



BEHAVIOUR POLICY

(incorporating PDET's Statement of Behaviour Principles)

Towcester CE Primary School

This is a Trust Policy – details specific to individual academies and their procedures are added by the Academy in *Appendix 1*.

(For a copy of the policy for a specific academy which includes Appendix 1 – see individual academy websites).

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1. Peterborough Diocese Education Trust's Written Statement of Behaviour Principles

Peterborough Diocese Education Trust's (the Trust) vision is 'Working together for all pupils to realise their God given potential to flourish.' In order to flourish, children need an environment that encourages and reinforces good behaviour:

'start children off on the way they should go and when they are old they will not turn from it.'

Proverbs 22:6

The Trust wants children to live happy and fulfilled lives and to be active learners and active citizens. To enable children to do this, the Trust believes children need to have self-respect and high self-esteem and a sense of individual and collective responsibility. As a Trust, we believe all humans are created in the image of God and therefore have equal rights and responsibilities. Children should be taught explicitly about these rights and responsibilities as a source of empowerment, entitlement and responsibility. In addition, we believe children should be taught how to live by Christian values and principles and how to put them into practice.

Underpinned by our Christian values, we are, therefore, committed to ensuring:

- Our pupils understand how they should treat other people and how they should expect to be treated.
- Every pupil understands they have the right to feel safe, valued and respected and learn free from the disruption of others.
- Our pupils take on moral responsibilities; care for each other; demonstrate good manners; show consideration; be trustworthy young people who show respect and love for each other and take responsibility for their actions.
- Our pupils develop positive attitudes to learning which includes developing a commitment to learning, resilience and taking pride in achievements.
- We teach good behaviour.
- All staff and volunteers demonstrate our values in everything they do, set an excellent example to pupils at all times and have positive relationships with pupils.
- All staff have high expectations for behaviour.
- All pupils, staff and visitors are non-discriminatory.
- Rewards, sanctions and, if necessary positive handling, are used effectively and consistently by staff, in line with this behaviour policy.
- A collective understanding (pupils, parents and staff) of this behaviour policy.
- Involvement of families in behaviour incidents, where appropriate, to foster good relationships between the academy and a pupil's home life.
- Exclusions are only used as a last resort. Our exclusions policy outlines the processes involved in fixed term and permanent exclusions.

The Trust emphasises that we do not expect violence or threatening behaviour in our academies and this will not be tolerated.

This written statement of behaviour principles is reviewed and approved by the Trust every year.

2. Aims

This policy sets out the Trust's expectations in relation to behaviour in line with the overarching principles above. The individual academy's approach to behaviour is set out in *Appendix 1*. The policy aims to ensure academies across the Trust:

- Create a calm and orderly environment that encourages and reinforces good behaviour.
- Set clear routines and expectations for the behaviour of pupils across all aspects of academy life, not just in the classroom.
- Have a positive and respectful academy culture which promotes self-esteem, self-discipline and positive relationships between all members of the academy community and where pupils feel safe and can learn.
- Teach good behaviour.
- Define acceptable standards of behaviour.
- Provide a consistent approach to both good and unacceptable behaviour.
- Outline an academy's system of rewards and sanctions that are applied consistently and fairly by all staff.
- Define what is considered to be unacceptable behaviour, including bullying, peer-on-peer abuse (online and off line) and discriminatory behaviour and ensure such behaviour is dealt with quickly, consistently and effectively.
- Provide clarity regarding the roles and responsibilities of different people in the academy community with regards to behaviour.
- Encourage the involvement of the whole academy community in the implementation of this policy.

3. Legislation and statutory requirements

This policy is based on the following relevant legislation and advice from the Department for Education (DfE):

- [Behaviour and discipline in schools](#)
- <https://www.gov.uk/government/publications/searching-screening-and-confiscation>[The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special educational needs and disability \(SEND\) code of practice](#)
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); (paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy)
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online.

This policy complies with the Trust's funding agreement and articles of association.

4. The Teaching and Encouragement of Good Behaviour

We believe that positive, good behaviour needs to be taught. First and foremost, good behaviour will be explicitly modelled by all adults to pupils from the first day of entering the academy and consistently reinforced and developed throughout their primary years.

Behaviour expectations will be made explicit at all times. Strategies for encouraging good choices of behaviour are fundamental, as is a consistent approach across the academy:

4.1 Rewards, incentives and sanctions

It is important that pupils are not patronised by providing rewards and incentives that are neither necessary nor wanted. However, rewards and incentives have a powerful motivational role, particularly for pupils whose self-discipline is at an early stage, and help pupils to see that good behaviour is valued.

The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions or consequences to register the disapproval of unacceptable behaviour. Most instances of poor choices of behaviour are relatively minor / low level and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the poor choice of behaviour / frequency of poor choice.

For details of an individual academy's rewards and sanctions – see [Appendix 1](#).

In addition, behaviour will be taught through the provision of the following:

4.2 High Quality Curriculum and Learning:

We believe that an appropriately structured curriculum and effective learning are needed for good behaviour as they help to avoid the alienation or disaffection which can lie at the root of poor choices of behaviour. These should be achieved through:

- Planning for the needs of individual pupils.
- Lessons with clear objectives and success steps understood by the pupils.
- The active involvement of pupils in their own learning.
- Teaching methods which encourage enthusiasm and active participation for all. Lessons should aim to develop the knowledge and understanding which will enable pupils to work and play in collaboration with others.

- Structured feedback that will be used as a supportive activity, providing feedback to the pupils on their progress and achievements and as a signal that that the pupil's efforts are valued and that progress matters.

4.3 Effective Classroom Management

This should be achieved through:

- A classroom which provides a welcoming environment.
- A classroom environment which gives clear messages to the pupils about the extent to which they and their efforts are valued.
- Good relationships between teacher, support staff and pupils.
- Classrooms organised to develop independence and personal initiative. Pupils should have increasing opportunities to take responsibility for tasks and roles in the classroom and around the academy as they get older.
- Arrangements of furniture and access to resources as all have a bearing on the way pupils behave. Furniture should therefore be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.
- Classroom displays which help develop self-esteem through demonstrating the value of every individual's contribution.

4.4 Good Behaviour at Unstructured Times

Playtimes and lunchtimes are the most unstructured part of the academy day. By talking and playing with others, and participating in extra-curricular activities, pupil's social development is greatly enhanced. It is a time, too, when individuals who are less successful in forming constructive relationships with others can create difficulties for both themselves and others.

Good behaviour at unstructured times should be achieved through:

- Good relationships between teacher, support staff and pupils.
- Clear routines that are understood by all.
- Explicit expectations regarding what is acceptable and unacceptable behaviour.
- The provision of structured tasks to engage the pupils.

For details of an individual academy's strategies for encouraging good behaviour during unstructured times – see [Appendix 1](#).

4.5 Good Behaviour Off-site

Sanctions may be applied where a pupil has behaved in an unacceptable way off-site when representing the academy, such as on an academy trip or on the way to or from the academy.

5. Unacceptable / Serious Unacceptable Behaviour

5.1 Definitions

Unacceptable behaviour is defined as:

- Non-compliant behaviour (to adult requests);
- Low level disruption in lessons and at unstructured times;
- Non-completion of classwork;
- Rudeness to adults and other pupils;
- Poor language.

Serious unacceptable behaviour is defined as, but not limited to:

- Persistent non-compliant behaviour (to adult requests);
- High level disruption in lessons and at unstructured times;
- Repeated breach of the academy rules;
- Threatening and / or intimidating behaviour;
- Verbal aggression;
- Swearing;
- Any form of bullying;
- Racist, sexist, homophobic or discriminatory behaviour;
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation;
- Sexting;
- Physical aggression and / or violence;
- Vandalism;
- Theft;
- Smoking;
- Possession of any prohibited items. These are:
 - Knives or weapons;
 - Alcohol;
 - Illegal drugs;
 - Stolen items;
 - Tobacco and cigarette papers;
 - Fireworks;
 - Pornographic images.
- Having any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

5.2 Incidents of Unacceptable Behaviour

5.2.1 Bullying

Bullying is defined as:

“Bullying behaviour involves an imbalance of power where a person or group of people repeatedly and intentionally cause emotional or physical harm to another person or group of people. Isolated instances of hurtful behaviour, teasing or arguments between individuals of equal power should not be seen as bullying.”

(Torfaen definition 2008)

Bullying is, therefore:

- Deliberately hurtful;
- Repeated, often over a period of time;
- Difficult to defend against;
- Premeditated and usually forms a pattern of behaviour rather than an isolated incident;
- Involves dominance of one pupil by another, or group of others.

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting, ridiculing
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Psychological	Deliberate acts which cause fear or anxiety
Racial	Racial taunts, graffiti, gestures
Homophobic	Because of, or focussing on, the issue of sexuality
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Religious	Related to religious beliefs and practices
Cultural	Related to cultural beliefs and practices
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We recognise as a Trust that:

- Bullying can occur. However, our intention is to ensure pupils learn in a supportive, caring and safe environment without the fear of being bullied and that staff are free from the fear of being bullied by pupils.
- Everyone has the right to feel welcome, secure and happy.
- Bullying of any sort prevents equality of opportunity.
- All forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.
- By effectively preventing and tackling bullying, the Trust can help to create a safe and disciplined environment where pupils are able to learn and to fulfil their potential.

Where bullying exists the victims must feel confident to activate the anti-bullying systems within the academy to end the bullying. It is the Trust's aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos across the Trust.

Details of an individual academy's approach to preventing and addressing bullying are set out in [Appendix 1 / Anti-Bullying Policy](#).

5.2.2 Prohibited / Unacceptable Items Brought on Site

Any prohibited items (listed in Section 6.1) found in a pupil's possession will be confiscated. These items will not be returned to pupils.

Any item which is harmful or detrimental to academy discipline will also be confiscated. These items will be returned to pupils / parents after discussion with senior leaders and parents, if appropriate.

5.2.3 Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil.

Please refer to the Trust's [Child Protection and Safeguarding Policy](#) for the Trust's policy / statement of procedures for dealing with allegations of abuse against staff or for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

6. Communication and Parental Partnership

We give high priority to clear communication within each academy and to a positive partnership with parents / carers since these are crucial in promoting and maintaining high standards of behaviour. It is important that parents and academies work together for the good of each child.

Parents are involved in celebrating the successes as well as being involved when a child's behaviour is unacceptable.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of academy life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if academies require their support in dealing with difficult issue of unacceptable behaviour.

Academies will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action.

7. Pupil Support

The Trust recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our academies' approach to unacceptable behaviour may be differentiated to cater to the needs of the pupil.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in the academy are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher / SENCo so that strategies can be discussed and agreed before more formal steps are required.

The individual academy's SENCo will evaluate a pupil who exhibits unacceptable behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and / or others, to identify or support specific needs. When high / complex needs are identified in a pupil, the academy will liaise with external agencies and plan support programmes for that child. They will work with parents to create the plan and review it on a regular basis.

8. Positive Handling

In some circumstances, it may be necessary for staff to use reasonable force to positively handle a pupil to prevent them being a risk to their own or others' safety.

Incidents of positive handling must:

- Always be used as a last resort;
- Be applied using the minimum amount of force and for the minimum amount of time possible;
- Be used in a way that maintains the safety and dignity of all concerned;
- Never be used as a form of punishment;

- Be recorded and reported to parents.

Positive handling should only be undertaken by staff who have been appropriately trained. All incidents involving positive handling are recorded for safeguarding purposes in MyConcern.

9. Alternative Provision

Some pupils with high and complex needs, relating to behaviour, will access alternative provision if this is deemed appropriate to meet such needs. This will take place following necessary support and advice from a range of professionals and in consultation with parents. If alternative provision is accessed by a child, academies will ensure that this provision is suitable and safe and whether the alternative provision is a registered provider. Where an academy is using an unregistered provider, the academy must have an adequate quality assurance process in place. Academies will continue to take responsibility for pupils who access alternative provision.

10. Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other academies / schools.

11. Roles and Responsibilities

11.1 Academy Governance Committees (AGCs)

AGCs are responsible for reviewing and approving, *Appendix 1* to this policy and for monitoring the implementation and effectiveness of this behaviour policy.

11.2 The Headteacher

The headteacher is responsible for reviewing *Appendix 1* of this policy to ensure it reflects their individual academy's approach, and for recommending approval of *Appendix 1* to the AGC.

The headteacher will implement this policy and will monitor how staff implement it.

11.3 Staff

Staff are responsible for:

- Demonstrating the academy's and the Trust's values in everything they do;

- Implementing the behaviour policy consistently;
- Modelling positive behaviour;
- Teaching good behaviour;
- Providing a personalised approach to the specific behavioural needs of particular pupils;
- Recording behaviour incidents.

The senior leadership team will support staff in responding to behaviour incidents.

11.4 Parents

A positive partnership with parents / carers is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.

Parents are expected to:

- Support their child in adhering to the Pupil Code of Conduct;
- Inform the academy of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the class teacher promptly;
- Enter into a home / academy agreement.

11.5 Pupils

For an individual academy's Pupil Code of Conduct – see [Appendix 1](#).

12. Monitoring arrangements

This Behaviour policy will be reviewed by the Trust (and [Appendix 1](#) by the Headteacher and AGC) every year.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Positive Handling policy
- Child Protection and Safeguarding policy
- SEND
- Equalities Statement

Appendix 1

Individual Academy Information

Towcester Church of England Primary School

Our Vision

We will send the children out, as Noah did the dove (Genesis 8:8-12), having nurtured and prepared them for life. Knowing that they are valued they can fly and take the values of the school out into the world.

'If we live by the spirit, let us also walk in the spirit.' (Galatians 5:25)

Our Values

Our School has six values which we believe guide and support us in all that we do:

Compassion (empathy, tolerance, forgiveness, humility, kindness and care)

Courage (confidence, perseverance, resilience, endurance, courageous advocacy, truth and honesty)

Fellowship (friendship, community, koinonia, belonging, respect, inclusion and partnership)

Hope (joy, peace, trust, optimism, faith)

Thankfulness (gratitude, awe and wonder, joy, generosity)

Wisdom (making wise choices, self-control, tolerance and a love of learning)

The Teaching and Encouragement of Good Behaviour

Our children will be taught the meaning of the school values in lessons as well as in collective worship times. Our staff will model our Values in their approach to school life and in their interactions with all members of the community. These values underpin the ethos of our school and the qualities we seek to develop in the characters of our pupils.

They will form the basis of our Behaviour policy, children will be recognised for demonstrating our school values in their approach to all aspects of school life.

When members of staff observe a child demonstrating a value, they will praise the child and explain which value that they have observed.

We expect our pupils to demonstrate the values in their approach to school life, verbal praise will reward and acknowledge this.

The explicit teaching of good behaviour:

We believe that good behaviour should be encouraged, taught, identified and rewarded. We explicitly teach the behaviour that we expect to see using the approaches and strategies detailed below.

- IDENTIFY the behaviour we expect

- Explicitly TEACH behaviour
- MODEL the behaviour we expect
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

At the beginning of each academic year, our Pupil Code of Conduct is studied with the children to ensure that they understand its meaning and how its components 'look' in action.

Teachers will spend time with their classes explaining routines and expectations for how to behave.

For example;

- the symbol of a raised hand is used to call the class or group to silence (with 5,4,3,2,1 countdown)
- children stand silently at the end of breaktime and walk to their classes
- children are expected to walk into collective worship in silence and sit silently reflecting or sign along to the song playing until collective worship begins

All adults should model, support and exemplify the behaviours we expect to see from our children.

Implementation

At Towcester Church of England Primary School, we implement our behaviour policy through the following means:

- All staff are committed to the success of our School Values. Staff act as positive role models showing fairness and consistency in our approach to upholding high expectations of behaviour.
- Parents and children are requested, prior to entering the school, to read and sign our Home-School Agreement, which clearly outlines our behaviour expectations.
- Our School values are reinforced through daily worship, PSHE lessons and displays. Themes such as anti-bullying and anti-racism are regularly reinforced because children are expected to respect others without prejudice or discrimination
- Our children's wellbeing and Social, Emotional and Mental Health (SEMH) is a priority and at the centre of our approach. The Zones of Regulation programme gives us the tools to develop healthy, happy confident children who are ready to learn and cope with challenges in their learning and lives. The Zones of Regulation is a programme to support children in recognising and regulating emotions and feelings.
- The Mental Health Champions and Playground Buddies initiatives encourage children to be role models and leaders and support their peers.
- Children with additional SEMH needs are supported through Individual Behaviour Plans and targeted Individual Education Plans. We ensure that all adults know how to respond sensitively to their needs.
- Our Family Support Worker and SENDCO work closely with our class teachers in supporting children with SEMH needs. This is achieved through the implementation of the Zones of

Regulation programme and is supported by programmes like ‘Drawing & Talking’ and ‘Protective Behaviours’.

- We believe that all behaviour is a form of communication, we strive to support each pupil through a clear behaviour system (see below). Each form of unacceptable behaviour will be supported by positive relationships with adults.

Behaviour for Learning

Through teaching and promoting the core values, children at Towcester learn that to achieve well and succeed in school they must work hard, concentrate and persevere when faced with difficult challenges. To do this, the climate and ethos in the classroom needs to promote good behaviour for learning.

To ensure this is able to happen every day, in every lesson; teachers ensure that the classroom is well organised, learning is matched to children’s needs, resources for lessons are prepared and all classes have established routines that maximise learning time.

In all classes positive behaviour is promoted, expected and encouraged through the use of our Rewards system. Teachers all follow the principle of **“praise in public, discipline in private”** to support the culture of kindness.

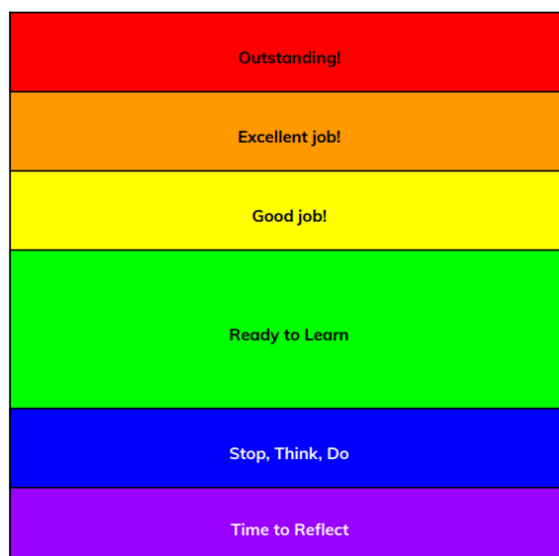
Our Behaviour System

To promote positive behaviour, each classroom displays a behaviour rainbow which encourages children to strive for outstanding behaviour every day.

All children have their own named peg.

Every child’s peg is clipped on the ‘Ready to Learn’ section of the behaviour rainbow at the start of each day. The behaviour rainbow is displayed in each classroom and is as follows:

Behaviour Rainbow



Promoting positive behaviour

Good behaviour must be role modelled and promoted by all staff at all times. Around school, children should be given regular, specific praise for positive behaviour. The reward system is designed to celebrate and encourage the skills and traits that are needed for children to develop a positive attitude towards their learning and development and to support them to become responsible members of the school community.

As children display positive behaviours towards our School Values, their peg is 'clipped up' the behaviour rainbow. The overall goal is to be 'clipped off' - this is where children's pegs are removed from their chart and clipped onto the collar of their shirt or onto their tie. This is to show all members of the school community, including adults, that the child has displayed outstanding behaviour and they can be congratulated accordingly.

When a child 'clips off', they gain 5 points on the Class Dojo behaviour system every time. Children can also earn points on Class Dojo throughout the day by displaying our school values and positive behaviours for learning. Again, this is done to promote positive behaviours within the classroom and across the school.

Stop Think Do

Stop (Name the Zone), Think (Select a tool), Do (Apply the tool)

To support children to make the right choices and to learn to self-regulate their behaviour we use the saying, '**Stop, Think, Do**'.

Stop Think Do aims to take the emotions out of all problem areas (behavioural, learning, social and moods) and redirect the energy into problem solving.

1. Emotions are identified and expressed early at the **STOP** stage.
Children are encouraged to name the Zone they are in, in order to recognise the emotions, they are feeling.
2. The brain then has the opportunity to **THINK** about available tools to solve the problem
Children are encouraged to name some tools they can use to help them get back to the 'Green Zone'.
3. Finally, motivating and skilling the person to **DO** it.
Children are encouraged to use the tool they have selected.

We encourage the children to 'Stop' what they are doing, 'Think' about the consequences of their actions and then 'Do' what they have decided is a good behaviour choice.

The school values and Stop, Think, Do should be used by all adults to support children to make the right behaviour choices. If a child has not shown good behaviour choices the language of the values should be used to help the child reflect on and improve their future behaviour. We strive to create a culture and environment which inspires each individual within our school community to be the very best that they can be. We recognise that all of our pupils may face a wide range of challenges at different times in their lives and we have a strong team of adults who work incredibly hard to break down any barriers to learning, to ensure that every pupil makes the best possible progress they can.

A child's peg is not moved to 'Stop, think, do' however staff take the opportunity to quietly and privately speak with the child using the rainbow as a visual to support their understanding and the teacher looks to reward the child's positive behaviour choices as soon as possible.

Time to Reflect

Supporting children to reflect on their own behaviour

It is our policy for all children to learn to take responsibility for their behaviour and to understand the consequences of unacceptable behaviour. If children are displaying unacceptable behaviours (such as persistent low level behaviour - disruption to class, Unkind behaviour towards others - name calling, excluding others from friendship groups, Aggressive verbal behaviour - shouting at others, intimidating others, Persistent rough play following Stop Think Do, Intentional damage to property, Putting own or other's safety at risk) they are given time to reflect and change before receiving a sanction. At Towcester, we foster a culture of repair that encourages a child to consider **'How can I get back to the Green Zone?'** so that children have an opportunity to improve their behaviour.

Following a behaviour incident, it is essential that an adult discusses the issue with the child (not in learning time) so that they understand how the behaviour did not follow the school rules and the consequence of their actions for themselves and others around them. They must understand how they can improve their behaviour, by reflecting on the STOP, THINK, DO process. The child must be guided to make every attempt to put right the wrong that he/she has done. This can be done by a verbal apology, a written letter of apology (written at lunchtime or playtime) or repair of any damaged property. Adults must take every opportunity to praise the child for improved behaviour following the incident.

Adults will log the behaviour incident on Arbour. Completing the **Log New Behavioural Incident** recording the date, time, students name, behaviour and location and assigning the log to the phase leader and child's class teacher.

Parents will receive an automated message to inform them their child has been given time to reflect on their behaviour, inviting them to speak to their child's class teacher if they would like further information.

All classes have a **'calm space'** to support children in turning their behaviour around. This is a space for children to take time to calm, reflect and respond not a space where work is done. It should be private and comfortable and have tools and visual prompts available to support children in 'getting back to the green zone' The option to move to the 'calm space' should be given to the child to help them make better choices, or they can stay where they are and reflect on how they can make positive behaviour choices.

A child's peg is not moved to 'Time to Reflect' however staff take the opportunity to quietly and privately speak with the child using the rainbow as a visual to support their understanding and the teacher looks to reward the child's positive behaviour choices as soon as possible.

Supporting Reflection

Children with attachment difficulties will find self-regulating their emotions a challenge. They need to feel confident that an adult will support them to do this so that they feel safe (emotionally and physically) and that they will be supported to make choices to put their behaviour right.

In order to do this, an adult will have to lend their “thinking brain” by talking out loud with the child, taking them through a process of calm, reflect and respond.

1. I can see that you are in the..... Zone. I can see that you are not okay.
2. When I am in the Zone I but it is not ok to.....if you are feeling this way.
3. Can you think of a tool you can use to help you move to the Green Zone? You could use or
4. Are you in the Green Zone? Okay, we need to put this right.....
5. Plan small steps on how to correct behaviour: First we are going to..... (and complete this step), now we are going to.....

We may need to voice this thinking out loud for the children.

Only when the child has been supported to calm themselves must the consequences of the behaviour be discussed in the child’s own time (break and lunch time). Adults should make a clear distinction between validating the emotion whilst still highlighting the challenging behaviour and alternative positive choices for actions.

Adults reflecting on behaviour

It is essential that all adults in school reflect on the behaviour of the children they are working with and try to identify any underlying causes of areas of poor behaviour. Behaviour is often a reaction to events or circumstances so adults need to understand how a change to provision or practice for the group or individual can help improve behaviour. In the first instance, this should take place at classroom level with familiar adults.

Examples of Behaviour that may require support from classroom staff, Phase Leaders or the Senior Leadership Team are outlined in Appendix 2.

Rewarding Good Behaviour

Dojo Points

Children can gain points on Class Dojo throughout the day by displaying our school values and positive behaviours for learning. Again, this is done to promote positive behaviours within the classroom and across the school. Dojo categories include (but are not limited to) the school values and the school code of conduct:

Compassion (empathy, tolerance, forgiveness, humility, kindness and care)

Courage (confidence, perseverance, resilience, endurance, courageous advocacy, truth and honesty)

Fellowship (friendship, community, koinonia, belonging, respect, inclusion and partnership)

Hope (joy, peace, trust, optimism, faith)

Thankfulness (gratitude, awe and wonder, joy, generosity)

Wisdom (making wise choices, self-control, tolerance and a love of learning)

Being Ready

Being Caring

Being Safe

Over and Above (for the whole class reward)

Clipping off

Children will be presented with certificates in praise assembly for reaching landmark milestones for Dojo Points (50: Bronze 100: Silver 150: Gold 200: Platinum 250: Ruby 300: Emerald 350: Sapphire Over 400: Diamond)

Children will be awarded a pin badge for achieving their Ruby, Emerald, Sapphire and Diamond Certificates.

Parents will receive a notification via Dojo when their child receives a dojo point.

Golden Peg Award

If a child 'clips off' ten times, they earn a Golden Peg which can be worn

Golden Mention

Each term, a Golden Mention certificate will be presented to a child from each Year Group who has exemplified our values and demonstrated outstanding attitudes and behaviours. They will receive a 'Golden Mention' pin badge to wear.

Encouraging Responsibility and Leadership

All children should learn to be responsible for their behaviour, their classroom and their school. To encourage this, children are given different responsibilities as they move through the school.

Pin Badges will be awarded to children who take on leadership responsibilities or exemplify our values and expectations with impact to the school community.

These include:

1. School Council
2. Worship Leaders (Year 6)
3. Sports Leaders
4. Playground Buddy
5. Mental Health Champion
6. Reading Champions
7. Maths Champions
8. Eco-council

Children will also be awarded pin badges for the following:

1. Reading Champion (completing 75%+ of books from the class reading wall)
2. 'Yes I can' Award
3. Courageous Advocacy

'Over and Above' Behaviour

- Our Code of Conduct (see below) sets out our usual expectations of behaviour for all of our children.
- Specific recognition will be given to children when they go **'over and above'** our usual expectations in demonstrating the school values.
- When this happens, the child will be awarded an 'over and above' category dojo point
- The adult will also award a point to the 'over and above' category on the main Dojo dashboard
- 'Over and Above' Dojo Points are collected and, when specific milestones are reached, the class can choose a whole class reward from the menu available for that milestone (see [Appendix 3](#)). All children within the class can contribute to reaching the milestones so all children will share the rewards. Points cannot be taken away once earned, no child in the class should be excluded from the reward.

Values Awards

- To recognise individual children within this rewards system, each week a **Values Award** will be given to one child from each class. A certificate will be awarded to the child describing how the Value/s had been demonstrated and their impact on others. This will be presented at our weekly Celebration Assembly.
- Where individual children make an exceptional effort, demonstrate excellence linked to a particular value or do something outstanding of which they are exceptionally proud, they may be sent to share their efforts with the Headteacher who will award them a **Headteacher Special Award** sticker and small prize.

Encouraging good behaviour during unstructured times:

- Keeping to the boundaries set (grass area/non grass area).
- Following Acceptable Behaviour expectations in Section 5.
- Responding to the whistle (First: stand still - no talking, second: return equipment to baskets and walk quietly to class).
- Ensuring school litter bins are used appropriately.
- Ensuring resources/equipment are used for the correct purpose and returned to their baskets.
- Listening and appropriately responding to the adults on duty.

Sanctions

We hope that children will respond well to the positive encouragement and supportive care provided by our staff, however at times mistakes will be made and reminders and sanctions will need to be given to ensure that all of our children meet our high expectations for behaviour.

We believe that all children should be guided to improve their behaviour and have the opportunity to change and reflect on their behaviour. This is outlined in the table below and in Appendix 2.

Appendix 2: Which Behaviour, Which Sanction?			
Sanction	Behaviours	Notes	Scripted Language
Reminder 1 (non-verbal)	Accidental slip in breaking Code of Conduct expectations	Non – verbal A look to remind the child, a touch to the page, to the adult's ear (signalling listen) a flat hand (signalling 'Stop and think')	
Reminder 2 (verbal)	Accidental slip in breaking Code of Conduct, not responding to R1 promptly	Verbal A quiet reminder to the child to refocus and choose to do the right thing, a reminder of what is expected.	<i>Remember to ... Remember to choose to ...</i>
Warning	Not focussing on work, giving best efforts Talking unnecessarily, distracting others, becoming too excited	A verbal reminder to the child of the expectation and the consequence if they do not adjust their behaviour	<i>You need to begin to If you do not make a good <u>choice</u> then</i>
Stop, Think, Do	Disruptive <u>low level</u> behaviour in class - shouting out, distracting others, swinging on chairs, avoidance of work Running in corridors Careless damage to property Rough play Peer/friendship group issues Not following safety guidance to keep self and others safe	In classroom Children are given a maximum of ten minutes to compose their thoughts, listen to advice and prepare themselves to change their behaviour. They may not need a full ten minutes but should be ready to return to learning having changed their behaviour	Individual support at their level - quiet and not in front of class: <i>'I can see you are finding this difficult...if you <u>continue</u> I will give you Time to Reflect. What do you need to do to get back on track?'</i>
		On the Playground Time out on the playground means walking/standing with the teacher on duty for the time required for them to change their behaviour and meet the school's behaviour expectations	
Time to Reflect Break / lunch time missed (10 minutes) Reported on Arbour Automated message sent to parents	Persistent <u>low level</u> behaviour - disruption to class Unkind behaviour towards others - name calling, excluding others from friendship groups, Aggressive verbal behaviour - shouting at others, intimidating others Persistent rough play following Stop Think Do Intentional damage to property Putting own or other's safety at risk	Same day Children will always get 5 minutes fresh air, time to have a drink, use the toilet and see their peers. However, if they have wasted lesson time or not responded to other sanctions, playtime will be used to catch up or to calm, reflect and respond. This will not be carried over to the next day.	Individual support from teacher/TA at their level - quiet and not in front of class T or TA leads Reflection work with child <i>'You are continuing to ... I am giving you time to reflect and find a tool. What do you need to do to get back on track and be in the Green Zone?'</i>

Serious incident You aren't able to manage your own feelings and behaviour Play times that day missed, SLT informed & parent contact (from SLT). Reported on Serious Incident Form	Examples include: Bullying, including Cyberbullying Racist behaviour, Physical aggression, Severe disruption to class, Swearing Homophobia Serious vandalism Bringing dangerous items into school Putting own or other's safety at serious risk	Pupil and adult statements are taken and the behaviour will be logged on a serious incident form by the adult who initially dealt with the incident. These should be completed before bringing the child to the Phase Leader or SLT member Once the incident has been discussed with the SLT member, reflection sheets will be completed by the relevant children. The serious incident forms will be filed, and the incident recorded onto Arbour and (if appropriate) MyConcern by a member of SLT. At this stage, a phone call home will be made and parents will be informed of the child's behaviour. A brief record of the discussion with the parents will be logged on MyConcern. Playtimes for the day will be missed. A meeting may be arranged.	Phase Leaders work with the child in the child's own time and discuss next steps in encouraging better choices are made. After this, a member of SLT is informed and it is at this point that further action is decided <i>'Your choices are affecting your learning and the learning of others... What do you need to do to get in the Green Zone?'</i>
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Within each band of sanction, pupils will be asked to reflect on their actions and the consequences on both themselves and others that these may cause.

Restoration and reparation will be encouraged.

Depending on the pupil's situation and needs at the 'Time to Reflect' and 'Serious Consequence' levels of the sanctions plan, they may be asked to:

- Complete missed learning/work at home, or at break or lunchtime
- Write an apology letter
- Fill in a reflection sheet – see Appendix 5
- Meet with staff or children affected by their behaviour
- Agree a behaviour contract

We may isolate or exclude children in response to serious or persistent breaches of this policy.

Pupils may be sent to the Headteacher or Deputy Headteacher during lessons if they are persistently disruptive, and they will be expected to complete the same work as they would in class.

Serious Incidents

There may be times in school where a child behaves in a way that means the initial steps of the Behaviour Code need to be skipped.

If a child intentionally hurts another, is involved in Bullying, including Cyberbullying, Racist behaviour, Physical aggression, Severe disruption to class, Swearing, Homophobia, Serious vandalism, Bringing dangerous items into school, Putting own or other's safety at serious risk the child will be sent straight to the Headteacher or Senior Leadership Team.

When such a serious incident occurs, pupil statements (appendix 4) and statements from the adults involved at the time of the incident will be taken and the behaviour will be logged on the serious incident form (appendix 5).

The child will be given the opportunity to reflect on the impact of their behaviour and repair the damage (personal, physical, emotional) that they have caused. A reflection sheet (appendix 6) should be completed. Once this has happened a sanction has been undertaken and repair has taken place, the child will be given a fresh start.

This incident will be recorded onto Arbour and (if appropriate) MyConcern by a member of SLT.

Bullying

Please see the academy's Anti-Bullying Policy

Pupil Code of Conduct (see also Appendix 7)

Our Code of Conduct is underpinned by 3 rules which all pupils are expected to apply to all aspects of school life.

These are:

Be Ready

Be Safe

Be Caring

Being Ready means:

- Being ready to learn
- Being organised and prepared
- Listening well
- Following instructions
- Taking on board advice
- Being ready to help others
- Being ready to give your best

Being Safe means:

- Following instructions promptly
- Using equipment safely and appropriately
- Moving safely around the classroom and school building
- Having safe hands and feet, keeping others physically safe
- Using kind words and actions, keeping others emotionally safe
- Taking care of hygiene and cleanliness
- Talking to someone if you have a problem or a worry

Being Caring means:

- Caring for yourself; always being the best that you can be, making good choices
- Caring for others; being helpful, showing kindness, being thoughtful, thinking about others' needs, support others to be the best that they can be
- Caring for the environment; looking after school property and equipment, thinking about the environment and how to protect it

Our pupils understand that the code of conduct helps everyone to feel happy, safe and able to flourish.

Pupils understand that we expect them to:

- Behave in an orderly manner
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Accept sanctions when given
- Treat the academy buildings and academy property with respect
- Refrain from behaving in a way that brings the academy into disrepute, including when outside the academy

School Trips

If staff feel a child presents a health and safety risk or there is a case of serious misbehaviour during a planned visit out of school, a Risk Assessment will be carried out and any concerns/decisions will be shared with parents/carers. The Headteacher will be informed and may decide to sanction the withdrawal of that pupil. In extreme cases, the Headteacher may decide that the child is unable to attend the trip at all due to the health and safety risks posed to themselves and others.

Use of Physical Intervention with Positive Handling

Some members of staff at Towcester are fully trained in positive handling techniques and, in extreme situations, may need to use reasonable force to ensure the safety of themselves and others or to prevent pupils injuring themselves or others.

Staff will make dynamic risk assessments of each individual situation and ensure that the level in which they intervene is reasonable, proportionate and necessary to the misdemeanour. Physical restraint will be used only as a last resort.

If physical restraint becomes necessary to ensure the safety of the staff or pupils, trained staff will use positive handling techniques and will also call for assistance from a senior member of staff or designated staff member. Trained staff will use the minimum restraint necessary for the shortest time necessary whilst attempting to calm the situation.

All pupils that have required physical intervention will have a Behaviour Support Plan and a Positive Handling Plan. All incidences of Positive Handling will be recorded in the school's bound and numbered book.

Parents will be informed the same day of incidences of Positive Handling involving their child.

Behaviour Support Plans

At Towcester, we understand that pupils are not a 'one size fits all'; for some pupils it may be best that they are supported with a behaviour support plan in order to assist them in being successful learners and members of the school community.

If a child has a support plan they will regularly be included in reviewing their plan as well as explaining and reviewing these to parents at parents evening. If a child requires physical intervention or specific individualised support in order to help them they will have a plan. These

plans will detail how all staff in school are best to manage situations including repair, reflect and post-incident learning.

Recording of Behaviour Concerns

Any 'time to reflect' behaviours (such as persistent low level behaviour - disruption to class, Unkind behaviour towards others - name calling, excluding others from friendship groups, Aggressive verbal behaviour - shouting at others, intimidating others, Persistent rough play following Stop Think Do, Intentional damage to property, Putting own or other's safety at risk) are logged on Arbour (see appendix 8) by the member of staff dealing with the incident by completing the **Log New Behavioural Incident** recording the date, time, students name, behaviour and location and assigning the log to the phase leader and child's class teacher. The child's class teacher will contact parents to explain the incident.

Parents will receive an automated message to inform them their child has been given time to reflect on their behaviour, inviting them to speak to their child's class teacher if they would like further information.

When a serious incident occurs (a child intentionally hurts another, is involved in Bullying, including Cyberbullying, Racist behaviour, Physical aggression, Severe disruption to class, Swearing, Homophobia, Serious vandalism, Bringing dangerous items into school, Putting own or other's safety at serious risk) pupil statements and statements from the adults involved at the time of the incident will be taken and the behaviour will be logged on a serious incident form. The significant incident form should be completed by the adult who initially dealt with the incident. Details of what happened, when, where, who was involved, and any adult interaction or involvement should be recorded in the 'Action Taken' section. Strategies or sanctions from the Behaviour Policy that are used should also be recorded.

Pupils should complete a Pupil Statement detailing their account of what happened.

These should be completed before bringing the child to the Phase Leader or SLT member

Once the incident has been discussed with the SLT member, reflection sheets will be completed by the relevant children.

At this stage, a phone call home will be made and parents will be informed of the child's behaviour. A brief record of the discussion with the parents will be logged on MyConcern.

The serious incident forms will be filed, and the incident recorded onto Arbour and (if appropriate) MyConcern by a member of SLT.

Where physical intervention has been necessary, a Behavioural Incident Form will be filled in on the same day and given to a member of SLT - this will also be recorded in the school's Bound and Numbered Book, Arbour and on MyConcern.

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Towcester C of E Primary School

Values Awards Rewards Menu

Number of Values Points	Rewards Menu
25	<ul style="list-style-type: none"> • 5 minutes extra break • Parachute games session
50	<ul style="list-style-type: none"> • 15-minute free choice time • 15 minutes sports game
75	<ul style="list-style-type: none"> • Craft time • Forest School time
100	<ul style="list-style-type: none"> • Keep fit session - music • Make & eat Fruit kebabs
150	<ul style="list-style-type: none"> • Board game session • Cookie decoration
200	<ul style="list-style-type: none"> • Cartoon session • Karaoke session
250	<ul style="list-style-type: none"> • Special craft project
300	<ul style="list-style-type: none"> • Junk modelling session
350	<ul style="list-style-type: none"> • Den building session
400	<ul style="list-style-type: none"> • Non-uniform day
450	<ul style="list-style-type: none"> • Visit to local playground
500	<ul style="list-style-type: none"> • Special Visitor

Appendix 4:

Towcester CE Primary School



Pupil Statement	
Name	Class
Date	
Signed	



Appendix 5:

Towcester CE Primary School

Significant Behaviour Incident Report												
Child's name:												
Adult recording statement:										Date:		
Harmful Behaviour?	Cyber Bullying	Racist behaviour	Physical aggression	Severe disruption to class,	Swearing	Child on Child Abuse	Homophobia	Serious vandalism	Bringing dangerous items into school	Putting own or other's safety at serious risk	Child on Child Sexual Harassment	Child on Child Sexual Abuse
Incident:												
Follow up actions:												
Suspension												
Y	N											
Parents Informed		Parents' Comments:										

Y	N	
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Appendix 6:

Towcester CE Primary School

Pupil Reflection Sheet		
Name:	Class:	Date:
My responsibilities – to other children, adults, the academy and myself:		
<p>What did I choose to do that was wrong? Which rights did I not respect? Which values did I not follow?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		
<p>How did it make the other people involved feel? (Adult or other children) Why?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		
<p>How does that make me feel? Why?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		
<p>What can I do to avoid repeating this?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		



Code of Conduct

Be Ready

Be Safe

Be Caring

Being Ready means:

- Being ready to learn
- Being organised and prepared
- Listening well
- Following instructions
- Taking on board advice
- Being ready to help others
- Being ready to give your best

Being Safe means:

- Following instructions promptly
- Using equipment safely and appropriately
- Moving safely around the classroom and school building
- Having safe hands and feet, keeping others physically
- Using kind words and actions, keeping others emotionally safe
- Taking care of hygiene and cleanliness
- Talking to someone if you have a problem or a worry

Being Caring means:

- Caring for yourself; always being the best that you can be, making good choices
- Caring for others; being helpful, showing kindness, being thoughtful, thinking about others' needs, support others to be the best that they can be
- Caring for the environment; looking after school property and equipment, thinking about the environment and how to protect it



Appendix 8

Towcester CE Primary School

Recording a 'Time to Reflect' Incident on Arbour

1. From the **Homepage**
2. Select **Log behaviour incident** from your **Quick Actions**. A slide-over box will appear where you can **Log a New Behaviour Incident** and you can fill the details out to create a new incident.

Quick Actions
Take attendance
Log behaviour incident
Record behaviour points
Issue detention

3. Complete **Time of incident**
4. Complete **Students involved**
5. Open the drop-down menu for **Behaviour** and select appropriate category

<input type="checkbox"/>	TPS - aggressive verbal behaviour	-1
<input type="checkbox"/>	TPS - ignoring adults instructions and refusal to comple...	-1
<input type="checkbox"/>	TPS - intentional damage to property	-1
<input type="checkbox"/>	TPS - persistent low level behaviour leading to disrupti...	-1
<input type="checkbox"/>	TPS - persistent rough playing following Stop, Think, Do	-1
<input type="checkbox"/>	TPS - putting own or other's safety at risk	-1
<input type="checkbox"/>	TPS - unkind behaviour towards others	-1

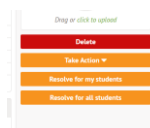
6. Complete the **Assign to staff member** section by selecting the child's **class teacher** and **phase leader**.
7. Open the drop-down menu for **Location** and select the appropriate category

TPS - Classroom
TPS - Playground
TPS - Main hall
TPS - Dinner Hall
TPS - Corridor
TPS - Hive

8. Click on **Next**
9. Click on **Log Incident**

Once parents are informed

1. Open up incident log



2. Click on **'Resolve for all students'** on right hand side
3. Summarise details of further actions and conversation with parents and click **'add notes'**

Add Note

Add note