

SUNNYMEDE JUNIOR SCHOOL

Learning for a Better Tomorrow

BEHAVIOUR POLICY



Status: Statutory

Approval Level: Governing Body

Review Frequency: Annually

This Review: December 2022

Next Review: December 2023

Headteacher's signature	Chair of Governor's signature
	<i>M. Thomas</i>

Rationale

A high standard of behaviour is expected within the school community so that teachers can teach effectively and children can maximise the learning opportunities provided for them. We have a commitment to improving outcomes for all our pupils and eliminating all forms of discrimination, harassment and bullying. In order to ensure this is so, we have agreed procedures to create a calm, secure and happy working environment for all.

Our behaviour policy is underpinned by our school vision and mission statements, as well as by our core values and rules, as set out below.

OUR VISION

Our vision is that all our children leave our school equipped with the knowledge, skills and personal attributes to make them independent, well-rounded individuals and valued citizens of the future. We aspire for them to be reflective and confident, making wise and informed choices as they journey through life, making positive contributions in a global world. Our ultimate goal is for every one of our children to hold their heads up high, respect themselves and be respected by others.

MISSION STATEMENT

We provide a nurturing and stimulating environment where children appreciate the value of learning and discovery in all its forms. Through a **broad and balanced curriculum**, combined with **high quality teaching**, children have the opportunity to become successful learners, confident individuals and responsible citizens. As a junior school, we balance the **promotion of children's growing independence** with **mechanisms to support pupils appropriately** with their learning and personal areas of need. We **expect high standards of behaviour** and attitudes to learning from all members of the school community.

We believe that children achieve best when supported at both home and school. As such, we **encourage open and honest dialogue between parents and staff** and **urge parents to support with learning at home**, ensuring optimum intellectual, social, emotional and physical success.

It is important to us that our children feel safe, are listened to and feel proud to be part of our school. Mutual respect is integral to our ethos and all our children are valued as the individuals they are. We appreciate and **value diversity** and **maintain an ambience of tolerance and respect for all cultures and beliefs**.

OUR CORE VALUES

Our core values which, along with our motto, have been developed in consultation with pupils, parents, staff and governors, underpin our vision and our school motto, guiding everything we do. They are:

- Determination
- Honesty
- Independence
- Respect
- Responsibility
- Tolerance

OUR SCHOOL RULES

- We will keep ourselves and others safe.
- We will not interrupt the learning of others.
- We will treat people and property with respect.

Purpose

- To ensure that children have the opportunity to learn without any disruption.
- To ensure that teachers can teach without learning time being lost due to unacceptable behaviour, as outlined in this policy.
- To provide a safe, calm, enjoyable and secure environment for learning.
- To promote self-discipline, self-control, responsibility and respect.
- To recognise, reinforce and celebrate good behaviour and learning.

- To resolve behavioural problems in a caring and sympathetic manner as they occur, in the expectation of achieving an improvement in behaviour.

Guidelines

- The school will operate a behaviour programme which positively reinforces good behaviour, whilst marginalising disruptive behaviour.
- Our approach aims to produce a positive self-image in the child, and harness emotional safety.
- School expectations will be clear and visible, positively phrased and discussed regularly in assemblies and within the classroom context.
- The system of rewards and consequences will be agreed, understood and consistently applied by all staff.
- Only paid members of staff can impose a sanction on a pupil. This includes specialist tutors. Volunteers and supply teachers should refer behaviour incidents to a member of staff.
- Consequences will be proportionate. They will take account of the child's age, special educational needs or a disability they may have, as well as any religious requirements affecting them
- Parental support will be expected through the home/school agreement, which sets out expectations of pupils' behaviour.

Code of conduct for all adults in the school

It is expected that all adults in school:

- demonstrate good behaviour to the children;
- will encourage, promote and positively reinforce good behaviour and positive attitudes by acting as role models for the pupils;
- will not humiliate or patronise pupils;
- will strive to form professional, positive and meaningful relationships with the children to ensure they feel valued, both as individuals and members of the school community;
- will treat children fairly and consistently in accordance with the policy;
- will ensure that, when there is a dispute to be resolved, all parties voices will be heard equally and incidents will be investigated thoroughly, drawing on a range of factual evidence and, where possible, witnesses;
- will ensure the quality of their teaching is good or better, in recognition that there is a direct link with behaviour and the quality of teaching.

Expectations

At Sunnymede Junior School we operate a zero tolerance policy regarding rude, abusive or aggressive behaviour towards any member of staff, parent, volunteer or child.

In class:

- lessons will begin promptly;
- children will move around the classroom quietly and sensibly;
- children will be expected to listen attentively;
- children will use their time well to carry out and complete tasks set;
- the children will listen immediately when asked to do so;
- children will be told the level of volume that is expected during a lesson, when necessary. They will be expected to adhere to this.

Around school:

- Everyone is expected to walk quietly, sensibly and safely around the school building, keeping to the left at all times, unless instructed otherwise. This includes during lunch and break times. Where the class exits by the main entrance at the end of the day, the class teacher or PPA staff will exit with them and ensure that all pupils have been collected before they return to the building.
- Assembly is a time for whole school reflection and children will be expected to arrive and leave the hall in silence. Teachers will arrive promptly at the end of assembly to collect and escort their children back to class and take responsibility for their behaviour as they leave the hall and in the corridors. Where a teacher is being covered by another adult, that person will be responsible for the class's arrival and exit from the hall.
- When a class teacher is on playground duty, the partner teacher for the year group will escort both classes from the hall to allow the duty teacher to arrive promptly for their duty in the playground. Whilst on duty, teachers should be moving around the playground whilst another takes a broader view from the steps. All staff on duty should be monitoring behaviour as a matter of course, preventing bullying and dealing promptly with any issues, as far as is reasonably possible, before they arise in order to avoid escalation
- During P.E., noise should be kept to a level where the teacher can give instructions without raising their voice. Teachers may use a whistle in P.E. lessons when necessary.
- All staff members are expected to take collective responsibility for appropriate behaviour around the school, including lining up in the playground. Inappropriate behaviour should be consistently challenged.
- Children will not be left unattended. Where a pupil leaves the classroom in a lesson e.g. to use the cloakroom, the teacher should ensure they have returned within a reasonable time frame ,
- Play-fighting and dangerous running games, such as "Bulldog", are not allowed in the playground.
- Soft foam balls will be used to play football in the allocated zone. It is the decision of the teachers on duty as to whether or not football is allowed, depending on weather conditions.
- At the end of playtime, children will stand on the spot quietly. All staff must be pro-active in taking responsibility for this, not just duty staff.
- Play leaders, under the supervision of staff on duty, will ensure that a range of play equipment is available for children to use during the lunch break, thus engaging children in meaningful activities
- Peer mediators, under the supervision of staff on duty, help to sort out any friendship issues in the playground, with staff intervening if required
- The midday supervisor responsible for PE will actively encourage children to engage in planned activities

School Rules

As well as being reinforced throughout the year, pupils are reminded of the school rules and associated values at the start of each academic year during a whole school assembly. Following this assembly, each class will work with their class teacher to identify a set of class rules that reinforce these rules and are phrased in a positive manner. They will also be reminded that respect must be earned. These will be displayed clearly in the classroom and will be used to reinforce good behaviour on a day-to-day basis throughout the year. When a pupil receives a consequence, they will be asked to consider what school rule they have not upheld and what school values have not been observed.

Rewards

Rewarding positive behaviour both improves a child's self- image and demonstrates to all that this behaviour is valued by the school community. For this reason, positive behaviour reinforcement is used

wherever possible. A high standard of behaviour is expected and will be consistently recognised and encouraged in the following ways:

- Awarding house-points for academic work – for exceptional standards and / or effort
- Marble award- A marble will be awarded specifically for excellent behaviour. These will be placed in the class jar. When it is full, the class will be given a reward afternoon of their choice, which will be decided upon by a class vote. This may be an activity such as: extra playtime, an art activity, extra sport/PE, DVD
- Awarding stickers
- Sharing work or exemplary behaviour with peers and/or members of staff, including the deputy Headteacher and the Headteacher
- Individual praise, either orally or in writing
- A note home or telephone call (from the teacher or Headteacher) to share achievement/good behaviour with parents/carers
- Work photocopied to send home for parents to see their child’s achievements
- A ‘Headteacher’s Award’ certificate in Friday’s Celebration Assembly for exceptional work
- Being given a particular responsibility
- “Good Egg” tickets are awarded for showing initiative, exceptional citizenship or being an excellent role model to others. The ticket is placed in a weekly draw in assembly, with the winner receiving an enamel celebratory badge
- Attendance awards
- Tidy cloakroom award (3 marbles)
- ‘Neurone of the week’ award: this is awarded by the class teacher for the pupil who has demonstrated a growth mindset’ approach to their learning

The reward selected will depend on the context, including the knowledge of what is appropriate for specific pupils at a given point in time.

Sanctions for dealing with low-level misbehaviour in the classroom setting

Whilst the school prefers to adopt positive behaviour management strategies, it recognises that consequences occasionally need to be implemented in order to maintain good behaviour and safety across the school.

Class teachers, supported by LSAs in the classroom, use a ‘four step’ approach for minor breaches of conduct in the classroom. **This approach identifies inappropriate behaviour in relation to the class rules, whilst giving the child the chance to improve their behaviour.** The majority of behaviour issues can be dealt with simply and fairly on an individual basis by the **class teacher** using this approach.

The ‘four step’ approach for dealing with low-level misbehaviour in class:

		Sanction
Step 1	1st offence Identified by the teacher	Verbal warning (“I am giving you a warning because...”) VW is written on the board as a reminder Child is reminded of the relevant class rule and of the consequence if behaviour does not improve.
Step 2	2nd offence Verbal reminder has not halted inappropriate behaviour.	Child’s name is written on the board next to the VW sign and child is again reminded of rules and consequences. (Child’s name will remain on the board until the end of the day)
Step 3	3rd offence Previous reminder is ineffective and 3 rd offence	One of the following consequences is imposed consequence given by the teacher will depend on the nature of the offence and context),:

	is committed on the same day.	<ul style="list-style-type: none"> • Child works alone on another table within the room for the remainder of the lesson or for a time specified by the teacher • Child is sent to complete work in another classroom with another teacher for 5 minutes or 10 minutes, as decided by the class teacher * • Child is required to complete work during playtime or part of the lunch break (this must be supervised by the member of staff who imposed the sanction)
Step 4	4th offence The child continues to behave inappropriately during the course of step 2 or 3 being imposed or at any later point in the day.	<ul style="list-style-type: none"> • The child's name is recorded in the school behaviour log book (this is stored in the main school office) See Appendix 1. • The child also misses the next morning break time following the offence – they must stay behind in the hall after assembly and discuss their behaviour with a senior member or staff or as part of a peer discussion group, considering how they can avoid a repeat incident •

*This will usually be the neighbouring classroom. The teacher should provide a brief explanation of why they have been sent. The child will take a yellow card to class for a 5 minute stay and a red card for a 10 minute sanction – Appendix 2). Work must be given by the class teacher for the child to complete in the neighbouring class.

Any consequences received by a child whilst being taught by another teacher e.g. in booster lessons or when they attend a teacher's club will be communicated to the class teacher at the end of the lesson.

At the end of every day, the child's name is removed from the board and the child has a 'fresh start' the next day. However, if a child continues to behave inappropriately the next day, the above process will begin again.

There may be occasions when a child's behaviour is such that they feel that some stages in the 'four step' approach may be bypassed e.g. a child may move from step 2 straight to step 4 and this is implemented at the teacher's discretion.

In recognition that repeated low level disruption can disrupt the learning of others, the following process will be applied if a child's name appears in the school Behaviour log more than once in a half term:

Name appears TWO times in the behaviour log in a half term:

- The class teacher will communicate with the parent / carer to discuss the behaviour incidents and try to establish any underlying issues or unmet need and work to resolve them together.
- The class teacher should make the Year Group Leader aware when a child has been logged twice in the behaviour log in any given half term

Name appears THREE times in a half term:

- The child will automatically lose the next reward afternoon activity the class earns by filling their jar with marbles (see rewards section of policy).
- The class teacher must inform the Phase Group Leader a child has been logged three times in any given half term.
- The Phase Leader will make contact with the child's parent / carer to discuss the issue and work together to improve behaviour. This will be either by phone or in person. A written record kept of the conversation will be made on the 'Behaviour log follow up with parents' form (Appendix 4) and kept in the Behaviour Log (and on the pupil's file if decided by the Head). Where appropriate, the Phase

Leader may agree with the parent to impose an additional consequence that involves the loss of a further privilege e.g.

- not being able to represent the school at a sporting / musical event
- child working at their own table in class and away from their peers for a lengthier period of time
- loss of a school trip
- not allowed to attend the next school disco
- child required to miss a specified number of lunch periods / playtimes
- child placed on daily report to the Headteacher /Deputy
- loss of privileges e.g. suspension of monitor duties
- paying for damage to any property
- internal exclusion

Name appears FOUR times or more in a half term:

It is the class teacher's responsibility to inform the Phase Group Leader and also the Headteacher if the above processes have been ineffective and the child's name is entered into the Behaviour Log for a fourth time. In such a situation, the Headteacher or Deputy Head will make contact with parents to discuss on-going concerns and whether any external support may need to be considered. This will also be recorded.

At this stage, the Headteacher / Deputy Head will monitor the child's behaviour, liaising with parents as appropriate to the situation.

N.B: Loss of P.E. lessons will never be used as a sanction as this is part of the National Curriculum and full participation is expected

The above four step process will be used by the teacher to deal with minor breaches of discipline in a firm but caring, supportive and fair manner, having regard for the age of the child. Vulnerable and SEN children for whom behaviour is an issue will have specific Behaviour / Consistent Management Plans which outline agreed sanctions and may vary from the four step approach.

When considered appropriate, the class teacher will liaise with parents about a child's behaviour and keep them informed of any concerns or issues.

When low-level incidents take place during PPA time or by HLTAs

Pupils are expected to behave as well in lessons taught by PPA teachers or HLTAs as by the class teacher. If a child behaves inappropriately when being taught by an adult other than their usual class teacher, that member of staff will continue to work within the four-step approach for dealing with low-level incidents.

However, the Headteacher / deputy head or SLT member should be called to the class or appropriate place immediately if:

- there is a serious incident that demands immediate action
- a child's inappropriate behaviour continues following the above-consequences.

When low-level incidents take place around the school

High levels of good behaviour and respect continue to be expected when children are under the supervision of adults beyond the classroom context e.g. midday supervisors, kitchen staff, .LSAs, sports tutors etc. All members of staff should reinforce the school rules and values regularly and work together to maintain order.

All members of staff are encouraged to praise good behaviour, awarding stickers when appropriate. Equally, where behaviour is below the level expected, they deal with any issues as follows:

If a child behaves inappropriately outside of class lesson times e.g. in assembly, at playtime or lunchtime, the relevant member of staff e.g. midday assistant will apply a standalone consequence for low level behaviour, as follows:

Low Level Behaviour around the school e.g. during break times
1. Verbal warning and remind the pupil to apologise and correct their behaviour AND / OR 2. Up to 10 minutes 'time out' on playground steps (this may be applied without a verbal warning if considered appropriate)

Where a pupil is regularly being given the above sanction, the member of staff should pass this on verbally to the class teacher, so they can consider this behaviour alongside other inappropriate behaviours the pupil may be displaying.

There may be occasions when the behaviour during break times is beyond being considered 'low-level'. In this case, the member of staff has the right to bypass the above process and adopt the following approach

- the member of staff should take time to complete the pink behaviour incident form. This should be completed following an attempt by the member of staff to identify the details and context of the incident, reasons for the behaviour e.g. whether it was unprovoked, identify victims (if any), give opportunities for the pupil being sanctioned to explain their behaviour, as well as take witness statements. It should be made clear to the child that the information will be passed to the class teacher who may further investigate the matter and impose any sanctions e.g. entry into Behaviour Log.

Only Class Teachers or members of the Leadership Team should enter a pupil in the behaviour log so they can be tracked closely.

Once the pink form is completed, it should be passed to the Senior Midday Assistant, who will pass it on to the class teacher as soon as possible. The class teacher will ensure that the incident is reviewed and take further action as necessary. The completed pink form will be signed off by the class teacher and placed in the Behaviour Log in the main school office (filed under classes). The Headteacher will regularly review these forms and decide whether to keep a record on the pupil's school file.

Incidents in the playground are dealt with in a 'standalone' manner and not using the four step approach for incidents in the classroom. Middays should not take into account any incidents that may have happened in the classroom when dealing with incidents. It will be for the class teacher to decide, on receiving a pink behaviour form, whether the behaviour incident will be integrated into the four step approach.

In some cases, where there is a serious breach of conduct and / or the safety of pupil or staff member is at risk, a member of the leadership team should be called to the playground immediately. There is always a member of the Leadership Team readily available if called.

Sanctions for dealing with serious misbehaviour

If a child engages in any of the following serious behaviours, the 'four step' approach for managing low-level behaviour (outlined above) will be by-passed and the child will be removed from the classroom immediately and sent straight to the Headteacher (or a member of the SLT in their absence). **The following is not an exhaustive list but offers examples of serious breaches of the behaviour policy:**

- Actual or threatened physical violence by a pupil towards peers or a member of staff
- Racial, homophobic, sexist language or abuse, including verbal assaults
- Swearing at an adult or child
- Repeated refusal to work in any form (non-compliance)
- Persistent bullying, including cyber bullying (as defined in our Anti-bullying policy)

- Extremely disruptive behaviour such as that which would prevent others being able to access learning or lead to a break-down in school discipline or put the health and safety of other staff and pupils at risk
- Persistent disobedience or destructive behaviour
- Stealing
- Dishonesty, particularly when it is persistent, implicates others incorrectly and / or impedes a behaviour incident from being investigated and drawn to a conclusion

In such cases, the following process will be followed by the school:

- The child will be sent immediately to the Headteacher or senior member of staff, (accompanied by LSA, other adult - or another child)
- The Headteacher, or member of the SLT in her absence, will decide upon an immediate consequence. The child will usually be involved in the making of this decision. (It is the responsibility of the HT, SLT and class teacher to ensure that the sanctions are carried out).
- The incident will be logged in the school Behaviour Log.
- The incident will be logged on a pink behaviour form, a copy kept in the behaviour log kept in the school office (and a copy may be placed on the pupil's personal file if considered appropriate by the Headteacher)
- The school will, where considered appropriate, contact the parent to discuss the incident (by phone, in writing or in person)
- An agreed consequence will be imposed, which will be appropriate to the context and the child. Examples of sanctions may be those listed on page 9. SLT members will keep the class teacher and other relevant adults informed of consequences agreed, as the class teacher will be required to impose the consequence and monitor future behaviour.

Dealing with persistent instances of serious misbehaviour

Where issues persist for a given child, and all other strategies have proved ineffective (these may include referral to an Educational psychologist, access to the home school liaison officer or school counsellor), it may be necessary for the Headteacher to institute a fixed term or permanent exclusion. All county and national guidelines will be followed and parents / carers engaged throughout. This course of action will only be taken when there is no other solution and those tried have not had a positive impact.

Suspensions / Exclusions

In exceptional circumstances, it may be necessary for the Headteacher to institute a fixed-term suspension or permanent exclusion. These are reported to the Governing Body termly, the LA and DFE as set out in our separate Exclusions Policy.

Pupils' conduct outside the school gate

Section 89(5) of the Education and Inspections Act 2006 gives the Headteacher a statutory power to impose reasonable sanctions for non-criminal bad behaviour and bullying which occurs anywhere off the school premises such that the action could adversely affect the reputation of the school, or poses a threat to another pupil or member of the public. In consultation with parents / carers, a pupil may be disciplined by a member of staff for any behaviour when a school pupil is:

- Taking part in any school-organised / related activity off-site
- Travelling to or from school
- Wearing the school uniform or identifiable as a pupil at the school

Supporting those who have been harmed

Our staff and children and young people receive the individual support they need in response to any incident where the behaviour has compromised the wellbeing of someone else, causing harm. Occasionally there may be times, despite all reasonably practicable measures being taken, when prevention is unsuccessful, and someone is harmed. At these times our school ensures that this person (adult or CYP) is fully supported. We always consider the following:

- are they physically safe and protected?
- do they need immediate first aid & medical treatment?
- is there a need for immediate police involvement?
- ensure they have the opportunity to talk about the incident either with a trusted person or other independent service
- give reassurance to reduce feelings of guilt and/or anxiety

Our school recognises that some people are more at risk than others in their work, and where this is the case, we ensure there is appropriate support available.

Physical intervention (control and restraint) - the use of reasonable force

At our school we make sure we are aware of our duties of care and follow the law. The law states that it is permissible to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The use of physical intervention techniques is only one aspect of co-regulation and is usually the last resort when it is deemed absolutely necessary. It may resolve a short-term situation, but the long-term aim must be to help the child or young person to be able to self-regulate during times of stress.

If such actions are necessary, the actions that we take aim to use the minimum amount of force necessary for the minimum amount of time necessary. Where physical intervention is needed, this is recorded and reported immediately to the head teacher.

Our school follows this **Essex Guidance 'Understanding and Supporting Behaviour - Safe Practice for Schools and Educational Settings (Including the use of restrictive / non-restrictive physical intervention)'**

It can be found here:[Social, Emotional and Mental Health Portal for Schools, Colleges and Settings - Essex Guidance and Let's Talk Resources](#)

Within this guidance, it is regarded as best practice to record every incident where the use of restraint has been deemed absolutely necessary and to follow the other recommendations set out in this document.

This includes reporting to ECC via MySafety.

The MySafety system is used to record all accidents, violence, work related Ill Health and near misses.

[Click here to log an incident](#) (please use the Access Token: ABC123)

Where it has been deemed necessary to use a restrictive physical intervention, the detail of this should be accurately recorded and the incident communicated to parents. Parents should be informed of the incident initially by phone and it should then be followed up in writing.

Please also refer to the school's Restrictive Physical Intervention and Touch Policy for further guidance.

Screening and searching pupils

At our school we are all aware that there are two sets of legal provisions which enable school staff to confiscate items from pupils:

'The general power to discipline' and the 'Power to search without consent'; from the 'Behaviour and discipline in Schools - Advice for headteachers and school staff' (January 2016)

[Behaviour and Discipline in Schools - A guide for headteachers and school staff final draft.docx \(publishing.service.gov.uk\)](#)

From this guidance our staff understand that they may confiscate items that are of high value, deemed inappropriate and are against the school policies or are causing concern. Where a specific policy about the item does not exist, the teacher should use their discretion about whether the item is returned to the child or to their parent/guardian. Items returned to the child should usually be returned no later than the end of that school day. If the item needs collecting by a parent/guardian, the teacher should ensure that the parent/guardian is made aware that an item has been confiscated – either through the child or via text/phone call. Where the item is of high value or deemed inappropriate, contact should be made directly with the parent/guardian.

Staff do have the power to search without consent for “prohibited items” including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and any item banned by the school rules which has been identified in the rules as an item which may be searched for. The legislation DfE sets out what must be done with prohibited items found as a result of a search.

Parents / Carers

Parents are expected to support the school's behaviour policy. They are asked to sign the Home School agreement when their child joins the school and are reminded of its content annually. This agreement requests close co-operation between the parents and the school in matters of discipline and sets out expectations for behaviour.

Attending parents' evenings and parents' functions and developing informal contacts with the school, helps to reinforce their support for the policy. Learning and teaching cannot take place without a sound discipline and parents should recognise that staff will deal with behaviour problems patiently and positively.

Monitoring and Evaluating the Policy

Governing Body members agree the Behaviour Policy, are aware of and support its content, and are responsible for its regular review. They also support the Headteacher in maintaining high standards of discipline throughout the school.

As well as a formal annual review of the policy, the impact of the policy is monitored in a number of ways. For example, the Headteacher and Governing Body review the number of entries in the behaviour log book, the number and type of fixed term exclusions. Racist and bullying incidents are also reported formally at Governing Body meetings. Lesson observations also provide evidence of the quality of behaviour in the classroom, as does monitoring at other times during the school day. The Chair of Governors is informed of all exclusions. The Headteacher gives feedback to Governors on the various aspects of behaviour through the Headteacher reports.

Feedback from parents through questionnaires and children via pupil voice activities also provide useful feedback on the impact of the policy.

Behaviour Log

Autumn 1 / Autumn 2 / Spring 1 / Spring 2 / summer 1 / summer 2 _____

Appendix 1

CLASS: _____ **Teacher:** _____

- Only the Class Teacher of a given pupil or SLT member should enter them in this Behaviour Log
- Every time a child's name is recorded in this behaviour log as part of the '4step approach', the child misses a morning playtime and should report to the senior member of staff on duty in the hall
- Where the entry is for another reason, the sanction may be different and should be explained in the final column(class teacher to ensure it is actioned)

Date	First name	Last name	Teacher imposing sanction	Reason		Pink behaviour form completed?	B= miss break.. Or identify other sanction ✓ when completed
				4-step approach (please give explanation of behaviours)	Other Complete pink form		

Yellow card

I need to work in your classroom
for

5

minutes

Red Card

I need to work in your classroom
for

10

minutes

Pink Behaviour Record Form (Incidents outside of Class Lessons) APPENDIX 3

SECTION 1: (completed by member of staff and then passed to class teacher)

Name of Pupil:		Class:		Date	___/___/___	Time	
Context e.g. lunch break, dinner hall, playground, assembly	Staff member investigating & completing form:			Role:			
Did you see the incident yourself?	IF No, was it reported to you ?			If yes, by who?			
Yes / No	Yes / No						
Alleged perpetrator(s) (if any)		Alleged Victim (if any)		Eyewitness(es) Take statements individually			
Details of Incident as initially reported / seen (please note any physical restraint or safe holding used)							

Statement by alleged perpetrator	
Statement of alleged victim	
Eyewitness 1 statement:	
Eyewitness 2 statement:	
Eyewitness 3 statement:	

SUMMARY OF INVESTIGATION

Has sufficient evidence been gathered to make informed judgement?*	Yes / No	Do statements conflict?	Yes / No
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**If answers to this are 'No' to left hand question or 'yes' to right hand question, the teacher needs to further investigate the matter

**If yes, who is the perpetrator/s?		If yes, who is the victim?		Has the appropriate apologies been made?	Yes / No
Was there any ambiguity e.g. the perpetrator was provoked by the victim / it may have been or was accidental (please explain)					
Other notes to class teacher as required					
Does the Class Teacher need to: (please tick)	Read, file and take no further action? (if no evidence of wrong doing)	Read and issue sanction?	Further investigate to reach conclusion?		

To be passed ASAP to the class teacher (via the Lead Midday if incident took place at lunchtime)

SECTION 2: (To be completed by the class teacher and filed in Behaviour Log)

Name of Teacher		Date:
Notes from Further Investigation by class teacher (where required):		

Are any consequences appropriate?	Yes / No	If yes, to whom?	
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Please tick actions taken

Added to the four step approach e.g. name on board	
Immediate Behaviour Log entry – miss one morning playtime	
Additional consequence in addition to entry in the BL (please identify the sanction)	
Support given to prevent similar incident from occurring again	
Parents of perpetrator informed by class teacher (this must take place if in Behaviour Log for 2 nd time in a half term)	
Phase Leader / SLT informed as this is the 3 rd BL entry in a half term	
Headteacher / Deputy informed as this is the 4 th or more entry in a half term	
Appropriate apologies made	
Parents of victim informed if necessary	
Any injuries logged in medical log	
Racist incident form completed and passed to Headteacher	
Anti-Bullying form completed and passed to Phase Leader	
Parents and LA advised where physical intervention has been necessary (in writing)	
Other actions (please give details)	

Summary of discussion with parent (where they were contacted)	Phone / Face-to-face (please delete one)
Where = 3 rd or more entry in a half term, use a separate behaviour 'record of behaviour log' with parents (Appendix 4)	

Notes by Phase Leader / SLT member	Name: _____

Record of communication with PARENT in relation to behaviour log monitoring

APPENDIX 4

N.B: Parents need to be informed and a discussion should take place if the child's name is in the behaviour log three times in any half term. It is good practice to communicate with parents prior to this, for example once they have been entered twice in the log.

Class: _____ Child's Name: _____ Phone / Face-to-face meeting Date of communication: _____

Parent / carer with whom communication took place _____ Member of staff: _____

Behaviour log entries		Any other issues / concerns to be discussed	Notes from discussion
Date	Reason		
			<u>...with parent/s</u>
			<u>...with pupil</u>

Sanctions agreed	Any support required?	Follow up monitoring notes e.g. reduction in number of entries / improved behaviour

