

Kedington Primary Academy Behaviour and Discipline Policy



Date Approved	Autumn 2019 (amended June 2020, November 2020 and June 2021)
Signed	(Chair of Governors)
Minuted	(Date)
Date of Next Review	Autumn 2021

Aims and expectations

It is a primary aim of Kedington Primary Academy that every member of our Academy community feels valued and respected, and that each person is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all. This Academy policy is therefore intended to support the way in which all people in our Academy can live and work together. It aims to promote an environment where everyone feels happy, safe and secure and where we can support the children in their social, moral, spiritual, physical, academic and emotional development and mental wellbeing.

The Academy must maintain discipline and good conduct to secure an orderly learning environment in the interests of all the children. The academy behaviour policy sets out a corporate statement of purpose, the boundaries of acceptable behaviour and the likely consequences of misbehaviour.

At Kedington Primary Academy, we expect every member of the Academy community to behave in a considerate way towards others. We treat all children fairly and apply this policy in a consistent way, regardless of gender, age, ability, ethnic background or religious beliefs.

The school acknowledges that behaviour can sometimes be the result of educational, mental health, other needs or vulnerabilities, and will address these needs via an individualised graduated response.

Academy Rules

Our rules are encompassed by the following three over-arching rules:

- Be kind**
- Work hard**
- Be safe**

At the beginning of each school year, children are reminded of these three rules and teachers discuss what these will look like in the classroom. Out of these discussions, class rules are written and agreed and signed by all adults and children in KS1 and KS2 classes.

These rules apply to all circumstances in and out of the Academy, including break times and when out in the wider community.

We talk to the children about 'good' and 'bad' behaviour **choices** and make it clear that circumstances may explain but do not excuse bad choices.

Positive Relationships and Interactions

Positive staff-pupil relationships are key. We believe that 'every interaction is an intervention'. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation supporting all children to feel safe and valued and from which behaviour change can take place.

Teachers enforce a number of strategies to establish positive relationships with their pupils. These may include:

- Welcoming pupils as they enter the classroom.
- Ensuring pupils understand what is expected of them.
- Creating a positive environment where every pupil feels comfortable and respected.
- Showing an interest in each pupil's interests, talents, goals, likes and dislikes, and their family.
- Engaging with pupils during lunchtime and break time.
- Focussing on using positive language when interacting with pupils to guide them towards positive outcomes rather than highlighting their mistakes.

Within the classroom, teachers establish clear expectations for manners and respect for pupils – this includes:

- Acknowledging and giving praise when a pupil demonstrates good manners.
- Encouraging pupils to treat others with respect by modelling the desired behaviour.
- Informing pupils of the importance of treating others the same way they like to be treated.
- Having high expectations for politeness and teaching these to children to help them understand basic manners and respect.
- Teaching pupils the importance of showing respect to each other – e.g. writing thank you notes.

The school aims to create a safe and calm environment in which positive mental health and wellbeing is promoted and pupils are taught to be resilient, reducing the likelihood of SEMH-related behaviour issues.

The school actively promotes mental wellbeing and resilience as part of a whole-school approach, using the following methods:

- Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through positive classroom management, the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing
- Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

Rewards and Consequences

At Kedington Primary Academy, we expect high standards of behaviour and discipline and this can be achieved by promoting and praising good behaviour. We do this in a variety of ways:

- teachers congratulate children and bring the attention of other children to the good behaviour;
- teachers may award stickers and/or 'I am pleased with.....' cards for effort and good achievement;
- teachers will record positive comments on work and / or use an appropriate 'stamp'; comments will usually be related to the learning objective of the lesson;
- after a particularly laudable act or piece of work, the child may show or report it to the headteacher or deputy headteacher;
- teachers give ClassDojo points for positive work and positive behaviour; a trophy is awarded to the winning team during the last 'Family Assembly' of the each term;
- each week two children are nominated from each class to be in the 'Gold Book'. Entire classes can be awarded a Gold certificate, for such things as exemplary behaviour during an Academy visit. Certificates are awarded during 'Family Assembly', held each Friday morning;
- sports and swimming certificates are awarded during the weekly 'Family Assembly';

- each class has a regular opportunity to lead a 'Family Assembly' where they are able to show examples of their best learning. Opportunities to share excellence are valued throughout the Academy community;
- one child from each class is awarded a book token for personal excellence during the final term of the year;
- a weekly Building Learning Power assembly is held, that celebrates the positive learning behaviour and achievements of each class.

The Academy acknowledges the efforts and achievements of children, both in and out of the Academy. Achievements out of the Academy are regularly recognised and acknowledged during assemblies.

A class behaviour ladder display with each child's name is used in each class. At the beginning of each session, all names are on 'ready to learn'. Children's names will be moved up or down to reflect their behaviour. For positive behaviour, they may be moved up to 'great day' or 'star student'. For negative behaviour, they will be moved to 'warning', 'time out' or 'consequence'. See the 'Escalation Process' in Appendix 1.

At Kedington Primary Academy we employ a number of sanctions to support children to keep the school rules and to ensure a safe and positive learning environment. In order to ensure a consistent and fair approach, the Academy's escalation process is followed which grades negative behaviour from one to five, stating the consequences. The aim of this ladder is to make it clear to the children that positive learning behaviour will be praised, whilst behaviour that impacts on the safety, wellbeing or learning of others will be addressed by the class teacher. If the behaviour is more serious, or is persistent in nature, it will be referred to the Headteacher or Deputy Headteacher. In all cases parents and carers will be informed by the class teacher, either face to face or via ClassDojo or a telephone conversation. When necessary the Headteacher or Deputy Headteacher will contact parents and carers direct. (See Appendix 1)

From 1st June 2020, the school has carefully put in place rules and procedures in line with DfE guidance to minimise the risk posed by the coronavirus. These measures are outlined on the school's risk assessment which is available on our website. Due to the potential seriousness of breaches in these protocols, any deliberate breaches will be taken very seriously, taking into account the age and understanding of the child. These include:

- following any altered routines for arrival or departure
- following school instructions on hygiene, such as handwashing and sanitising
- following instructions on who pupils can socialise with at school
- moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
- expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands
- rules about sharing any equipment or other items including drinking bottles
- amended expectations about breaks or play times, including where children may or may not play

Anything that deliberately puts others at risk, such as spitting, coughing or sneezing in someone's face will also be taken very seriously.

We expect children to try their best in all activities. If they do not do so, waste learning time or refuse to complete the task, we may ask them to do or redo it in their own time, either at home or in a break time.

In most circumstances, if another member of the school community has been negatively impacted by the behaviour, the perpetrator will be expected to apologise to them.

When an incident needs to be referred to the Headteacher or Deputy Headteacher, an incident report form is completed (see Appendix 2). These reports are kept on file to see if there is a pattern in negative behaviour so that support can be given when needed. On occasions, a child may be placed on report (See Appendix 3) to monitor behaviour more closely and to encourage a positive dialogue between home and the Academy. The behaviour is always separated from the child and every effort is made to move forward and support the child. All incidents of racism and homophobia are recorded and dealt with according to the procedures set out in the 'Equality Policy'.

If a programme of behaviour management is necessary, a 'Personal Support Plan' will be drawn up for the child, in consultation between the class teacher, SENCO and the child's parents. This may include a Personal Behaviour Contract

agreed between the child, parents and the Academy. Outside agencies may be consulted if appropriate. This plan will be reviewed and updated on a regular basis, at least half termly. The Personal Support Plan is reviewed and updated each week with the child. (See Appendix 4)

Kedington Primary Academy does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Please refer to the Academy's 'Anti-Bullying Policy'.

Off-Site Behaviour

In line with [*Behaviour and Discipline in Schools - A guide for headteachers and school staff \(DfE 2016\)*](#), the school may apply the sanctions outlined in this policy and the school's Anti-Bullying Policy to behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school.

This could include behaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

In all cases, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Detention

Keeping children in at break times as a sanction is a form of detention. If the whole break time is lost, children will be offered a comfort break (opportunity to go to the toilet) and at lunchtimes, a reasonable amount of time will be given for children to eat and drink.

Confiscation of property

Staff have the right to confiscate property that is not considered conducive to good behaviour in class or pose a threat to health and safety. When property is confiscated it will be returned to the family at the end of the school day. Items are put on the teacher's desk (or other appropriate place if not in the classroom). If the item is deemed to be valuable, it is put in the office safe as soon as is reasonably practical and certainly at the end of that session.

Pupils are not allowed to bring in toys or other items from home (such as latest crazes) unless asked to by their teacher (eg for Show and Tell). Mobile phones, tablets or other electrical communication equipment are not allowed to be kept by children once on the school premises. Once children are permitted to walk to and from school independently (summer term year 5 onwards), they may bring a mobile phone to school. These are handed in at the beginning of the school day and kept in a box in the classroom cupboard. Other pupils should not bring these into school. If they do, for example by accident, they must leave them in the school office for safe-keeping at the beginning of the school day. It is the responsibility of the pupil to collect their property.

Adjustments

For the vast majority of children these strategies are successful in ensuring appropriate behaviours. However, from time to time, there may be children who will require adjustments that are additional to and different from these strategies. Factors where this may be the case include when:

- a child has a special need that impacts on their behaviour
- a specific behaviour incident causes concern eg injury or there is perceived to be risk of injury
- an emerging pattern of behaviour causes concern

When this is the case, a Behaviour Support Plan will be drawn up in consultation with the SENCO/headteacher and shared with all relevant adults in school. Other tools such as Functional Analysis may be used to analyse the behaviour

and its causes. Parents will be made aware of concerns and BSP shared with them. Help may be sought from outside agencies. More detailed records (eg ABC forms) will be kept to support the analysis of patterns of behaviour.

Children who join the school Reception may still be learning to mix, share and co-operate. For some, their first few terms at school are preparation for accepting and complying with the school rules and staff will need to use their professional judgement about implementing the sanctions outlined in this policy with these children.

The role of Academy staff

Through high quality teaching, all staff provide a safe, secure environment and are proactive in adopting strategies to support all children to learn and to manage their behaviour. These strategies include providing engaging lessons with appropriate challenge, establishing routines and actively developing positive relationships with children (see above). Teachers also use opportunities to teach children to understand, respect and value differences.

Staff maintain high expectations for behaviour and consistently follow the procedures outlined in this policy when children break the rules, including careful record keeping and following the procedures for communicating concerns.

We expect all staff to act as role models in their attitudes and relationships and meet the expectations outlined in the Staff Code of Conduct, the Home School Agreement and the Staff/Governor Responsible Use Agreements. We treat all children with respect and understanding.

It is the responsibility of teachers, teaching assistants, midday supervisors and all other adults employed in the Academy to ensure that the Academy rules and this policy are enforced consistently and that the children behave in a responsible manner.

If a child misbehaves repeatedly in class, the class teacher keeps a record of Stage 2 incidents (see Escalation Process in Appendix 1 for a description) in the class behaviour file (see Appendix 6). In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues or reaches Stage 3, the class teacher seeks help and advice from the headteacher or deputy headteacher. Details of the incident at Stage 3 or above will be recorded in the academy's Behaviour File.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the child's social worker or the county inclusive service.

The class teacher reports to parents about the progress of each child in their class, in line with Academy policy. The class teacher will also contact a parent/carer without delay if there are concerns about the behaviour or welfare of a child. The class teacher is responsible for the writing, implementation and monitoring of 'Personal Behaviour Contracts' and 'Individual Behaviour Plans', in consultation with the SENDCo.

The role of the headteacher

It is the responsibility of the Headteacher to implement the behaviour policy consistently throughout the Academy, and to report 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 at the Academy.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Headteacher keeps records of all reported serious incidents of misbehaviour.

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. (See 'Exclusions' below)

The role of parents

At Kedington Primary Academy, we aim to work collaboratively with parents and carers, so children receive consistent messages about how to behave at home and at the Academy.

We explain the academy rules in the school brochure and the Home Academy Agreement, and we expect parents to read these and support them.

We expect parents and carers to support their child's learning, and to co-operate with the Academy as set out in our 'Home Academy Agreement'. We try to build a supportive dialogue between the home and the Academy, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the Academy has to use reasonable sanctions to punish a child, parents should support the actions of the Academy. If parents have any concerns about the way that their child has been treated, in line with the academy's Complaints Policy, they should initially contact the class teacher. If the concern remains, parents should contact the Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented as outlined in the Academy's 'Complaints Policy'.

The role of governors

The governing body has a duty under S175 Education Act 2002 that requires them to make arrangements to ensure their functions are carried out with a view to safeguarding and promoting the welfare of children. It has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors have delegated the responsibility for behaviour and discipline to the Headteacher and support the Headteacher in carrying out these guidelines.

Fixed-term and permanent exclusions

Only the Headteacher (or the Acting Headteacher) has the power to exclude a pupil from the Academy. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one academic year. The Headteacher may also exclude a pupil permanently.

Process

Before a decision to exclude is made, there will be a careful investigation of the facts, including information from any witnesses and the pupil. Reference will be made to the academy's behaviour policy, equal opportunities policy, and other relevant policies and legislation.

Consideration will be given to the school's duties under the Equality Act and SEN Code of Practice when deciding whether to exclude a pupil and the school will ensure that its policies and practices do not discriminate against pupils by unfairly increasing their risk of exclusion. If the child has Special Educational Needs or Disability the school will take this into account and reasonable adjustments will be made.

The school will work hard to avoid permanently excluding looked after children or children with a statement of SEN/EHCP, pro-actively working with carers and outside agencies and giving consideration what additional support or alternative placement may be required if there are concerns about behaviour.

The headteacher will, without delay, notify the governing body and the trust of:

- A permanent exclusion (including where a fixed period exclusion is made permanent),
- Exclusions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a term; and
- Exclusions which would result in the pupil missing a national curriculum test.

The headteacher has the right to withdraw an exclusion that has not been reviewed by the governing body.

The headteacher will take account of their legal duty of care when sending a pupil home following an exclusion.

Any decision of the school, including exclusion, will be made in line with the principles of administrative law, ie that it is lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention of Human Rights), rational, reasonable, fair, and proportionate.)

When the decision to exclude has been made, the parent/carer will be notified immediately by telephone. This will be followed by an exclusion letter be sent to the parent/carer within one school day of the decision to exclude. This letter will include:

- the precise period of the exclusion
- the reason(s) for the exclusion
- the parents' right to state their case to the governors and how pupils may be involved in the process.
- how any representations should be made.
- Where there is a legal requirement for the governing body to consider an exclusion (see Appendix 5 for a summary of the governing body's duties to review the headteacher's exclusion decision), that parents have a right to attend a meeting, be represented at the meeting (at their own expense) and to bring a friend.
- Reference to relevant sources of free and impartial advice.

Where the pupil is excluded at the end of the afternoon session and the exclusion takes effect from the next school day, notice must be given before the start of that day. Where the pupil is excluded in the morning session and the exclusion takes effect from that afternoon, notice must be given before the start of the afternoon session. Where the pupil is excluded in the afternoon session and the exclusion takes effect that afternoon, the notice must be given by the end of the afternoon session.

Fixed-term exclusion

The headteacher may make the decision to exclude a child for a fixed number of school days. By law, this cannot be more than 45 school days in any one year. The limit of 45 days applies to the pupil and not the institution, therefore if a pupil moves to a new school, exclusions in the previous setting must be taken into account.

Fixed-term exclusions will be for the shortest time necessary, usually 1-3 days.

Fixed term exclusions cannot be extended or converted to permanent exclusions. In exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.

When a decision to exclude a pupil for a fixed period is taken, the Headteacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, i.e. the head teacher should accept that something happened if it is more likely that it happened than that it did not happen. The exclusion can only be in response to breaches of the school's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as detention are considered inappropriate.

The behaviour of a pupil outside school can be considered as grounds for exclusion. This will be a matter of judgement for the head teacher in accordance with the school's published behaviour policy.

The school will set and mark accessible and appropriate work for excluded pupils for the first 5 days and alternative provision will be arranged from the sixth day.

For exclusions of less than 5 days in any school year, parents have a right to ask for a meeting of the school governors' Appeals Committee where they can give their views. The governing body must consider any representations made by parents but does not have the power to decide whether to reinstate the pupil.

For exclusions over 5 days but no more than 15 days in any school year, if parents request a meeting of the school governors' Appeals Committee. The committee must convene a meeting to consider reinstatement within 50 days of receiving notice of the exclusion.

For exclusions over 15 days, the clerk to the Appeals Committee will inform parents that a meeting will be held. This will be held within 15 days. The parents and the child will be invited. Parents will be sent the school's report about the exclusion before the meeting takes place. The school will inform parents about their right to see their child's school record.

The school will have a strategy for reintegrating pupils that return to school following a fixed period exclusion, and for managing their future behaviour.

Other temporary exclusions

Exclusions can also be for a set number of days that are not continuous.

Lunchtime exclusions may be imposed and count for half a day each for statistical purposes in determining whether a meeting of the governing body is triggered.

Permanent exclusion

Permanent exclusion will only be used as a last resort. The decision to permanently exclude a pupil will be taken in the following circumstance:-

- In response to serious or persistent breaches of the school's Behaviour Policy
- and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The standard of proof is the civil standard – 'on the balance of probabilities' (see above) and not the criminal standard which is beyond reasonable doubt. Before making the decision to exclude, either permanently or for a fixed term, where possible, the headteacher will give pupil the opportunity to present their case.

Whilst an exclusion may still be deemed appropriate, the headteacher will take account of any contributing factors that are identified following an incident of poor behaviour. These might include bereavement, mental health issues or where the pupil has been subject to bullying.

The school's governing body is required to review the headteacher's decision and parents will be invited to explain their views on the exclusion.

If the governing body confirms the exclusion, parents can appeal to an independent appeal panel organised by the Local Authority. The school will explain in a letter how to make an appeal.

The school will set and mark work for the first five days of a permanent exclusion. From the sixth day it is the responsibility of the local authority to make a full time provision.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Academy keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents on the form in Appendix 6. The Headteacher and Deputy Headteacher record those incidents where a child is sent to him/her on account of negative behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors inform the class teacher of any incident and the class teacher will then record the incident, or inform the Headteacher or Deputy Headteacher, as appropriate.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of fixed term and permanent exclusions and to ensure that the policy is administered fairly and consistently.

Review

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved. This policy should be read in conjunction with the academy's prospectus as well as policies and documents relating to:

- Anti-Bullying
- Child Protection (Safeguarding Children)
- Complaints
- Use of reasonable force
- Home / Academy Agreement



Our School Rules:

- **Be kind**
- **Work hard**
- **Be safe**

Rewards

Verbal praise to child and/or parents and name moved up on class behaviour ladder to 'great day' or 'star student', stickers, badges or stamps, ClassDojo point, written comments in books, feedback to parents, gold book certificate, sending to another teacher/headteacher for praise, individual or group prizes, book token (once a year), BLP assembly celebration

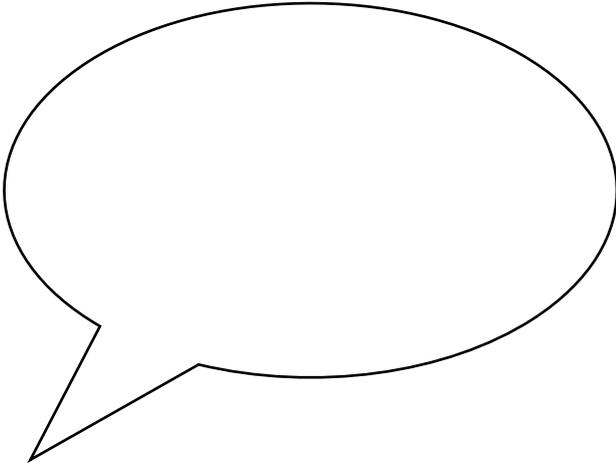
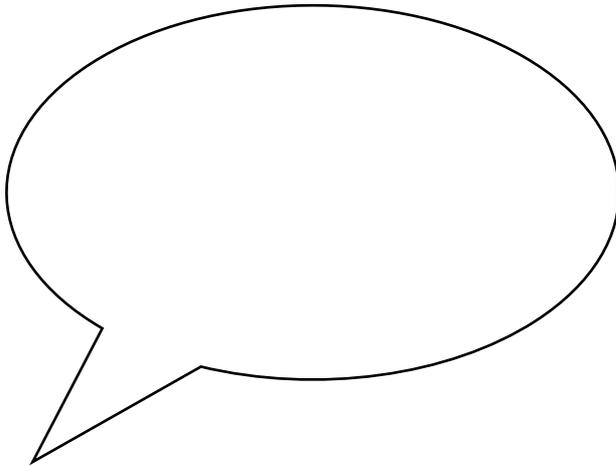
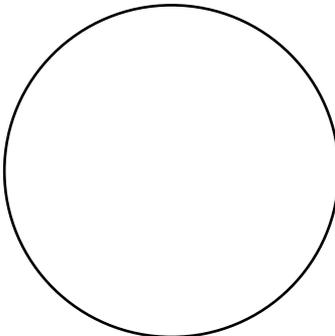
Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Actions	Actions	Actions	Actions	Actions
<ul style="list-style-type: none"> • Interrupting the lesson • Not on task and wasting time • Talking while the teacher is talking • Distracting other children • Dropping litter/food • Not allowing children to join in games • Not lining up appropriately • Being in school at break times without permission 	<ul style="list-style-type: none"> • Persistent stage 1 behaviour • Talking in assembly • Minor deliberate damage to another child's or school property • Disrespectful dialogue • Misuse of classroom equipment • Throwing objects in the classroom • Misuse of toilets or wash areas • Lying • Play fighting 	<ul style="list-style-type: none"> • Persistent stage 2 behaviour • Stealing • Lying to get another person in trouble • Making fun of another child/deliberately winding them up • Pushing another child 	<ul style="list-style-type: none"> • Persistent stage 3 behaviour • Verbal abuse • Refusal to follow instructions • Disrespectful language • Inappropriate physical behaviour • Significant deliberate damage to property • Racist or minority group remarks or behaviour • Inappropriate touching • Deliberately breaching rules and procedures in place to minimise risk of coronavirus transmission 	<ul style="list-style-type: none"> • Persistent stage 4 Behaviour • Physical violence • Vandalism • Throwing furniture • Leaving school premises without consent • Aggressively swearing • Deliberately spitting, coughing or sneezing in someone's face
Consequences	Consequences	Consequences	Consequences	Consequences
<ul style="list-style-type: none"> • Non-verbal warning • A quiet word • Reminder of code of conduct • Redirection • Report to teacher if necessary 	<ul style="list-style-type: none"> • Verbal warning • 5 minute time out (in phase classroom) • 5 minutes lost off playtime • Informal dialogue with parent 	<ul style="list-style-type: none"> • Behaviour logged in incident book • Time out in 'buddy' class • 10 minutes lost off playtime • Parent informed • SLT informed 	<ul style="list-style-type: none"> • Behaviour incident form completed • Personal Behaviour Plan (report) • Lunchtime isolation • Meeting with SLT, with parents as appropriate 	<ul style="list-style-type: none"> • Regular PSP meetings with Headteacher and parents • Internal exclusion • Fixed term exclusion • Permanent exclusion

Kedington Primary Academy Behaviour Incident Report

DATE:	DAY:
TIME:	DURATION:
NAME & ROLE:	SIGNATURE:

NAME OF PUPIL:	
NAME(S) OF OTHER PUPIL(S) WHO WERE INVOLVED:	
INCIDENT:	
<p>INTENSITY (please ring): LOW / MEDIUM / HIGH</p> <p>Escalation Process Stage:</p> <p>ANTECEDENT What was happening immediately before the incident?</p> <p>BEHAVIOUR What happened?</p> <p>CONSEQUENCE What was the pupil told would happen and how did they react?</p>	
LEADERSHIP TEAM RESPONSE:	
SIGNED BY HT/DH:	DATE:

Appendix 3 – On Report Format

Name:	Date
What went well this morning in class?	Are there things you would like to change or ways you could improve your learning behaviour?
	effectively
<u>Morning Play</u>	
<u>Lunchtime Play</u>	
What went well this afternoon?	Are there things you would like to change or ways you could improve your learning behaviour?
Class teacher	Parents/carers
	
Child feels...	

Appendix 4

Personal Support Plan

Name:		Class:		Date:	
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How does.....behave?	What will.....do? Targets:	What will happen when behaves well?
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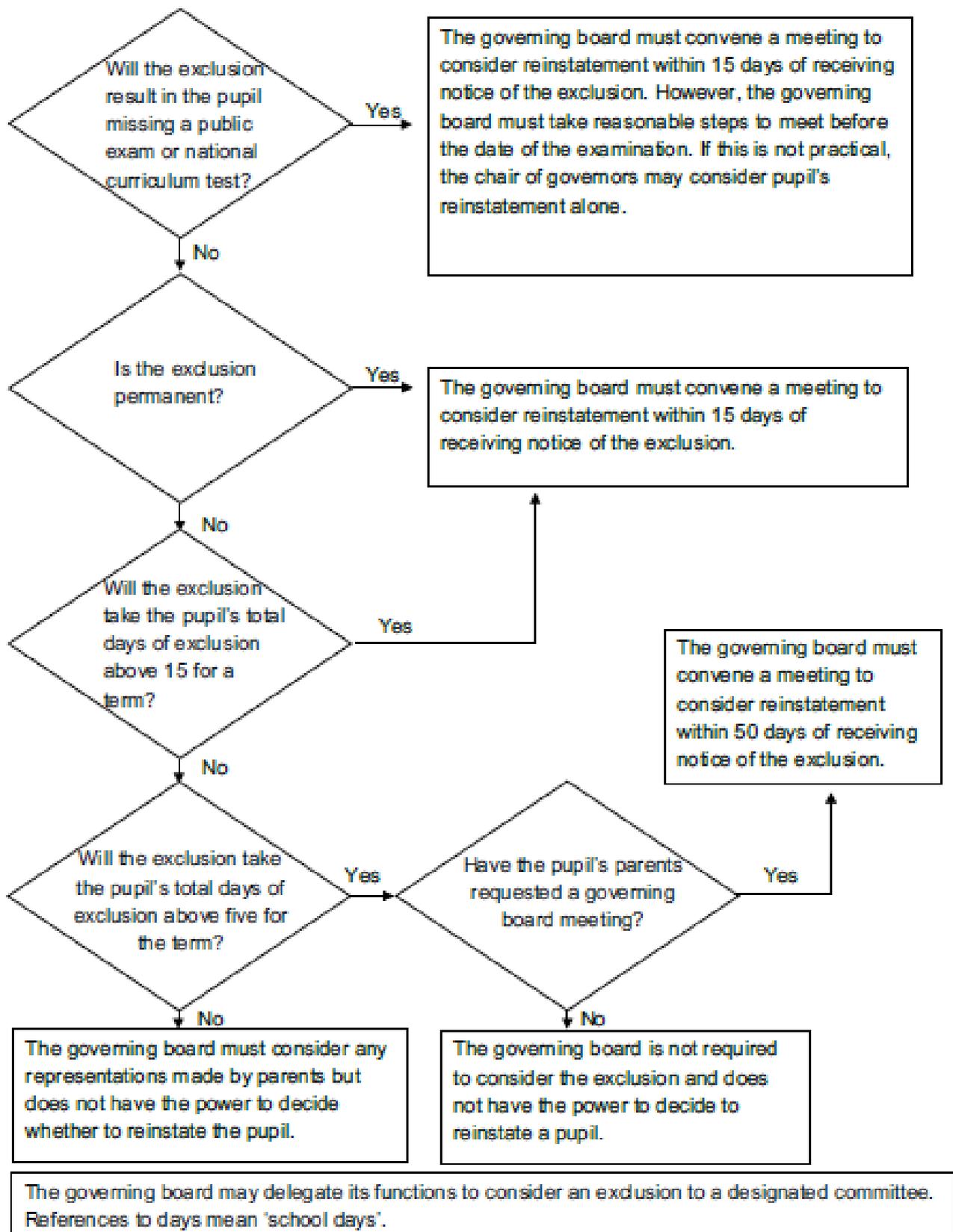
	1. I will remember to:		2. I will remember to:		3. I will remember to:		4. I will remember to:	
	Morning	Afternoon	Morning	Afternoon	Morning	Afternoon	Morning	Afternoon
MONDAY								
TUESDAY								
WEDNESDAY								
THURSDAY								
FRIDAY								

I agree that I will try my hardest to learn and behave in a way that helps me become a more powerful learner. I will follow the academy rules and use my Building Learning Powers muscles to help make Kedington Primary Academy, a fun and safe place to learn.

SIGNED.....

- If I have achieved my target (.....super, well done!)
- If I have tried hard but needed some help (....keep trying! Use your stickability!)
- If I have struggled to follow my targets (....think about what you are doing)

Appendix 5: Summary of the governing board’s duties to review the head teacher’s exclusion decision



Appendix 6 – Class behaviour Incident Recording Form

This form should be used to record behaviour that is at Stage 2. Behaviour at Stage 3 or above should be recorded on a school Behaviour Incident Form (Appendix 2).

Date	Approx. Time	Lesson/activity	Child's Name	Behaviour (tick)			
				Persistent stage 1 behaviour	<input type="checkbox"/>	Talking in assembly	<input type="checkbox"/>
				Minor deliberate damage to another child's or school property	<input type="checkbox"/>	Disrespectful dialogue	<input type="checkbox"/>
				Misuse of classroom equipment	<input type="checkbox"/>	Throwing objects in the classroom	<input type="checkbox"/>
				Misuse of toilets or wash areas	<input type="checkbox"/>	Other (brief description):	<input type="checkbox"/>
				Play fighting	<input type="checkbox"/>		
				Lying	<input type="checkbox"/>		
	<input type="checkbox"/>						
				Persistent stage 1 behaviour	<input type="checkbox"/>	Talking in assembly	<input type="checkbox"/>
				Minor deliberate damage to another child's or school property	<input type="checkbox"/>	Disrespectful dialogue	<input type="checkbox"/>
				Misuse of classroom equipment	<input type="checkbox"/>	Throwing objects in the classroom	<input type="checkbox"/>
				Misuse of toilets or wash areas	<input type="checkbox"/>	Other (brief description):	<input type="checkbox"/>
				Play fighting	<input type="checkbox"/>		
				Lying	<input type="checkbox"/>		
	<input type="checkbox"/>						
				Persistent stage 1 behaviour	<input type="checkbox"/>	Talking in assembly	<input type="checkbox"/>
				Minor deliberate damage to another child's or school property	<input type="checkbox"/>	Disrespectful dialogue	<input type="checkbox"/>
				Misuse of classroom equipment	<input type="checkbox"/>	Throwing objects in the classroom	<input type="checkbox"/>
				Misuse of toilets or wash areas	<input type="checkbox"/>	Other (brief description):	<input type="checkbox"/>
				Play fighting	<input type="checkbox"/>		
				Lying	<input type="checkbox"/>		
	<input type="checkbox"/>						
				Persistent stage 1 behaviour	<input type="checkbox"/>	Talking in assembly	<input type="checkbox"/>
				Minor deliberate damage to another child's or school property	<input type="checkbox"/>	Disrespectful dialogue	<input type="checkbox"/>
				Misuse of classroom equipment	<input type="checkbox"/>	Throwing objects in the classroom	<input type="checkbox"/>
				Misuse of toilets or wash areas	<input type="checkbox"/>	Other (brief description):	<input type="checkbox"/>
				Play fighting	<input type="checkbox"/>		
				Lying	<input type="checkbox"/>		
	<input type="checkbox"/>						
				Persistent stage 1 behaviour	<input type="checkbox"/>	Talking in assembly	<input type="checkbox"/>
				Minor deliberate damage to another child's or school property	<input type="checkbox"/>	Disrespectful dialogue	<input type="checkbox"/>
				Misuse of classroom equipment	<input type="checkbox"/>	Throwing objects in the classroom	<input type="checkbox"/>
				Misuse of toilets or wash areas	<input type="checkbox"/>	Other (brief description):	<input type="checkbox"/>
				Play fighting	<input type="checkbox"/>		
				Lying	<input type="checkbox"/>		
	<input type="checkbox"/>						