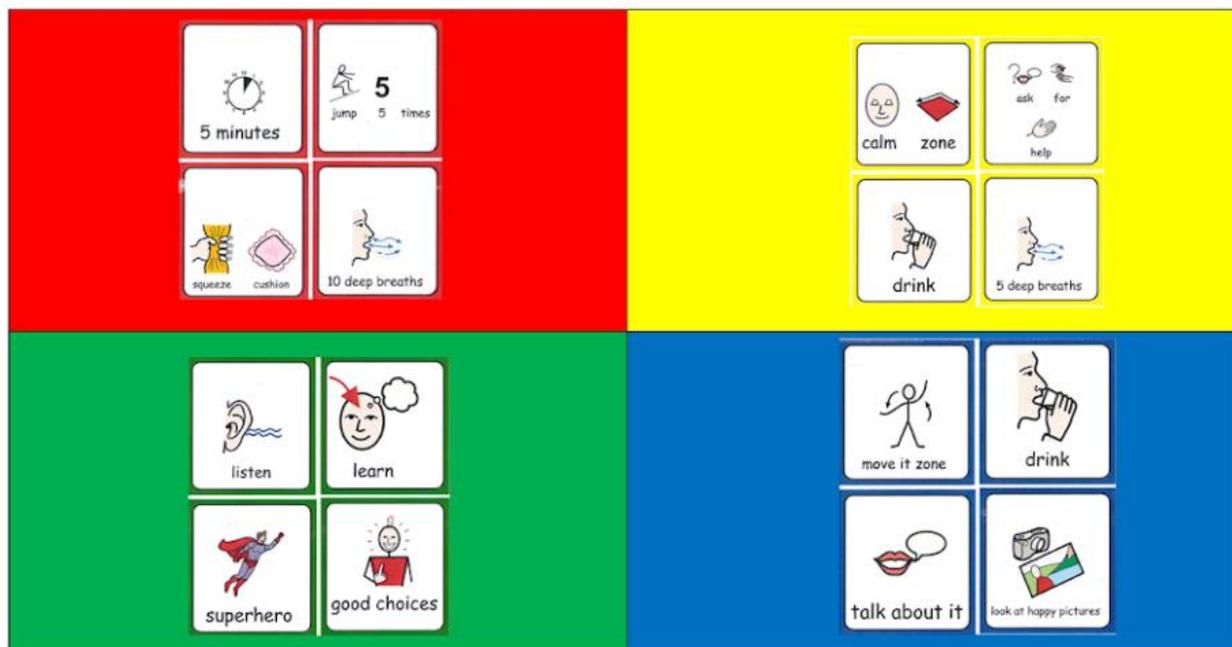
- a chance to tell their side of the story and feel heard
- to understand better how the situation happened
- to understand how it can be avoided in the future
- to feel understood by the others involved
- to find a way to move on and feel better about themselves

### **Questions which may help when dealing with incidents:**

- What happened?
- What were you thinking and feeling at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?

## **Zones of Regulation** (Based on the work of Leah Kuyper)

- Zones are a way to keep your self-control and handle emotions. For example, when a student plays in the playground or in a sport, you want to have a lot of energy. But, that same energy would not be appropriate in the library when the teacher is reading a book.
- The Zones give everyone the same language so that we can help each other stay "Green".
- The Zones help us understand how we are feeling.
- It helps us be able to identify our own feelings, read other people's body language to think about how they are feeling, and relate to others.
  - Blue Zone- sad, tired, bored, sick
  - Green Zone- The zone you want to be in for learning. Happy, calm, focused
  - Yellow Zone- frustrated, worried, silly, excited
  - Red Zone- mad, angry, afraid
- They also give a range of strategies children can use to cope with the zone that they are currently in and to help move them back to a more positive space.



All classrooms have the Zones of Regulation on display and teachers use this to engage the children in conversation on their current emotions, where they would like them to be and the strategies they can use to get themselves there.

## Staff Responsibilities

The Staff of NES has the responsibility to adhere to the Behaviour for learning policy in order to nurture the wellbeing and social emotional learning of all individuals in the school community. All staff must contribute to a climate of high aspirations where success is celebrated.

### All staff members have the responsibility to:

- Set clear expectations and class rules at the beginning of each term and make regular reference to these
- Create a calm working atmosphere in the classroom with well-established routines which promote a sense of belonging for children and staff
- Work in partnership with parents sending home 'Well Done' slips and informing them as soon as possible about any incident that may have occurred and how it was dealt with
- Be aware of all children's behaviour in class and around school, dealing with every incident appropriately and giving mutual support to colleagues
- Act as a positive role model, treating all adults and children with respect and creating aspirations for the children to strive toward
- Have high aspirations for each individual child and acknowledge their progress
- Allow children to make mistakes and use them as learning opportunities
- Provide challenge for all pupils through an interesting and relevant curriculum and high standards of teaching

### Ensure the safety of all children

**Adults must:**

- Supervise children at all times. Pupils must never be left unattended without authorisation from the class teachers or Senior Leadership team
- Escort children around the school, ensuring that all children are monitored and safe – stop children at regular intervals checking the middle and back of the line
- Stand in positions that allow monitoring of the corridor and classroom on entry and departure
- Make children aware of appropriate behaviour in all situations and deal with problems calmly
- Report any sudden changes in behaviour or unusual behaviour that is causing a staff-member concern immediately to the designated teacher for child protection if it is considered that there might be an underlying child protection issue. Alternatively, in their absence, a member of the Senior Leadership team
- Be punctual when delivering and collecting classes
- Work closely with other members of staff and outside agencies, implementing advice and strategies for dealing with a child in difficulties
- Report concerns about individual pupils promptly, using the school incident reporting procedures

**Inclusion**

- Be as consistent and as fair as possible in the use of rules and sanctions, whilst valuing each child's individual identity
- Encourage individuals to take on responsibilities in the classroom through a system of regularly changing monitors
- Teach pupils the skills of conflict resolution to support them in managing their relationships in a confident and positive manner (see Restorative Practices)

**Classroom Environment Rules**

Each class will create its own class rules at the beginning of the academic year based on the whole school code of conduct. These rules should be positive statements, displayed in all classrooms and referred to regularly. The rules should be reviewed at the beginning of every term.

Every classroom will have a positive behaviour display board that shows:

- The class rules (at the start of the year and, additionally, each term the class teacher will discuss a code of conduct with the pupils and create a set of agreed class rules.)
- The class's chosen reward for special time
- Merit awards; 30=bronze, 60= silver, 100=gold, 150=platinum

In addition, classrooms will display:

- A traffic light system or variation of e.g. UKS2 have a name on board system
- A container and tokens/marbles/table points
- A visual timetable
- A poster of rules for emphasis

Class teachers will ensure that:

- Pupils are ready for learning, on task, sitting correctly and engaged.
- All pupil resources will be labelled and easily accessible
- The layout of the room will ensure that all pupils can see and hear comfortably
- Pupil groupings ensure positive relationships are encouraged and sustained
- All adults in the room are aware that they must act as a positive role model at all times
- Interaction between pupils and all school staff will be polite and respectful
- Noise levels are closely monitored by the teacher and support staff and are appropriate to the task at hand
- All staff follow the behaviour strategies as outlined in this policy
- Class behaviour log on Sims is regularly updated

## **Rules for common areas**

### **Pre-School & First Break**

If there is a serious behaviour incident, a member of staff on duty will inform the teacher verbally when he or she comes out to collect the class. The duty staff will add the details to the SIMS behaviour log.

The teacher should talk to the child/children involved at the earliest opportunity and, if the incident is serious, will pass the incident form on to a member of the Senior Leadership team (Deputy Heads).

**In the event of a serious incident in the playground**, such as a fight, a message will be sent to the office immediately and a member of SLT will attend.

## **Expectations of pupil movement around and beyond the school**

- An adult must supervise pupils at all times. Pupils must never be left unattended without authorization from class teachers or Senior Leadership team.
- KS2 children will be issued coloured lanyards to enter the building at lunchtime.
- When leading pupils around the school, the adult will continually look back and stand at blind corners. Stairs should be visually covered and children should not be running.
- Staff will ensure that the children are moving quietly (or silently, as appropriate) around the school.
- Staff will encourage pupils to show courteous behaviour when moving around, stopping, for example, to allow an adult to cross the line and using expressions such as 'Excuse me,' when appropriate.

## **School assemblies/gatherings**

- Staff will ensure that pupils enter and leave the hall in silence and continue to supervise their class until the assembly starts
- Staff will set a positive example and set high expectations of appropriate behaviour
- Teachers will collect their class promptly from the hall when applicable

## **Playground and Lunchtime Rules**

Playtime at break and lunchtimes can be problematic for some children and it essential that the Whole School Code of Conduct is applied at these times with support from all school staff. **We aim to work together as a team and the lunchtime supervisors have the full backing of all school staff.**

Playground code: (as drawn up by school council)

- Play games gently and consider the rules of those games
- Look after and respect all the equipment
- Share equipment with all your friends
- Include all children in games
- Look after other children when they are hurt
- Be quiet in the designated quiet areas
- Go to the adults on duty if you need help

**These rules will be displayed in all playgrounds and be regularly referred to by children and all staff.**

### **Playground Supervision**

- Staff on duty will encourage the children to stick to the playground code
- Staff on duty will use the reward system to identify and reward positive behaviour
- Staff on duty will be vigilant to ensure that play is appropriate and will intervene if they observe a cause for concern.
- Staff on duty need to communicate any causes of concern by using the incident forms or a verbal message
- Class teachers will arrive in the playground promptly to collect their class

### **Lunchtime Supervision**

During lunchtimes, the SMSAs, LSAs and FFS staff will supervise the children. Should an incident occur, they will take appropriate action and record it on a lunchtime report form. These are then given to the lead SMSA who will disseminate as appropriate, either to the class teacher or to the relevant Deputy Head Teacher. (If the incident needs prompt follow up it needs to go straight to the Deputy Head). The lead SMSA will also log these incidents onto SIMS. The class teacher will investigate the incident and if the teacher considers that a), the incident requires prolonged investigation, or b) is judged to be serious; she/he will pass on the form to the appropriate Deputy Head teacher for further investigation.

Lunchtime supervisors are to use the reward system in place and nominate children for top table (or in the case of Year 5/6 the children are first in the line and can choose a friend to be with at lunch). The lunchtime supervisors will also issue merits when they feel a child needs an additional reward. The SLT members on daily duty should use the merit and well done slips to reinforce positive behaviour.

Where possible, all adults supervising at lunchtimes should try to engage the children in purposeful play and encourage inclusion of all children. There are a range of playground games and ideas to support staff to include all children in playground activities.

All adults should support children to resolve conflicts using the restorative practice approach and encourage the children to take responsibility for their own actions during conflict situations.

### **Unacceptable behaviour**

At NES there is no place for violence, bullying, harassment, vandalism, rudeness or bad language to any member of the school community.

**Unacceptable behaviour includes:**

- Deliberate actions to hurt another
- Bullying (physical or verbal)
- Spitting
- Swearing
- Theft
- Name calling
- Damage to other people's property
- Racist incidents
- Homophobic/gender-related comments
- Religious discrimination

**Step plan for dealing with behaviour issues at break and lunchtimes:**

- Issue a verbal warning
- Use of time out or a cooling off time
- Conflict resolution discussion
- Name recorded on an incident form
- Referral to Class teacher/ Deputy Head Teacher (depending on the significance of the incident)
- Feedback to lunch time staff if appropriate

It is also important for all lunchtime staff to be alert in reporting any unusual behaviour or sudden changes in behaviour to the Designated Safeguarding Lead or a member of the Senior Leadership team.

**Out of School (see trip policy)**

- The trip organiser will ensure that correct procedures for trips have been followed (risk assessment)
- The trip organiser will ensure that all volunteers are aware of the correct procedures
- Staff on trips will ensure the children are kept in sight of a responsible adult at all times
- Staff will be mindful that pupils on trips are representing the school to the wider community and will ensure high standards of behaviour and courtesy towards others are maintained at all times.
- Staff will have informed the appropriate member of the SLT of any pupil whose behaviour may be a concern well in advance of the trip to ensure suitable arrangements are in place
- Staff will ensure that any incidents of unacceptable behaviour are reported immediately upon return to a member of the Senior Leadership team and record on SIMS

**Rewards****Whole School Rewards:**

We praise and reward pupils for good behaviour, social skills and effort with work throughout the school week and in a variety of ways:

**Good Work Award**

Good work stickers and certificates are awarded at weekly good work assemblies and stickers should be worn for a week. A 'well done' slip should be sent home on the day of the assembly to ensure parents are informed of the reason for the award.

**Place2Be Kindness Cup and certificate to take home**

- Class teachers are responsible for keeping a record of awards to ensure the system is fairly applied

- Lining up awards at lunchtimes which will be mentioned in assemblies and the whole class will receive a merit point to happen

### **Class Rewards:**

- verbal praise
- pupil name placed on the class system in place
- stickers
- public praise in front of the group/class
- positive comments in pupils' books
- class privileges

### **'Well Done' Notes**

'Well Done' notes should be given for the pupil to take home as an acknowledgement of a particular achievement. This will enable parents to reinforce all staff's praise at home. As a minimum, at least one well done slip should be sent home each term for each child. This should be for work praised in the good work assembly and for showing positive behaviour for learning by setting a good example to others in terms of behaviour, learning and care. The class teacher should keep a tick list to ensure all pupils are accounted for.

All staff in the school should also give well done slips to pupils who set a positive example.

### **Merits**

Pupils will be awarded a merit to acknowledge achievement in the following areas:

- Outstanding work
- Effort
- Consideration to others/the environment
- Exemplary behaviour
- Positive examples of NES Learning Values

### **Merit Boards**

Each class will clearly display a merit board which shows pupil awards.

Accumulation of merits points will be celebrated as follows:

- Thirty merits will be rewarded by a bronze certificate.
- Sixty merits will be rewarded with a silver certificate.
- One hundred merits will be rewarded by a gold certificate for outstanding achievement.
- In exceptional cases – where a pupil has earned a total of 150 merit points – this will be rewarded with a platinum certificate signed and presented by the Head Teacher.

Achievement of a certificate will be acknowledged by pupils standing up and being applauded in assembly.

All pupils will have received a minimum of 60 points (silver certificate) at the end of the academic year (other than in exceptional circumstances which are noted by the class teacher and shared with the Senior Leadership Team and the pupil's parents).

## **Special time:**

In addition to individual merit points, whole class rewards should be given for a range of circumstances e.g. lining up, behaviour in assembly, class assemblies etc

Rewards should take the form of marbles in a jar or similar collectable items.

Achieving the class target should be rewarded by 10 - 15 minutes special time or a special event. The target number of points should take approximately two weeks to achieve (weekly for Reception and year 1).

The Special Time activity should be chosen by the children from a range of options and may vary. Examples are; extra playtime, a favourite class game, an activity from a choosing box, a quiz etc.

## **Lunch times:**

### **Top Table Award**

The Top Table Award is part of the lunchtime behaviour strategy and is administered by the Senior SMSA. It aims to acknowledge courteous behaviour and kind, helpful acts towards both adults and children. The majority of children display positive behaviour and each child should be recognised for their positive contribution by being given the opportunity to invite a friend to lunch at the Top Table. (One for packed lunches and one for school dinners as discussed with SMSA). Years 5/6 are invited to be at the front of their line and choose a friend to sit with if they do not want to go on top table.

## **Sanctions**

At NES we believe that time should be given to resolve conflicts when they occur. We seek to discover the underlying reasons for behaviour, taking into account individual needs. The discussions should be based on the ethos of restorative practice and be supportive to all parties involved.

### **Sanctions will:**

- Be kept to a necessary minimum
- Be applied fairly, giving a clear reason which is understood by all
- Avoid group punishment wherever possible

In most cases a look of disapproval or a quiet word will be sufficient. However, if a pupil continues to present unsatisfactory behaviour a hierarchy of sanctions may be applied.

## **CONSEQUENCES**

**Stage 1** The teacher communicates which rule is being broken and a verbal warning is given.

**Stage 2** The pupil's name is moved on the traffic light (or alternative) Names must be returned to the neutral face following a discussion with the teacher at the end of a session.

**Stage 3** Repeat of stage 2 but with a reminder that if the pupil's name is put on a third time then the pupil will be removed from the class.

At the end of the session, following discussion with the teacher, the pupil's name should be removed from the sad face back to neutral to ensure a fresh start at the beginning of the next session.

- Stage 4** Class teacher sends the child to a buddy class, in most cases that of the phase leader. The child should be escorted and sent with appropriate work and an explanation of the concern. The class teacher should record on Sims class behaviour log.
- Stage 5** If stage 4 is implemented regularly (more than three times in a half term) the phase leader will meet the class teacher to discuss strategies to improve behaviour. Parents should be kept up to date and involved in the process. The phase leader will inform the Deputy Head teacher/Senco.
- Stage 6** The Deputy Head teacher in discussion with the class teacher may decide it is appropriate for the pupil to be put on 'lesson report'. Parents will be informed (through a letter and phone call) and the pupil's behaviour for each lesson will be logged. This will be monitored by a member of the Senior Leadership team.
- Stage 7** If, after a set period of time no significant improvement has occurred, the matter will be referred to the Head Teacher. Additionally, outside agencies may become involved. The Headteacher will use the option of fixed term or permanent exclusion if the situation does not show signs of improving.

It is essential to gain the support and cooperation of parents when a pupil fails to adhere to the school's code of conduct. A meeting may be arranged with parents at any stage to ensure they are kept fully informed and to avoid more serious sanctions being imposed.

**Note: very serious behaviour issues such as a violent act resulting in physical injury or acts of racist abuse should be referred directly to the Deputy Head teacher. In extreme circumstances or as a last resort the Head teacher may consider the possibility of a fixed or permanent exclusion.**

#### **Adaptation for the EYFS**

Positive reinforcement of good behaviour/work through a reward system which includes their name being put on the traffic lights , stickers, class points and verbal praise

If unacceptable behaviour occurs, it is dealt with in the following ways:

- A quiet but firm word to the child telling them that their behaviour is not acceptable and why not
- If the inappropriate behaviour continues, withdrawing a child from an activity, ensuring the child understands the reasoning behind the action, and time out is given on the thinking chair. Children stay on the thinking chair for 2-3 minutes. Children's name will also be put on the sad face.
- If the problem persists the staff will discuss methods of working this through both with each other and the parent/carer and liaise with phase leaders / Senior Leadership team.

#### **Support systems for Individual Pupil Need**

If there is a persistent problem, the class teacher, Deputy Head teacher and SENCO will draw up an Individual Pastoral Support Plan to support the pupil in partnership with parents. All staff working with the pupil will be informed of this to ensure a consistent approach throughout the school day. If the problem continues, we will work with outside agencies to seek solutions to support the pupil.

## **Support systems for staff**

The school will support all adults working with pupils to ensure pupils are achieving. It is school practice to discuss behavioural issues in order that the staff feel supported and to provide a cohesive approach to supporting individual needs. This will be achieved following the school's safeguarding policy. Staff having difficulties with an individual, class or group should speak to the Deputy Head teacher who has responsibility for this area of the school.

**In the case of a serious incident please contact the school office immediately and call for a member of the Senior Leadership team.**

## **Support systems for parents/carers**

Parents and carers are encouraged to visit the school to discuss any relevant issues. However, it would be appreciated if appointments could be made where possible to ensure the availability of a member of staff and to give parents/carers the time needed. Likewise, when school needs to discuss an issue with parents/carers, they will be contacted to arrange an appointment.

## **Reporting Procedures (& templates)**

### **SIMS**

All behaviour incidents that require contact with parents must be recorded on the SIMS Behaviour monitoring. An outline of conversations with parents either in person or by telephone must be recorded and a copy any letters sent home should be attached to the pupil's profile on SIMS.

### **Appendix**

- 1. SMSA incident report**
- 2. Individual Pupil Behaviour monitoring Report**
- 3. Individual Short Term Daily Supervision Log example**
- 4. Instructions for entering data on SIMS**

## **Monitoring and Review**

The Head teacher and Senior Leadership team monitor the school behaviour policy on an on-going basis to ensure consistent implementation throughout the school. The SLT are required to ensure that all staff adheres to the Behaviour for learning policy. To this end the SLT should/will not hesitate in drawing attention to any actions which are either not conducive to good behaviour or place the safety of children at risk.

This policy will be reviewed by the Senior Leadership team.

**Incident Report form SMSA/TA (see SIMS)**

SMSA.....

Date..... Time.....

Name of pupil(s) \_\_\_\_\_

Class.....

- |                       |                          |                        |                          |
|-----------------------|--------------------------|------------------------|--------------------------|
| Fighting              | <input type="checkbox"/> | Name calling           | <input type="checkbox"/> |
| Refusing instructions | <input type="checkbox"/> | Swearing               | <input type="checkbox"/> |
| Racism                | <input type="checkbox"/> | Hurting others         | <input type="checkbox"/> |
| Refusing to eat       | <input type="checkbox"/> | Swapping food          | <input type="checkbox"/> |
| Football incident     | <input type="checkbox"/> | Dropping food / litter | <input type="checkbox"/> |

Details of Incident

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Action Taken

- |                            |                          |                 |                          |
|----------------------------|--------------------------|-----------------|--------------------------|
| Spoken to / warning        | <input type="checkbox"/> | Time out        | <input type="checkbox"/> |
| Referred to class teacher  | <input type="checkbox"/> |                 |                          |
| Referred to Senior teacher | <input type="checkbox"/> | Sent to Welfare | <input type="checkbox"/> |

## Appendix 2 - My target (s):

- 1.
- 2.
- 3.

### Behaviour Book

Daily/Weekly Behaviour book

A = assembly

L = lesson

B = morning break

	8.55–10.00	10.00–1040	1045-1100		1120-1215 KS1 1120-1230 KS2	1200-1315 KS1 12.15-13.15 KS2		1415-1515
	L1	L2	A	B	L3	LUNCH	L4	L5
Mon								
Tue								
Wed								
Thu								
Fri	A							

This card must be taken to the designated member of the leadership team at the end of each week.

**Appendix 3 (An example)  
SHORT TERM DAILY SUPERVISION**

**This form should be completed by SMSA/supervising staff following a request by a member of the Leadership Team. Please ensure the detail is specifically related to the CONCERNS box and does not include other pupil information unless relevant.**

<b>CONCERNS</b>		
<b>Background</b>		
<b>What to look for during each 5-10 minute period</b>		
Is child unhappy? Is anybody arguing with him/her? Is he/she pushed, shouted at, tripped over? What sort of games does he/she play? Who does he/she play with happily? Is anybody regularly bothering/upsetting/annoying him/her? What does he say when you ask him/her how he/she is?		
<b>Date:</b>	<b>OBSERVATIONS - complete all boxes</b>	<b>ACTIONS – if applicable</b>
Morning Play	Designated staff:	
Lunchtime	Designated staff:	
12:35		
12:45		
12:55		
13:05		
13:15		

## Appendix 4 – Instructions for recording incidents on SIMS

SIMS

helping  
schools  
inspire

Quick Reference Sheet

# Recording Behaviour Incidents and Achievements

### Setting up Behaviour Types

You can determine the types of behaviour you wish to record. You are advised to review the list periodically and add or delete behaviour types as necessary. Please note that behaviour types that have been used previously cannot be deleted.

1. Select **Tools | Setups | Behaviour Management | Behaviour Type** to display the **Maintain Behaviour Types** page.
2. To remove an unwanted behaviour type permanently, highlight it then click the **Delete** button.
3. Click the **New** button or highlight an existing behaviour type and click the **Open** button to display the **Add/Edit Behaviour Type** dialog.
4. Enter a unique **Code** and a concise **Description**. The **Description** is displayed in the **Type** drop-down list when adding a behaviour incident record, so you are advised to keep it as short as possible.
 
5. Enter the default number of **Points** to be allocated to this behaviour type (from 0 to 99). This value is assigned automatically when a behaviour incident of this type is subsequently recorded.
6. By default, the **Active** check box is selected, indicating that it is visible in the **Type** drop-down list when adding a behaviour incident record. Deselect this check box only for behaviour types you do not wish to be displayed in the **Type** drop-down list.
7. To make a behaviour incident type accessible via the register, select the **Include In Register** check box.
 

Multiple behaviour incident types can be made available via the register by highlighting the required items on the **Maintain Behaviour Types** page then clicking the **Register** button.
8. If you wish to associate this type of behaviour incident with bullying, select the **Bullying Type** check box.
9. Click the **OK** button to return to the **Maintain Behaviour Types** page then click the **Save** button.
 

The order displayed on this page defines the order in which the items will be displayed in the applicable drop-down lists.
10. To change the order of the items (e.g. so that commonly used behaviour types are displayed at the top of the drop-down lists), highlight the required behaviour type then click the **Move Up** or **Move Down** button.

### Recording a Behaviour Incident

The following process describes the recording of a complete behaviour incident record. If a behaviour incident was recorded via the register (**Focus | Attendance (or Lesson Monitor) | Take Register**, right-click one or more pupil/student names, select **Add Behaviour** and then the required option from the pop-up menu), partial details will already be recorded. If you wish to record further details of a behaviour incident that was added in this way, highlight the existing incident then click the **Open** button in step 3 of the following process. For more information about recording a behaviour incident via the register, please refer to the *Managing Pupil/Student Attendance* handbook or *Monitoring Lesson and Session Attendance* handbook.

1. Select **Focus | Behaviour Management | Maintain Behaviour Incidents** to display the **Find Behaviour Incident** browser.
2. Before adding a new behaviour incident, carry out a search to ensure that it has not already been recorded.
3. If you are sure the incident has not yet been recorded, click the **New** button to display the **Behaviour Incident Details** page.
4. Select the incident **Type** from the drop-down list. The **Points Defined** field is populated automatically with the predetermined value.
 

If a behaviour type associated with bullying is selected, you can also record the **Type Of Bullying** that took place.
5. **Additional Types** can be added to the behaviour incident by clicking the **New** button to display the **Add Behaviour Types** dialog. Highlight the required type(s) then click the **Select** button. Any additional behaviour types selected affect the **Points Defined** for the incident.

6. Select the related **Activity** and the **Location** of the incident from the drop-down lists. For advice on how to edit lookups, please refer to the **Maintaining Lookups Quick Reference Sheet**.



7. Select the **Date** of the incident then select the **Time of day** at which the incident took place from the drop-down list.
8. Search for the applicable **Lesson Information (Secondary school only)**.
9. Enter any additional **Comments**.
10. The **Recorded On** field defaults to today's date but can be edited.
11. Select the appropriate **Status** from the drop-down list (mandatory).
12. The name of the person recording the behaviour incident is displayed automatically in the **Recorded By** field.
13. Record any staff involved in the incident using the **Other Staff Involved** panel. By default, the current user's name is displayed, but they can be removed by highlighting the name and clicking the **Delete** button.
14. Click the **New** button to display the **New Behaviour Staff Link** dialog. Click the **Browser** button adjacent to the **Staff** field, search for the required person in the **Select person** dialog, highlight their name then click the **OK** button.
15. Select their **Role** in the incident from the drop-down list then click the **OK** button to return to the **Behaviour Incident Details** page. Additional members of staff can be recorded, if required.
16. Record any pupil/students involved in the incident using the **Students Involved** panel.
17. Click the **New** button to display the **Select Students** dialog. Search for the required pupil/student(s), highlight their name(s) then click the **OK** button to display the **Add Students Involved** dialog.
 

The **Points** field defaults to the value specified for that behaviour type, in addition to any **Additional Types** previously recorded. This value can be edited, if required. You can **Add** or **Remove** pupil/students by clicking the appropriate button. Complete the remaining information by selecting from the drop-down lists.
18. Click the **OK** button to return to the **Behaviour Incident Details** page. Additional pupil/students can be recorded, if required.
19. Pupil/students can be removed from the **Students Involved** panel by highlighting their name(s) then clicking the **Remove** button.
20. To record additional details for a particular pupil/student for the selected incident, highlight their name then click the **Open** button to display the **Edit Behaviour Student** dialog.
  - a. Edit the **Points** for this incident for the selected pupil/student and select their **Role** in the incident from the drop-down list.
  - b. Select the **Action Taken** from the drop-down list then record a **Date of Action**.
  - c. Select the method used to inform the parent/carer(s) from the **Parents/Carers Informed** drop-down list.
  - d. Any relevant notes can be recorded in the **Notes/Documents** panel by clicking the **New** button. Click the **OK** button twice to return to the **Behaviour Incident Details** page.
21. The **Students Involved** panel also enables you to record information relating to a **Detention** and an **Exclusion**. Highlight the required name then click the applicable button. The highlighted pupil/student's **Report Card** can also be viewed.
22. A message relating to the selected behaviour incident can be sent to any other staff member's **Home Page** by clicking the **Send** button and selecting the required recipient(s).
23. Click the **Save** button to save the behaviour incident record.