

# Behaviour Policy



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<b>Signed</b>	(Chair of Governors)
<b>Minuted</b>	(Date)
<b>Date of Next Review</b>	<b>Autumn 2023</b>

## Aims and expectations

It is a primary aim of Kedington Primary Academy that every member of our school community feels respected, supported and valued, and that each person is treated fairly and with dignity. We pride ourselves of providing a centre of learning excellence that is based on positive relationships. This policy is therefore intended to support the way in which all people in our school can live and work together. It aims to promote an environment where exemplary behaviour is at the heart of productive learning and 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.

This policy sets out a corporate statement of purpose, the boundaries of acceptable behaviour and the likely consequences of misbehaviour. 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. This policy should be viewed alongside the school's Positive Relationships Policy.

## 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.

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 a fundamental part of our school. 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 and between pupils. The school actively promotes mental wellbeing and resilience as part of a whole-school approach, using the following methods. More detail can be found in the school's Relationships Policy that should be viewed alongside this policy.

### **Rewards**

This policy is based on the principle that as well as positive relationships, positive reinforcement, including rewards, is more likely to change behaviour than sanctions.

Dojo points are used across the school to acknowledge and reward positive behaviour. Other individual and whole class reward systems may be established in each class. These could include rewards such as raffle tickets, 'Star in a Jar', a class marble jar etc. and may be designed support, for example, specific behaviours or a particular part of the day eg a reward chart, 'table of the day'.

Each week two children are nominated from each class to be in the 'Gold Book'. Entire classes can be awarded a Gold Book certificate, for such things as exemplary behaviour during a school trip. Certificates are awarded during 'Family Assembly', held each Friday morning

We also understand the importance of specific, verbal praise as a motivating factor for good behaviour. Therefore, the overwhelming majority of comments should be specific, praise eg 'It was very helpful when you picked up that skipping rope and put it away', 'You have worked really hard on that problem'

### **Sanctions**

Any behaviour that breaches the school's rules and expectations are addressed in the following way:

- Be calm- children should be dealt with calmly, firmly but fairly, referring to what behaviour was appropriate and why as consequence is being applied
- Address the behaviour not the child – it must be clear that it is the child's behaviour that is inappropriate, not them as individuals
- Learning from mistakes – it must be made clear what changes in behaviour are required to avoid future consequences

The school has robust procedures for recording and monitoring behaviour infringements, including responding to serious incidents and escalating patterns of behaviour.

When children break the school rules, the standard sanction is the loss of time out of the next break time. If more appropriate to the needs of the child, in Early Years, the child may be given an immediate 'time out' for 3-5 minutes.

A stepped approach is in place, according to the seriousness and frequency of negative behaviour. This is outlined in the Behaviour Ladder in Appendix A. This is not an exhaustive list, but gives an indication of the type of sanction that will be put in place for different behaviour.

During lost break time, children go into the hall and are supervised by a member of SLT. They complete a 'Take Time to Think' form in KS1 or a '3W' Form in KS2 (Appendix B). On this, children reflect on what happened, why it happened and what they could have done to stop it happening. This is briefly discussed with the member of staff towards the end of the time out. Interactions before the discussion are kept to a minimum.

We believe that for low level behaviour infringements it is important to give children an opportunity to change their behaviour. Therefore, some behaviours (see Appendix A) a warning will be given before a sanction is put in place.

A class behaviour 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'. Names are returned to green at the beginning of each new day. Repeated misdemeanours once on 'consequence' will result in cumulative or escalated sanctions.

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.

Children may be sent out of the class to work in a shared space, another classroom or the head or deputy teacher's office if it is felt this will support their behaviour choices or prevent learning from being disrupted. They will be given work to complete.

Anything that deliberately puts others at risk (especially of Covid-19 infection), such as spitting, coughing or sneezing in someone's face will also be taken very seriously.

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.

### **Incidents requiring immediate intervention**

Should there be an incident or escalation which requires a greater response, the adult should call on member of SLT by radio for support.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and will continue the lesson elsewhere, leaving the child in the classroom with another adult close by.

When an incident needs to be referred to the headteacher or deputy headteacher, an incident report form is completed (see Appendix 2).

Parents are informed and a Behaviour Support Plan and Risk Assessment are written if they are not already in place.

Reasonable force may be used to control or restrain children if needed in line with [DFE guidance](#). See **Use of Reasonable Force (Including Restraint) Policy**. The over-arching principle is that this should be the minimum amount of force for the minimum amount of time.

### **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 and risk assessment will be drawn up in consultation with the SENCO and shared with all relevant adults in school. Parents will be made aware of concerns and BSP shared with them. Help may be sought from outside agencies such as CISS or the Mental Health Team where appropriate. More detailed records (eg more regular use of incident forms or bespoke 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.

### **Bullying**

The school does not tolerate bullying of any kind and when managing behaviour, all staff are vigilant for incidents or patterns of behaviour that could be indicative of bullying behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. **See Anti-bullying Policy**

### **Health and Safety**

A risk assessment is written for all children who may display dangerous behaviours and shared with staff. This enables triggers to be identified and preventative measures to be in place. The Headteacher or SENCO will support the writing of these assessments with key staff.

A Behaviour Support Plan is put in place to share information with staff and parents about the behaviour that may be exhibited and the appropriate response. Specific behaviour targets are put in place.

After reviewing the behaviour plan, or if there is a point of serious concern or a risk of exclusion, a Pupil Support Framework (which have replaced Pastoral Support Programmes) is put in place.

All of the above are completed in partnership with home and school and communicated to all involved.

### **Peer on Peer Abuse**

Peer on peer abuse includes but is not limited to:

- physical and sexual abuse
- sexual harassment and violence
- emotional harm
- on and offline bullying

We have a zero-tolerance approach to peer on peer abuse. Any incidents which could be peer on peer abuse are taken very seriously and not, for example, dismissed as banter or 'children being children'. However, we understand that some behaviours that fall into this category may be a result of young children not understanding the seriousness of their actions, so they are addressed in a sensitive, age appropriate way that supports the child to understand this. See also Section 7.7 of the school's Safeguarding 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 includes peer on peer abuse that is online or in person.

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 except in agreed exceptional circumstances. 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.

### **Expectations of all staff**

Through positive relationships and high quality teaching, all staff provide a safe, secure environment and are proactive in adopting consistent 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.

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 and acting on 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 Acceptable Use Agreements.

The class teacher will liaise 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. 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 Behaviour Support Plans and Risk Assessments, in consultation with the SENDCo.

### **Expectations of parents and carers**

We work in close partnership with parents and expect them to

- praise and encourage their child's achievements and positive behaviour
- cooperate with the school and support the actions of the school (particularly in front of their child)
- inform the school of any change of circumstances at home or otherwise, which may affect their children in school
- model acceptable behaviour on the school site
- meet the expectations outlined in the Home School Agreement

If parents have any concerns about the way that their child has been treated, in line with the school 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 in line with the policy.

### **Expectations of the headteacher**

It is the responsibility of the headteacher, to implement the school behaviour policy consistently throughout the school, 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 school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The headteacher ensures records are kept of infringements of the school rules and Trust incident forms are used when necessary.

The headteacher has responsibility for giving 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)

### **Expectations of governors**

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

The governing body must provide clear advice and guidance to the head teacher on which he/she can base the school behaviour policy

### **Fixed-term and permanent exclusions**

Only the headteacher (or the acting headteacher) has the power to exclude a pupil from the school. 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 D 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 on 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 & Review**

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 school keeps brief records concerning incidents of behaviour infringements in each class behaviour file. Usually these are in the form of Take Time to Think/ 3W behaviour forms which may be annotated by staff to add additional details. For more serious incidents or when individual children are causing concern, an ABC form is completed and kept in the behaviour file in the headteacher's office.

The headteacher carries out regular monitoring of class behaviour files of any children who are causing concern or have Behaviour Support Plan or Pastoral Support Plan.

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

It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.



The Governing Body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

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.

### **Related policies and documents**

This policy should be read in conjunction with these documents:

- Anti-Bullying
- Child Protection (Safeguarding Children)
- Complaints
- Use of Reasonable Force
- Home / Academy Agreement
- Relationships Policy

Appendix A Kedington Primary Academy Behaviour Ladder

<b>Our School Rules: Be kind - Work hard - Be safe</b>				
<b>Stage 1</b>	<b>Stage 2</b>	<b>Stage 3</b>	<b>Stage 4</b>	<b>Stage 5</b>
<b>Actions</b>	<b>Actions</b>	<b>Actions</b>	<b>Actions</b>	<b>Actions</b>
<ul style="list-style-type: none"> <li>• Interrupting the lesson</li> <li>• Not on task and wasting time</li> <li>• Talking while the teacher is talking or in assembly</li> <li>• Distracting other children</li> <li>• Dropping litter/food</li> <li>• Not lining up appropriately</li> <li>• Being in school at break times without permission</li> <li>• No using 'positive touch only' e.g. pulling friend around</li> <li>• General silliness in inappropriate place eg in class or assembly</li> <li>• Continuing to tease or follow people when they have been asked not to</li> <li>• Calling out</li> <li>• Not stopping immediately on a universal signal</li> <li>• 'Fibbing' – e.g. not immediately being honest</li> <li>• Not lining up correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Persistent stage 1 behaviour</li> <li>• Minor deliberate damage to another child's or school property</li> <li>• Disrespectful dialogue</li> <li>• Misuse of school property</li> <li>• Purposefully throwing a ball onto the roof or over a wall</li> <li>• Misuse of toilets or wash areas</li> <li>• Lying</li> <li>• Play fighting</li> <li>• Name-calling</li> <li>• Throwing objects inappropriately, including soft objects at others</li> <li>• Inappropriate language</li> <li>• Deliberately not being where should be e.g. going to toilet without permission</li> </ul>	<ul style="list-style-type: none"> <li>• Persistent or extreme stage 2 behaviour</li> <li>• Stealing</li> <li>• Lying to get another person in trouble</li> <li>• Making fun of another child/deliberately winding them up</li> <li>• Pushing another child</li> <li>• Hurting others through being rough eg pinching, pushing etc.</li> <li>• Inappropriate language to another child</li> <li>• Deliberate damage to property</li> <li>• Lack of respect to adults eg rolling eyes, walking off, muttering under breath</li> </ul>	<ul style="list-style-type: none"> <li>• Persistent or extreme stage 3 behaviour</li> <li>• Refusal to follow instructions</li> <li>• Serious inappropriate physical or verbal behaviour including sexual harassment – eg lifting up skirts, inappropriate comments</li> <li>• Inappropriate touching</li> <li>• Serious purposeful destruction of property</li> <li>• Racist, homophobic, or other prejudice comments or behaviour</li> <li>• Swearing or rudeness to adult</li> <li>• Physical aggression - any hitting, kicking etc</li> <li>• Throwing dangerous objects</li> <li>• Spitting</li> <li>• Deliberately coughing or sneezing in someone's face</li> <li>• Bullying</li> </ul>	<ul style="list-style-type: none"> <li>• Persistent ore extreme stage 4 Behaviour</li> <li>• Serious physical violence</li> <li>• Vandalism</li> <li>• Throwing furniture</li> <li>• Leaving school premises without consent</li> <li>• Aggressively swearing</li> <li>• Serious discriminatory remarks or behaviour</li> </ul>
<b>Consequences</b>	<b>Consequences</b>	<b>Consequences</b>	<b>Consequences</b>	<b>Consequences</b>
<ul style="list-style-type: none"> <li>• Warning (if behaviour does not change, moves to Stage 2)</li> </ul>	<ul style="list-style-type: none"> <li>• 5 minutes loss of break &amp; 3W form completed</li> </ul>	<ul style="list-style-type: none"> <li>• Between 5 and 15 minutes loss of break &amp; 3W form completed</li> </ul>	<ul style="list-style-type: none"> <li>• Between 15 and 1hr loss of break time/s &amp; 3W form Completed</li> <li>• Removal of other privileges</li> <li>• SLT intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Regular meetings with headteacher and parents</li> <li>• Exclusion (internal, fixed-term or permanent, dependant on circumstances)</li> </ul>



**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:

INTENSITY (please ring):            LOW /    MEDIUM /    HIGH

Escalation Process Stage:

**A**NTECEDENT  
What was happening immediately before the incident?

**B**EHAVIOUR  
What happened?

**C**ONSEQUENCE  
What was the pupil told would happen and how did they react?

LEADERSHIP TEAM RESPONSE:

SIGNED BY HT/DH:	DATE:
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# Take Time to Think (KS1)



Draw, write (or both) what happened

THINK! Why did it happen?



What could you have done to stop it happening?



To be completed by adult:

Name of child:

Any other useful info:

Date:

Time:

## 3W Behaviour Form (KS2)

Name:

Date:

Time:

What did you do?

Why did you do it?

What should you have done?

Appendix D: Summary of the governing board's duties to review the head teacher's exclusion decision

