



Behaviour Policy

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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
- Refusal to complete classwork or homework
- Disrespectful words/actions to adults or other children

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 response (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

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

Stage Three & Four Behaviour (serious misbehaviour) refers to incidents which require formal recording and reporting to the Lead Learning Mentor (or in her absence the SENCo) for discussion leading to agreed further actions where necessary. In these instances, an **Incident Record Form (Appendix 7)** is completed recording the incident and subsequent actions. A copy of this form is retained by the Lead Learning Mentor

'Restrictive Intervention Forms' (appendix 8) are completed whenever an unplanned physical intervention is undertaken. This can be completed alongside the Lead Learning Mentor for collation and tracking.

***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 Lead Learning Mentor and Headteacher or Deputy Headteacher) also have a more detailed *Behaviour Profile* (see Appendix 5) which is completed by the Lead Learning Mentor and the Class teacher 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 **Incident Record 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 Lead Learning Mentor 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 R-Y6
- Weekly Golden time in Year 1-6 (45 minutes);
- 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 or 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. Adults reinforce this expectation by using language like 'this is your first warning'

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 (for a maximum of 30 minutes)

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

Stage Four (serious misbehaviour): behaviour is recorded using a **School Incident Record Form** and referred to SLT and Lead Learning 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 (all children start with 45 minutes at the beginning of the week, a class list is kept indicating number of minutes lost and a copy is given to the Lead Learning Mentor at the end of the week).

Stage Two (misbehaviour): removed to partner class until the end of the lesson or missing a playtime and/or a lunchtime

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

Stage Four (serious misbehaviour): behaviour is recorded using an **Incident Record Form** and referred to SLT and Lead Learning Mentor for planned next steps and sanctions to be agreed.

Where children are being removed from a class as a sanction they must always be supervised.

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 misbehaviour continues, the class teacher seeks help and advice from the Inclusion Team who support children who, for a variety of reasons, find the school environment challenging. . It may also be appropriate to refer issues to the Phase Leader, the Deputy Headteacher and if necessary the Headteacher.

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 Phase Leader, 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 Lead Learning 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 Lead Learning Mentor will plan support to prevent this occurring, this could be in the form of:

- Timetabled support with the Lead Learning Mentor or Learning Mentor is allocated (either in or out of class);

- An individualised plan developed with the Lead Learning 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 Lead learning 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 Lead Learning Mentor, the Class Teacher and the Headteacher/Deputy. The Lead Learning Mentor will maintain a record of children at this stage and a copy of all completed **Behaviour Incident 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 Incident Form.

Foundation Stage: Learning, Social & Emotional Sanctions

Stage One

- Three warnings are given to encourage the child to conform



Stage Two

- **Timeout Spot** (MAXIMUM 3 MINUTES)
or
- Remove to a **partner class** which will assist and encourage the child to make a positive choice (MAXIMUM 30 MINUTES)



Stage Three

Serious Misbehaviour will be handled either at Classroom and/or SLT/ Lead Learning Mentor level and appropriate sanctions agreed.

An **Incident Record Form** is completed and a copy given to the Lead Learning Mentor.

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.
- 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 Lead Learning Mentor to seek guidance on next steps.

Behaviour: Y1-Y6 Learning, Social & Emotional Sanctions

Stage One

- **Minutes lost from golden time**

(all children begin the week with 45 mins – lost mins recorded on a class list each week and given to Lead Learning Mentor weekly)



Stage Two

- **Removed to a partner class** with work to complete until the end of the lesson

or

- **Miss a playtime**

- to complete unfinished work

or

- to reflect on their behaviour

or

- spend time resolving issues with others.



Stage Three

Serious Misbehaviour will be handled either at Classroom and/or SLT/ Lead Learning Mentor level and appropriate sanctions agreed.

An **Incident Record Form** is completed and a copy given to the Lead Learning Mentor.

Where learning behaviour does not improve then the child/incident will be referred to the Headteacher or Deputy Headteacher who may also decide further sanctions are appropriate such as:

- adapting or limiting the child's timetable to minimise reoccurrences.
- 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 Lead Learning 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

Stage One

Warning given to encourage the child to conform



Stage Two

- **Stand with an adult** for five minutes
- or
- asked to **move to a specified area** for a fixed period of time

Stage Three

Serious behaviour issues at playtimes will be dealt initially with by an adult who is on duty.

Sanctions given **may include immediate removal from playground.**



Stage Four

Serious misbehaviour or refusal to comply with sanctions given means an **Incident Record Form** must be completed and a copy given to the Lead Learning Mentor.

The child should initially be dealt with by the member of staff on duty but the intervention of SLT may be required.

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

Discuss reoccurring behaviour with SLT and Lead Learning Mentor to seek guidance on next steps (see final part of the policy).

LUNCHTIME behaviours

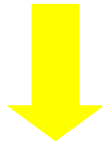
Rewards for good lunch time behaviour include:

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

Lunchtime Sanctions

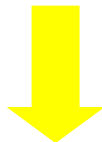
Stage One

Warning given to encourage the child to conform



Stage Two

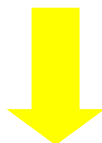
- **Stand with an adult** for five minutes
- or
- asked to **move to a specified area** for a fixed period of time



Stage Three

Serious behaviour issues at playtimes will be taken to the Senior Lunchtime Supervisor who will either deal with it or if necessary refer them to their Classteacher or another available teacher.

Sanctions given may include immediate removal from playground.



Stage Four

Serious misbehaviour or refusal to comply with sanctions given means an **Incident Record Form** must be completed and a copy given to the Lead Learning Mentor. The child should initially be dealt with by the Senior Lunchtime Supervisor, the Class teacher or by SLT.

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

APPENDIX FIVE: Behaviour Profile

NAME:	CLASS:		YEAR:	
TEACHER:	SEN STAGE:		DATE:	

Code	Never	Rarely	Sometimes	Often	Mostly	Always
Score	0	1	2	3	4	5
DESIRABLE BEHAVIOURS						
Conduct Behaviour						
Shows respect for staff e.g. listens, follows instructions, answers politely, does not interrupt, call out, provoke, refuse, tell lies, argue or answer back						
Shows respect for peers e.g. interacts politely, listens, takes turns, shares, does not dominate, provoke, push in, take equipment from others etc						
Seeks attention appropriately e.g. does not distract or interfere with others, talk over someone else, call out, deliberately disrupt etc.						
Is verbally peaceable e.g. is not verbally aggressive, rarely retaliates, does not bully, tease, call names, racially abuse, swear, intimidate etc						
Is physically peaceable e.g. is not physically aggressive, avoids fights, rarely retaliates, does not bully, punch, kick, slap, nip, scratch, spit etc						
Shows respect for property e.g. cares for books and equipment, does not steal, damage, destroy, vandalise etc						
Emotional Behaviour						
Has empathy e.g. is tolerant of others, shows understanding and sympathy, shares with others, is considerate and caring						
Is socially aware e.g. interacts appropriately with others, has a circle of friends, does not appear isolated, a loner, is well liked, popular						
Is happy e.g. has fun at appropriate times, joins in, smiles, laughs, is cheerful, does not appear unhappy, tearful, depressed, detached etc						
Is confident e.g. has self-esteem, positive self image, relaxed, has a go, outward going, robust, does not fear failure, new things or risk taking						
Is emotionally stable e.g. has self control, patience, is not easily annoyed by others, does not suffer mood swings, over react, lose control, runaway etc						
Accepts responsibility e.g. will own up when things go wrong, accepts mediation, does not blame others, lie, bear grudges etc						
Learning Behaviour/Effort						
Is attentive e.g. shows interest, pays attention, concentrates, stays on task, completes work, is not easily distracted and does not try to distract others						
Is organised e.g. works systematically and at a reasonable pace, has necessary equipment, does not avoid or delay, forget or lose equipment etc.						
Effective communicator e.g. clear, coherent, audible speech, good eye contact, takes part in class discussion, will read aloud, offer answers and ideas						
Effective group worker e.g. takes part in discussion, contributes ideas, listens well, works collaboratively, takes responsibility within a group context						
Independent learner e.g. requires minimal support, adult intervention and guidance, remembers targets and works towards achieving them						
Level of Risk						
Does not appear to be at risk e.g. appears clean, well groomed, well presented, well fed, alert, no disclosures, appointments kept						
Presents no risk to themselves e.g. adheres to rules; does not lose control, self harm, engage in substance abuse, runaway behaviour, truancy etc						
Presents no risk to others e.g. does not assault staff or peers, or require on-going supervision, limit setting or physical intervention.						
Total:						
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 Diary

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*



Incident Record Form

Child's Name:

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



Restrictive Physical Intervention Incident Report

Pupil name -		Person completing this form-			
Date of incident-		Time of incident-			
Location of incident-					
Was the pupil being supervised?		By Whom?			
Nature of incident- (please highlight the most appropriate)					
Violent behaviour		Bullying		Other	
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	
Does the pupil have a behaviour support plan in place which addresses this behaviour?				YES	NO
Antecedents to the incident (e.g. before the incident, what was the pupil/class/staff doing? Did <u>anyone</u> say or do anything that provoked the behaviour?)					
Incident (What actually happened?)					

<u>How was the incident resolved/ brought to an end?</u>			
Was it necessary to use a contained, calm, safe space during the incident? Y / N Did the young person express a wish to leave the contained space? Y / N What factors were present that prevented this from happening? 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 _____.			
First aid required?	For the pupil?	Yes	No
		Yes	No
MAPA holds used?	No	Low level	Medium level
			High level
For how long?	_____minutes	Constantly	Intermittently (released and re-engaged)
Action taken		Post Incident	
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.	
<u>Staff Support.</u> 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			
<u>Learning from the event.</u>			
<u>If a Behaviour Support or CARE Plan exists to address this behaviour.....</u>	Was it followed?	Was it effective?	How do you know?
<u>If no Behaviour support or CARE Plan exists to address this behaviour.....</u>	Will one be created now?	Who will it be shared with?	
	If not, why not?		

Writing a Behaviour support or CARE Plan

Please complete with a member of SLT.