



SUMMERBANK  
PRIMARY ACADEMY

## Behaviour Policy

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Adopted by Governors	TBC
Review Date	TBC

## **Children Learn What They Live**

**By Dorothy Law Nolte**

If children live with criticism, they learn to condemn.

If children live with hostility, they learn to fight.

If children live with fear, they learn to be apprehensive.

If children live with pity, they learn to feel sorry for themselves.

If children live with ridicule, they learn to feel shy.

If children live with jealousy, they learn to feel envy.

If children live with shame, they learn to feel guilty.

If children live with encouragement, they learn confidence.

If children live with tolerance, they learn patience.

If children live with praise, they learn appreciation.

If children live with acceptance, they learn to love.

If children live with approval, they learn to like themselves.

If children live with recognition, they learn it is good to have a goal.

If children live with sharing, they learn generosity.

If children live with honesty, they learn truthfulness.

If children live with fairness, they learn justice.

If children live with kindness and consideration, they learn respect.

If children live with security, they learn to have faith in themselves  
and in those about them.

If children live with friendliness, they learn the world is a nice place  
in which to live.

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## 1. Introduction & Rationale

*It is the right of every individual in our school to feel safe, secure and valued*

At Summerbank Primary Academy we pride ourselves on providing all children with a happy and supportive environment in which to develop. We are passionate in our pursuit of excellence in all aspects of school life, including supporting children in developing effective, positive relationships and understanding what is meant by appropriate conduct. It is our intention that everyone feels safe, included, respected, happy and successful in our school and we work with parents, families and children and external agencies to support achieving this.

### **Aims**

This policy aims to:

- Provide a **consistent approach** to behaviour management
- Promote good behaviour, self-discipline and respect
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

## 2. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

**Serious misbehaviour** is defined as:

- Repeated breaches of the school expectations
- Any form of bullying
- Vandalism
- Theft
- Fighting

- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items

**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

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

### 3. Our Staged Approach

Consistency in behaviour management is key to supporting children in understanding what is expected in terms of their conduct. A number of rewards are in place to encourage children to demonstrate appropriate behaviours (see Appendix 1). To ensure consistency in the promotion of positive behaviour, Summerbank uses a staged approach to behaviour management; there are four progressive stages of sanctions (reflecting severity/frequency of misbehaviour) aimed at addressing this. Where a serious incident occurs a child may move straight to one of the later stages. To ensure fairness, adults are expected to fully investigate the circumstances surrounding an incident when deciding upon an appropriate level of sanction.

## 4. Responsibilities

**Staff** - recognise the part they share in maintaining the happy and inspirational environment we have nurtured - we are all responsible for all of the children. Staff model and foster the good behaviours and attitudes of both our school and our community and praise positive behaviour whenever they see it. They use the approaches set out in this policy to ensure children receive consistent expectations. They act as role models for the children and treat each child fairly, enforcing school expectations consistently. All children are treated with respect and understanding.

**Children** - behave well, stay on the school premises, treat everyone and the environment with respect and make positive choices throughout the day.

**Staff, parents and children** - show courtesy and respect to other adults and children.

To ensure that staff in school are able to carry out their professional duties that could conflict with a personal relationship, members of staff are asked to step aside when dealing with issues involving children they are related to.

For more detailed guidance on specific roles/responsibilities see Appendix 3.

### **Restrictive Physical Intervention**

The use of a restrictive physical intervention will be the outcome of a professional judgement made by staff on the basis of the Restrictive Intervention Policy. It is avoided whenever possible and will not be used for staff convenience.

**Restrictive physical intervention will *only* be considered if other behaviour management options have proved ineffective or are judged to be inappropriate (or in an emergency situation).** Before deciding to intervene in this way, staff will weigh up whether the risk of not intervening is greater than the risk of intervening. Any actions will be carried out with the child's best interests at heart. Physical intervention will never be used to punish a pupil or cause pain, injury or humiliation. In this academy all employed staff are authorised to use restrictive physical intervention (please see Restrictive Physical Intervention Policy for roles in school not authorised to do so).

Staff are not expected to intervene physically against their better judgement nor are they expected to place themselves at unreasonable risk. In such circumstances, they must take steps to minimise risks. For example, by removing other pupils and calling for assistance.

Section 550A also allows the use of force 'to prevent a pupil from engaging in any behaviour prejudicial to maintaining good order and discipline...'. However, the use of restrictive physical intervention for this purpose is acceptable only in rare circumstances. For further Guidance, please refer to the Academy's 'Restrictive Physical Intervention Policy'.

## Tracking and Addressing Behaviour

'Restrictive Intervention Forms' (appendix 9) are completed whenever an unplanned physical intervention is undertaken. A copy is given to the Learning Behaviour Manager for collation and tracking

**Stage One & Two Behaviour (misbehaviour)** is dealt with at classroom or playground level and represents misbehaviour.

**Stage Three & Four Behaviour (serious misbehaviour)** refers to incidents of serious misbehaviour which go beyond classroom based intervention and are kept on record by the Learning Behaviour Manager (copies of recording forms should be sent by those completing).

Incidents escalated to this level are likely to take one of two forms:

- i) *one off incidents* which require a higher level of sanction (complete 'Incident Record Form' – Appendix 8)
- ii) *incidents involving an individual\** who has repeated incidents or unacceptable behaviour and is identified as needing ongoing tracking (complete 'Behaviour tracking form' - Appendix 7)

### **\*Individuals remaining at Stage Three/Four:**

Children who have formally been identified as remaining at Stage Three or above of the school system (agreed by Learning Behaviour Manager and Headteacher or Deputy Headteacher) also have a more detailed *Behaviour Profile* (see Appendix 5) which is completed by the Learning Behaviour Manager and the Classteacher and reviewed regularly to measure impact.

A weekly behaviour diary system is in place for these pupils which is completed by the adults working with the child (see example Appendix 6). At this stage specific individual strategies may be agreed that are tailored to the individual's needs to support them receiving consistent messages. Where a child persistently fails to demonstrate expected behaviour and is frequently demonstrating Stage Three behaviours, then the following measures may be put into place:

- > the tracking of all instances of inappropriate behaviour through the school Behaviour Tracking Form (see Appendix 7);
- > exclusion from out of school trips;
- > placement of child on the SEN Register for Social and Emotional needs, including the development and implementation of an individual plan;
- > placed under the guidance of the Learning Mentor/Behaviour Manager to address barriers to appropriate behaviour;
- > multiagency support put into place to help overcome barriers (e.g. Educational Psychologist, INSPIRE, Chances Programme, Community Police).

Where vigorous and robust support and intervention is unsuccessful and the child is considered to be a danger to him/herself or others the child may be subject to fixed-term or permanent exclusion. One act of extreme behaviour to another pupil or member of staff may also be subject to a fixed term or permanent exclusion.

## Expectations & Rewards

### Expectations



#### **Expectations for in Class and Around School Learning Behaviour**

Teachers and support staff understand the impact they have on children's learning and foster a positive ethos.

They consistently ensure good behaviours within the class by:

- Modelling positive behaviours such as mutual respect, staying calm, good listening skills and co-operation;
- Developing class rules with their own class and ensuring they are on display, fair and in keeping with the overall ethos of the school;
- Ensuring lessons are planned and prepared well and include engaging activities to help every child achieve, learn and feel good about themselves;
- Catching children demonstrating positive behaviours and reinforcing this;
- Nurturing and offering emotional support to the vulnerable children within their class so that they can better access learning tasks and improve their learning attitudes.

#### **Expectations for Social and Emotional Behaviours**



Children and adults are expected to conduct themselves in a way that demonstrates positive relationships. They will interact carefully, respectfully and kindly and show respect for the feelings of others at all times; shouting is to be avoided.

Everyone is expected to move respectfully and politely around the school at all times- respecting the environment (including the toilets, cloakrooms and playgrounds) and everyone else.

At the end of outdoor play or when children are moving around the school as a class they are expected to line up quietly and in an orderly manner.

Whilst on out of school trips children are aware that they represent the school and good behaviours are still expected rewarded and encouraged.

### Rewards

To support our positive ethos, appropriate behaviour is recognised through:

- a Whole School 'Dojo' points system;
- Weekly Golden time in Year 1-6;
- Weekly 'Star Awards' presented in a weekly Celebration Assembly by the Headteacher/Deputy Headteacher;
- Children showing their work to other classes, teachers, Head and Deputy Headteacher;
- Praising children for all aspects of positive behaviour by referring to the rules they are keeping.



## Whole School Reward System: 'Dojo Points'

The school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'dojo points'. **Once awarded a Dojo Point**



**has been awarded it can never be deducted** this helps the focus to remain on positive rather than negative behaviour. E.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not. When awarding the Dojo the member of staff should reinforce the good behaviour e.g. 'You can have a Dojo point for waiting so patiently'. A Dojo Point can be awarded by any staff member to any child at any time. All staff should carry 'Dojos' at all times to reward and reinforce positive behaviour as it occurs. This reinforces our philosophy that **the care of all our children is the responsibility of all adults in school.**

Points may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include:

- Particularly good work/effort.
- Displaying good manners.
- Displaying a caring attitude towards others.
- Staying on task etc.

The points are recorded on the online class dojo system and rewards are earned cumulatively. As children achieve set 'milestones' within the Dojo system they receive a coloured dojo wristband, small prize of for key milestones a Bronze, Silver or Gold Badge. Individual class teachers may choose to set in-class targets and rewards linked to particular whole class issues e.g. if all children in a class achieve 100 Dojos they may have an appropriate class treat of their choice.

## Sanctions & Tracking of Misbehaviour



### **Sanctions**

Up to a **maximum of three verbal warnings/reminders** will be made which encourage a positive choice. This will be done in a calm manner to avoid escalating the situation.

In cases where behaviour does not improve following these warnings, then age-appropriate sanctions will be put into place:

#### **Foundation Stage**

**Stage One** (misbehaviour): up to three verbal warnings

**Stage Two** (misbehaviour): time out at the 'timeout spot' (for a maximum of 3 minutes) or a partner class

**Stage Three** (serious misbehaviour): behaviour is recorded using Incident Form/Tracking Form and SLT/Behaviour Mentor are informed/involved and a sanction appropriate to the misbehaviour is given.

**Stage Four** (serious misbehaviour): behaviour is recorded using Incident Form/Tracking Form and referred to SLT and Behaviour Mentor for planned next steps and sanctions to be agreed.

#### **Years One – Six**

Prior to receiving formal sanction: up to three verbal warnings

**Stage One** (misbehaviour): minutes lost from golden time

**Stage Two** (misbehaviour): short period at timeout table or removed to partner class or missing playtime

**Stage Three** (serious misbehaviour): behaviour is recorded using Incident Form/Tracking Form and SLT/Behaviour Mentor are informed/involved and a sanction appropriate to the misbehaviour is given.

**Stage Four** (serious misbehaviour): behaviour is recorded using Incident Form/Tracking Form and referred to SLT and Behaviour Mentor for planned next steps and sanctions to be agreed.

## Roles and Responsibilities

**The Headteacher** - implements the school behaviour policy consistently throughout the school, and reports to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

**Class teachers** – as well as acting as a role model in class and acting with fairness and understanding, the class teacher is responsible for liaising with parents so they are well informed regarding their child's behaviour. This includes repeated low level negative behaviour such as calling out or disrupting the class as well as communicating more serious incidents. If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Phase Leader, the Deputy Headteacher and if necessary the Headteacher. The Inclusion Team supports children who, for a variety of reasons, find the school environment challenging.

**Parents and Carers** - agree to a Home School Agreement when enrolling their child at the school. Parents are expected to adhere to the Home School Agreement and support the actions of the school but are able to address any queries regarding sanctions firstly to the class teacher, then to the Deputy Headteacher and Headteacher.

## **Taking Responsibility at Different Stages**

### Stages One and Two

It is the responsibility of teachers and TAs to deal with incidents at stage one and two of the behaviour policy.

### Stages Three and Four

At stages three and four the Headteacher/Deputy Headteacher/Assistant Headteacher/Phase Leader and/or the Learning & Behaviour Mentor should be either involved in the resolution of the issue or informed of what has taken place. When a child has demonstrated behaviour reaching stage three on a regular basis and is at risk of moving to stage four, then alongside the class teacher, the Head/Deputy/Assistant and Learning & Behaviour Mentor will plan support to prevent this occurring, this could be in the form of:

- Timetabled support with the Learning & Behaviour Mentor or Nurture Practitioner is allocated (either in or out of class);

- An individualised plan developed with the Learning & Behaviour Mentor, which is implemented in class/break/lunchtimes with adapted targets relevant to the individual's needs/triggers;
- A behaviour diary put into place with agreed rewards/sanctions for a fixed period of time (see Appendix 6);
- Liaison between home/school is formalised e.g. daily end of day discussion, behaviour diary used as communication between home/school

The Learning & Behaviour Mentor alongside the Class Teacher will complete an assessment of the child's behaviour concerns (Behaviour Profile – see Appendix 5) and should maintain a copy of the agreed actions and any documentation linked to this in a central location. They will review the profile half-termly until the child is moved back to the whole school system.

A child will only be considered as being within Stage Four of the Behaviour Policy with the agreement of the Learning & Behaviour Manager, the Class Teacher and the Headteacher/Deputy. The Learning & Behaviour Manager will maintain a record of children at this stage and a copy of all completed Behaviour Tracking Forms should be given to them. It is the responsibility of any adult involved in observing or investigating a behaviour incident linked to a child formally at Stage Three/Four to complete a Behaviour form.

## Foundation Stage: Learning, Social & Emotional Sanctions

### Stage One

- Three warnings are given to encourage the child to conform



### Stage Two

- The child will be given a short period of time out (MAXIMUM 3 MINUTES) at the timeout spot
- or
- The child may be removed to a partner class which will assist and encourage the child to make a positive choice



### Stage Three

In a minority of cases, where learning behaviour does not improve then the child/incident will be referred to the Headteacher, Deputy Headteacher or Assistant Headteacher.

They may be expected to sit quietly and reflect on their behaviour or undertake another appropriate sanction.

The Headteacher/Deputy Headteacher/Assistant Headteacher may also decide further sanctions are appropriate such as:

- adapting or limiting the child's timetable to minimise reoccurrences.
- Completing Behaviour Tracking Form (Appendix 7) as a formal record and returning to Learning Mentor/Behaviour Manager.
- Some children may also be allocated support with the learning mentor to help them address barriers to appropriate behaviour (including behaviour diary etc)



### Stage Four

If a child is consistently going through the first three stages:

Discuss reoccurring behaviour with SLT and Learning & Behaviour Mentor to seek guidance on next steps.

## Behaviour: Y1-Y6 Learning, Social & Emotional Sanctions

### Stage One

- Minutes will be lost from golden time



### Stage Two

- The child will be given a short period of time out at the specified timeout table
- or
- The child may be removed to a partner class with work to complete which will assist and encourage the child to make a positive choice
- or
- The child may miss his/her playtime in order to complete unfinished work or to reflect on their behaviour or spend time resolving issues with others.



### Stage Three

Where Serious Misbehaviour occurs then it will be handled either at Classroom and/or SLT/Behaviour Manager level as appropriate and in either case a formal record must be kept via the completion of the relevant form by the person/people who have largely dealt with the incident (either Incident Record Form or Behaviour Tracking Form and a copy given to the Learning Behaviour Manager).

In a minority of cases, where learning behaviour does not improve then the child/incident will be referred to the Headteacher or Deputy Headteacher. The Headteacher/Deputy Headteacher may also decide further sanctions are appropriate such as:

- adapting or limiting the child's timetable to minimise reoccurrences.
- Completing a Behaviour tracking Form as a formal record and returning to Learning Mentor/Behaviour Manager.
- Some children may also be allocated support with the learning mentor to help them address barriers to appropriate behaviour (including behaviour diary etc)



### Stage Four

If a child is consistently going through the first three stages:  
Discuss reoccurring behaviour with SLT and Learning & Behaviour Mentor to seek guidance on next steps (see final part of the policy).

## **PLAYTIME behaviours**

**Rewards** for playtime time behaviour include:

- Adult praise
- Dojo points
- Best line awards

## Playtime Sanctions

Three warnings are given to encourage the child to conform

### **Stage One**

A child may be asked to stand with an adult for five minutes or asked to move to a specified area for a fixed period of time.



*If there is refusal, escalate...*

### **Stage Two**

Children experiencing behaviour issues at playtimes will be dealt with by an adult who is on duty. Sanctions given may include removal from playground, missed breaktimes/lunchtimes, lost minutes from Goldentime the teacher issuing the sanction will be responsible for supervising it and will inform the child's class teacher.



### **Stage Three**

A child who refuses to conform to expected behaviour or the sanctions given as Stage Two or who displays serious misbehaviour will need to have this recorded via an 'Incident Record Form' or 'Behaviour Tracking form' (identified child) which should be completed by the person mainly responsible for the investigation of the incident and a copy given to the Learning Behaviour Manager. SLT may be asked to intervene with the child if necessary.



### **Stage Four**

If a child is consistently going through the first three stages:  
Discuss reoccurring behaviour with SLT and Learning & Behaviour Mentor to seek guidance on next steps (see final part of the policy).

## **LUNCHTIME behaviours**

**Rewards** for good lunch time behaviour include:

- Stickers and weekly good behaviour certificates awarded by the Mid-day Assistants.
- Adult praise.
- Best line awards
- Dojo points

## **Lunchtime Sanctions**

### **Stage One**

A child may be asked to stand with an adult for five minutes or asked to move to a specified area for a fixed period of time.

*If there is refusal, escalate...*



### **Stage Two**

Children experiencing behaviour issues not solved by Stage One will be taken to the Senior Lunchtime Supervisor who will either deal with it, or if necessary, refer them to their class teacher or another available teacher. The Senior Lunchtime Supervisor/Teacher will investigate and decide appropriate sanctions which may include removal from playground, missed breaktimes/lunchtimes, lost minutes from Goldentime. They will ensure that the child's class teacher is informed of the issue and sanction.



### **Stage Three**

A child who refuses to conform to expected behaviour or the sanctions given as Stage Two will be referred to SLT by the Senior Lunchtime Supervisor. An 'Incident Record Form' or 'Behaviour Tracking form' (identified child) will be completed and a copy given to the Learning Behaviour Manager.



### **Stage Four**

If a child is consistently going through the first three stages: Discuss reoccurring behaviour with SLT and Learning & Behaviour Mentor to seek guidance on next steps (see final part of the policy).



**APPENDIX FIVE: Behaviour Profile**

<b>NAME:</b>	<b>CLASS:</b>		<b>YEAR:</b>	
<b>TEACHER:</b>	<b>SEN STAGE:</b>		<b>DATE:</b>	

Code	Never	Rarely	Sometimes	Often	Mostly	Always
Score	0	1	2	3	4	5

**DESIRABLE BEHAVIOURS**

<b>Conduct Behaviour</b>						
<b>Shows respect for staff</b> e.g. listens, follows instructions, answers politely, does not interrupt, call out, provoke, refuse, tell lies, argue or answer back	1					
<b>Shows respect for peers</b> e.g. interacts politely, listens, takes turns, shares, does not dominate, provoke, push in, take equipment from others etc	2					
<b>Seeks attention appropriately</b> e.g. does not distract or interfere with others, talk over someone else, call out, deliberately disrupt etc.	3					
<b>Is verbally peaceable</b> e.g. is not verbally aggressive, rarely retaliates, does not bully, tease, call names, racially abuse, swear, intimidate etc	4					
<b>Is physically peaceable</b> e.g. is not physically aggressive, avoids fights, rarely retaliates, does not bully, punch, kick, slap, nip, scratch, spit etc	5					
<b>Shows respect for property</b> e.g. cares for books and equipment, does not steal, damage, destroy, vandalise etc	6					
<b>Emotional Behaviour</b>						
<b>Has empathy</b> e.g. is tolerant of others, shows understanding and sympathy, shares with others, is considerate and caring	7					
<b>Is socially aware</b> e.g. interacts appropriately with others, has a circle of friends, does not appear isolated, a loner, is well liked, popular	8					
<b>Is happy</b> e.g. has fun at appropriate times, joins in, smiles, laughs, is cheerful, does not appear unhappy, tearful, depressed, detached etc	9					
<b>Is confident</b> e.g. has self-esteem, positive self image, relaxed, has a go, outward going, robust, does not fear failure, new things or risk taking	10					
<b>Is emotionally stable</b> e.g. has self control, patience, is not easily annoyed by others, does not suffer mood swings, over react, lose control, runaway etc	11					
<b>Accepts responsibility</b> e.g. will own up when things go wrong, accepts mediation, does not blame others, lie, bear grudges etc	12					
<b>Learning Behaviour/Effort</b>						
<b>Is attentive</b> e.g. shows interest, pays attention, concentrates, stays on task, completes work, is not easily distracted and does not try to distract others	13					
<b>Is organised</b> e.g. works systematically and at a reasonable pace, has necessary equipment, does not avoid or delay, forget or lose equipment etc.	14					
<b>Effective communicator</b> e.g. clear, coherent, audible speech, good eye contact, takes part in class discussion, will read aloud, offer answers and ideas	15					
<b>Effective group worker</b> e.g. takes part in discussion, contributes ideas, listens well, works collaboratively, takes responsibility within a group context	16					
<b>Independent learner</b> e.g. requires minimal support, adult intervention and guidance, remembers targets and works towards achieving them	17					
<b>Level of Risk</b>						
<b>Does not appear to be at risk</b> e.g. appears clean, well groomed, well presented, well fed, alert, no disclosures, appointments kept	18					
<b>Presents no risk to themselves</b> e.g. adheres to rules; does not lose control, self harm, engage in substance abuse, runaway behaviour, truancy etc	19					
<b>Presents no risk to others</b> e.g. does not assault staff or peers, or require on-going supervision, limit setting or physical intervention.	20					
<b>Total:</b>						
Impaired	Unacceptable	Borderline	Acceptable	Good	Excellent	
0 - 19	20 - 39	40 - 54	55 - 74	75 - 89	90 - 100	

**APPENDIX SIX: Behaviour Diary EXAMPLE**

**Summerbank Primary School Behaviour Incident Record**

**Name:** \_\_\_\_\_ **Start date:** \_\_\_\_\_

Aim (25 max):  No. Achieved:  Target met?

Targets:

	Friday	Monday	Tuesday	Wednesday	Thursday
Session 1					
Break					
Session 2					
Play/Dinner					
Afternoon					

**Comments and consequences:**  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Signed \_\_\_\_\_  
*Teacher*                      *Parent*                      *Child*



**Behaviour Tracking Form**

**Child's Name:**

Date:	Location:	Time:
Other individuals (staff or children)		
Antecedents (events leading up to the incident)		
Incident (what happened?)		
Consequence		
Further actions:		
Parents informed	Yes <input type="checkbox"/>	No <input type="checkbox"/>
By who?		
_____		
How? (telephone call, verbally, letter)		
_____		



**Incident Record Form**

**Incident related to:**

<b>Prejudice related incident:</b>		<b>Other</b> (define e.g. difference of opinion)
Race, religion or culture	Age	
SEN / Disabilities	Gender	
Appearance/health conditions	Sexual orientation/identity	

<b>Date:</b>	<b>Time:</b>	<b>Location:</b>
<b>Victim(s):</b>	<b>Perpetrator(s):</b>	
<b>Other individuals involved (adults and children) e.g. witnesses:</b>		

**Frequency:**

One off/ twice		Several times		Ongoing	
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**Form of incident:**

Physical aggression	Verbal aggression	Name calling/teasing/ spreading rumours	Damaging property/taking personal items
Deliberately excluding	Cyber/social media	Other (please state)	

**Incident (commentary of what took place):**

**Consequence(s) for individuals:**

**Parents informed : Yes / No**

By who? \_\_\_\_\_

How? (e.g phone call, verbally, letter)

**Further Actions (if required)**

**Person completing form: \_\_\_\_\_**



## Restrictive Physical Intervention Incident Report

<b>Pupil name -</b>		<b>Person completing this form-</b>			
<b>Date of incident-</b>		<b>Time of incident-</b>			
<b>Location of incident-</b>					
<b>Was the pupil being supervised?</b>		<b>By Whom?</b>			
<b>Nature of incident-</b> (please highlight the most appropriate)					
<b>Violent behaviour</b>		<b>Bullying</b>		<b>Other</b>	
Towards other pupils	Self- injurious behaviour	Verbal	Physical	Damage to property	Bizarre behaviour
Towards staff	Other high risk behaviour	Including racism	Including homophobia	Wilful disruption	Swearing
				Non-compliance	
<b>Does the pupil have a behaviour support plan in place which addresses this behaviour?</b>				<b>YES</b>	<b>NO</b>
<b>Antecedents to the incident</b> (e.g. before the incident, what was the pupil/class/staff doing? Did <u>anyone</u> say or do anything that provoked the behaviour?)					
<b>Incident</b> (What actually happened?)					

<b>How was the incident resolved/ brought to an end?</b>			
<p>Was it necessary to use a contained, calm, safe space during the incident? Y / N</p> <p>Did the young person express a wish to leave the contained space? Y / N</p> <p>What factors were present that prevented this from happening?</p> <p>The young person posed a significant risk of causing harm to themselves ( ) or others ( ), damage to property ( ), provoking a situation that caused another young person to be at risk of causing significant harm ( ), other _____ ( ).</p>			
<b>First aid required?</b>	<b>For the pupil?</b>	<b>Yes</b>	<b>No</b>
		<b>Yes</b>	<b>No</b>
<b>MAPA holds used?</b>	<b>No</b>	<b>Low level</b>	<b>High level</b>
		<b>Medium level</b>	
<b>For how long?</b>	<b>_____minutes</b>	<b>Constantly</b>	<b>Intermittently (released and re-engaged)</b>
<b>Action taken</b>		<b>Post Incident</b>	
Matter dealt with by class team (pupil spoken to by staff)	Break-time detention	Lunch-time detention	Referred to group tutor.
Referred to SLT	Parents informed	None- incident recorded for information only.	
<b>Staff Support.</b>			
Some incidents can be upsetting for some staff. If you, or a member of your team, felt the need to discuss an incident further in order to help regain or maintain emotional control has this happened? Not needed/ YES/ NO			
<b>Learning from the event.</b>			
<b>If a Behaviour Support or CARE Plan exists to address this behaviour.....</b>	Was it followed?	Was it effective?	How do you know?
<b>If no Behaviour support or CARE Plan exists to address this behaviour.....</b>	<b>Will one be created now?</b>	<b>Who will it be shared with?</b>	
	<b>If not, why not?</b>		

**Writing a Behaviour support or CARE Plan**

**Please complete with a member of SLT.**