



Behaviour and Relationships Policy including Anti-Bullying Policy -

“Be Respectful, Be Safe, Be Ready”

Introduction

Good behaviour in school is necessary in order for children to feel safe and learn to the best of their abilities. Good behaviour is expected at all times: in the classroom; in the playground at playtime and lunchtime; on school trips and on the journeys to and from school.

At Dereham C of E Junior Academy, behaviour that is ‘over and above’ is what we strive for; behaviour that is not only good, but that goes beyond this and truly reflects an excellent attitude in any area of school life. This applies not only to the children but also to the adults that work in and visit our school. The school values positive relationships and we know that this is fundamental to ensuring good behaviour.

Aims

Our core aims are simple; we want all members of our school community to achieve their full potential, to be the best learners they can be and to make at least good progress.

This can only be achieved when behaviour is appropriate:

- When everyone is being **respectful**
- When everyone’s behaviour is **safe**
- When everyone is **ready** to learn.

Every aspect of behaviour can be related to the above three words in bold and they constitute our very clear school behaviour code: **‘Be Respectful, Be Safe, Be Ready’**. This is the code that every member of the school community (children and adults) is encouraged to adhere to and reflect upon at all times.

A school where everyone is ‘respectful’ and ‘safe’, is a perfect place to be ‘ready’ to learn and fulfil potential.

Restorative Practice

In maintaining a school community where behaviour is respectful and safe and where everyone is ready for learning, adults will adopt and employ a **restorative** approach when responding to unacceptable behaviour.

As well as routinely discussing what constitutes good and over and above behaviour, when things go wrong and behaviour is seen to be difficult or dangerous, staff will help the children learn from this. Like anything, good and better behaviour can be learnt and every opportunity will be taken to enable this. The key principles of Restorative Practice are:

- It focuses on harm caused by the wrongdoer and actively seeks ways of repairing that harm
- It helps create dialogue and communication
- Its process is fair, open, and honest and treats all participants with respect
- It takes place within a safe environment that will allow all participants to engage, learn and gain a shared understanding
- It should lead to accepting responsibility, reparation, reintegration, restoration and behavioural change
- It gives people the opportunity to openly state their views, listen to others and acknowledge their views.

For formal restorative meetings a consistent script will be used by staff involved (see Appendix 1). All staff are trained in a restorative approach to behaviour and have undergone 'Norfolk STEPs (On)' training. How and when this is used can be seen later in this policy.

Adult Behaviours

For children to display good or better behaviour, this needs to be modelled at all times by the adults in school. Staff cannot expect exemplary behaviour from pupils unless they are example of it themselves. At Dereham C of E Junior Academy, this means staff will:

- Greet children warmly in the morning as they enter the classroom (TA will do this if the teacher is on duty)
- Be kind and respect what the children have to say
- Take an interest in the children's lives outside of school
- Be as prepared as possible for the day
- Address the children calmly and keep shouting to an absolute minimum (eg – used when a child is in danger)
- Use agreed scripts when required
- Be consistent so that pupils are certain about the responses and behaviours they will see
- Work together as a team to celebrate good and better behaviour of pupils and address difficult and dangerous behaviour wherever they see either occurring
- Be humble and admit when they've made a mistake
- Never humiliate a child by 'advertising' their poor behaviour (only great behaviour is 'broadcasted')
- Show EXTREME BOTHEREDNESS in order to build rapport with our pupils!

This is not an exhaustive list. It is impossible to list all the expected behaviours of adults in school. However, it is clear that from the bullets above, that behaviour expectations for adults and children at our school are not really different in any way.

Behaviour at Dereham C of E Junior Academy

Each individual at our school is responsible for their own behaviour, but everyone is responsible for encouraging, recognising and celebrating the good and over and above behaviour of others. Highlighting good and over and above behaviour is the cornerstone of our practice and is imperative in making sure that everyone knows what is expected and what contributes to making our school a respectful and safe place where everyone is ready to learn.

Celebrating the positives is also crucial in ensuring that everyone knows how much more in abundance they are than the isolated incidents of difficult or dangerous behaviour. When things go well and behaviour is good or over and above, this will be recognised publicly.

When difficult or dangerous behaviour occurs, the person concerned will be spoken to individually and as privately as possible. Staff will attempt to ensure these conversations are not made public. This does not mean that difficult and dangerous behaviour goes unchecked, all behaviour has a consequence, but if the consequence is an arbitrary over the top punishment that is made public, it will not work.

If consequences are logical, given as privately as possible and explained, pupils are more likely to learn from their mistakes. Furthermore, they are more likely to learn and acquire internal discipline¹ rather than rely on external discipline² to make sure their behaviour is satisfactory.

¹ This is understanding behaviour - sometimes referred to as self-regulation particularly within EYFS. If this is taught and learnt, it results in long term change.

² This is when behaviour is controlled, often by imposition of rules and punishments that suppress difficult behaviour. Any change in behaviour will only short term and will not be maintained when the suppression is lifted.

The next section outlines what we do to foster good and over and above behaviour as well as the consequences for difficult and dangerous behaviour at different times during the school day.

Behaviour during lesson time

Celebrating good and 'over and above' behaviour:

The Recognition Board - Every class has a Recognition Board which displays expected behaviours for the classroom. Most of these behaviours are uniform across all classes in school, but some classes may display a behaviour that is particularly pertinent to just their class. All behaviours listed relate directly to our code – 'Be Respectful, Be Safe, Be Ready.'

Use of the Recognition Board:

- One behaviour is a focus for the day – the reason for this choice is explained
- When a pupil is observed displaying this behaviour, it will be publicly acknowledged and their name will be moved onto the Recognition Board
- Once they're on, no-one comes off
- During the day, time will be given for children to nominate their peers
- A collective 'Whoop!/Kerching!/Yeah!' when everybody's on the board
- Each day starts afresh.

As there is no physical 'reward' when everyone is on the Recognition Board, no-one misses out if they are not on.

Going 'over and above' – Good behaviour is expected at Dereham C of E Junior Academy; the aim is to strive for behaviour that is over and above. When this behaviour is observed:

- It will be made high profile – the class may be stopped so all can be made aware of it
- Why it is over and above will be referred to explicitly: *'What Holly just did in collecting all of those brushes by herself, has saved me a lot of time and effort. That is really over and above, Holly, and it means we are ready for the next session. Thank you, that is fantastic!'*
- Reference to how it relates to 'Be Respectful, Be Safe, Be Ready,' will be included (**above**)
- It does not have to relate to the focus behaviour on the Recognition Board.

Focusing on behaviour that is over and above creates an immediate, positive shift in expectations.

Positive Note – The Positive Note is the top recognition of great behaviour and takes the form of a message sent home to parents/carers – a postcard. Positive Notes are:

- Sent sparingly – perhaps only one a week and some weeks there may be none sent home
- Sent on the agreed format (see Appendix 2)
- Given when children have gone over and above on numerous occasions in a week
- A chance to frame the excellent behaviour that has been observed. They will be referred to in the future if necessary
- To be 'advertised' in the classroom. They are prized and something to aspire to.

The temptation to send a Positive Note home to the parents of a child who has behaved well for one day when they normally display difficult or dangerous behaviour, must be resisted. In these instances, teachers can award a fraction of a positive note as an incentive, but awarding a complete one for less than the expectation of everyone else is not fair on other children who behave well all the time. Remember, the Positive Note is for children who go over and above consistently.

Responding to difficult and dangerous behaviour:

All adults in school must respond to difficult behaviour during lesson time in a consistent manner. Below are the expected steps and responses:

STEP		RESPONSE
1	Reminder	<ul style="list-style-type: none"> • A reminder of the three simple rules – ‘Be Respectful, Be Safe, Be Ready,’ – referencing which one is not being adhered to. • Delivered privately wherever possible – specifically use the phrase: ‘This is a Reminder’
2	Caution	Clear verbal caution given: <ul style="list-style-type: none"> • Delivered privately where possible • Make the pupil aware of their behaviour – clearly outline the consequences if they continue (step 3). Use the phrase, ‘This is a caution. Think carefully about your next step.’
3	Time Out	Depending on the location of the lesson, time out may be: <ul style="list-style-type: none"> • Outside the classroom, in another classroom, at the side of the field/hall (PE) • It is a few minutes for the pupil to calm down, breathe, look at the situation from a different perspective and compose themselves. Timers are to be used as this will, in time, help self-regulation • This also provides time for the adult to consider their next move. This is not: <ul style="list-style-type: none"> • An extended exclusion from the lesson. It must be no more than 10 minutes • Sending the pupil for someone else to ‘deal’ with. The pupil’s behaviour is for the adult that gave the child time out to respond to, not another person’s.³
4	Consequence	Continued behaviour that does adhere to the school rules after a time out will receive a further reminder (see step 1) before a consequence: <ul style="list-style-type: none"> • The child will be required to work in another classroom for the remainder of the session (up to lunch if am; until the end of the day if pm) • The teacher must send the child with work which the child will have to complete on their own • A TA will check the child has gone to the correct place or even escort them there • The incident will be recorded on the behaviour spreadsheet • Parents/carers will be contacted by the class teacher/person giving the consequence.
5	Repair	It is vital that the child is spoken to after the consequence as this is the opportunity to teach expected behaviour. This may be: <ul style="list-style-type: none"> • A quick chat at break time/lunchtime/after school • The opportunity to explain the impact their behaviour has on you, them and the others. This will mean ensuring pupils are returned to their class teacher prior to the end of the afternoon/morning session.

When a situation during lesson time reaches Step 4, details are to be recorded on the school’s behaviour spreadsheet (see Appendix 3). The adult that gave the Consequence is responsible for recording this.

If, in response to intervention from an adult at any point from steps 1 – 4, a pupil leaves the classroom without permission or refuses to leave the classroom as instructed, adults will not ‘chase’ the situation. In these instances, the incident will still be recorded on the school spreadsheet and step 4 will still take place when the situation is suitably calm.

Certain behaviours in the classroom may result in accelerating from step 1 → step 4, without the intervening steps. This may include:

- Physical assault of another person
- Swearing or other inappropriate language

³ Sending a pupil to someone else sends a clear message that staff cannot cope with the existing behaviour. It is imperative that the adult responding to the behaviour ‘picks up their own tab’. If appropriate, when meeting with the pupil later this can be alongside another colleague, but the colleague is an observer and is not to take ‘control’. This is particularly pertinent for people covering classes.

- Serious rudeness towards adults
- Racist or homophobic name calling/abuse⁴

In each of these instances, parents will also be notified.

Behaviour during playtime and lunchtime

Celebrating good and ‘over and above’ behaviour:

Again, it is important to acknowledge that the vast majority of pupils’ behaviour at playtime and lunchtime is good and even better. This good and better behaviour needs to be celebrated and clearly recognised.

To this end, staff on duty will:

- Respond to the over and above behaviour as they would in the classroom (see page 3 ‘Going over and above’)
- Report behaviour that is over and above to the pupil’s class teacher via the use of a **Golden Ticket**. The class teacher will then acknowledge this behaviour again in the classroom.

This consistency is very important and promotes the fact that good and better behaviour is expected everywhere in school. Furthermore, it needs to be recognised that great behaviour outside can also contribute to a Positive Note.

Responding to difficult and dangerous behaviour:

When difficult or dangerous behaviour is observed by staff on duty – teachers, TAs and MSAs – they are expected to respond in the same manner as adults would during lesson time:

- Calmly – no shouting (unless a loud voice is need to address pupils that are demonstrating dangerous behaviour and are a significant distance away on the field)
- Privately/one to one wherever possible.

The same stepped structure used in the classroom can be applied to playtime and lunchtime. Again, some behaviours may result in accelerating to step 3 or 4, in fact this may be more likely on the playground/field than in the classroom due to the nature of the activities undertaken.

If step 3 is reached, time out is immediate. The duty teacher/member of staff will instruct the pupil to take ‘time out’ immediately (step 3). This could be in the form of:

1. Standing at the side of the playground or field (not sent in)
2. Walking and talking with the duty teacher who observed the behaviour.

If step 4 is reached, the consequence should be as immediate as possible. For a list of consequences to behaviours, see table below:

Behaviour	Logical Consequence
Swearing at someone	Child spoken to about swearing outlining how behaviour is unfair to those that hear it (not respectful). Pupil sent in (Deputy’s office) for the remainder of the playtime/lunchtime. Allowed to colour or read a book.
Physical Violence	Child spoken to about physical violence outlining how behaviour is not safe . Pupil sent in (Deputy’s office) for the remainder of the playtime/lunchtime. Allowed to colour or read a book.
Vandalism	Child will be spoken to outlining how behaviour is not respectful and is spoiling everyone’s environment. Pupil sent in (Deputy’s office) for the

⁴ If a pupil is a victim of this, they will also need to be spoken to. A senior member of staff will also need to be informed so that they can help the relevant member of staff follow up the incident.

	remainder of playtime/lunchtime. Child to assist with repairs/cleaning up where possible. Allowed to colour or read a book.
Racist or homophobic abuse	Child spoken to about racist or homophobic language outlining how behaviour is hurtful and unfair to victim and others that hear it (not respectful). Pupil sent in (Deputy's office) for the remainder of the playtime/lunchtime. SLT made aware and respond according to policy in terms of recording and informing parents.
Rudeness to staff including refusal to respond/running away	Child spoken to about rudeness outlining how behaviour is not respectful . Pupil sent in (Deputy's office). If pupil is running away, class teacher made aware at end of playtime/lunchtime. Miss next playtime if they do not have a SIP. Allowed to colour or read a book. Restorative conversation needed and an apology to 'victim' of rudeness.
Bullying	Refer to policy. Unlikely to be an isolated incident.

In any of the above step 4 instances:

- It is a logical consequence the child is sent in to the school as the behaviour is either unsafe or disrespectful and no other children should be subject to experiencing this
- Record the incident in the behaviour spreadsheet. This is the duty teacher's responsibility if it takes place at playtime. However, if at lunchtime, MSA will inform class teacher/SLT for them to record
- Ensure incident is reported to the class teacher of the pupil so they are aware and can contact parents/carers.

After being further investigated, further consequences that are logical and relate to the behaviour displayed may take place in addition to the immediate steps 3 and 4. This may especially be the case if it is behaviour that is repeated or is seen as being extreme.

Peer Mediators

Peer mediators are fully trained Year 6 pupils who are on duty daily for children to go to if they need to resolve a low level problem. If further support is required, the children concerned will be referred to Teachers, TAs (including Pastoral TAs) or MDSs on duty who will resolve the incident and discuss future expectations.

Behaviour TAs/Inclusion workers/Pastoral Workers

Occasionally, difficult or dangerous behaviour may occur towards the end of a playtime or lunchtime, during transitions or at times when a teacher may be unable to respond immediately as they are with other children. In these instances, Behaviour TAs/Inclusion workers/Pastoral Workers assigned to each year group will explore behaviours and incidents further away from the classroom. This may take place in 'The Base', outside classrooms or even walking and talking. Wherever this takes place, the conversation and actions will be therapeutic and take place with the ultimate aim being to integrate the child back into class.

After these conversations further consequences may be put in place, but again, they must be logical (relate to the behaviour incident) and will be arrived at through discussion with the class teacher.

Pupils' conduct outside of school

DfE guidance states that the school may choose to discipline pupils for behaviour issues beyond the school grounds, under specific circumstances. These include:

- When children are taking part in a school organised activity – a trip, visit or sporting competition
- When travelling to or from school (including the school bus)
- When wearing school uniform
- If they pose a threat to a pupil.

Where the school decides to follow this course of action, staff will consider the possible consequences when back on the school premises. This could include fixed term exclusions.

Gathering the data together

At the end of the school week, a senior member of staff will analyse the data collated on the school spreadsheet. If a child appears on this 3 times in a week, depending on the incidents, the class teacher will call the parents/carers of the child concerned asking them to come into school to have a conversation with them and the child. This conversation is to discuss the behaviour of the pupil and not to ask that parents/carers administer any further consequences. The purpose of this conversation is:

- To remind the parent/carer of the incidents their son or daughter has been involved in during the week
- To find out if there have been similar behaviours at home
- To ascertain if there is anything happening at home that may contribute to a change in behaviour (if appropriate)
- To discuss possible ways of collaborating to achieve the desired good or over and above behaviour.

This conversation is not accusatory and is not used to tell parents and carers how to parent their child. This is an open conversation where the desired outcome should be the same: great behaviour that shows the child is 'Respectful, Safe and Ready,' so they can make good or better progress in school.

Every half term, a senior member of staff will analyse the behaviour for the whole half term. Findings will be discussed with the relevant teachers and may lead to further conversations with other members of staff:

- Year Leaders – to discuss involvement in potential academic interventions in the year group (to catch up)
- Pastoral TAs – to discuss possible involvement in therapeutic interventions such as Thrive and Lego Therapy
- SENCo – to discuss any potential educational needs that may be manifesting themselves as difficult or dangerous behaviours
- Deputy or Head Teacher – to explore other avenues if difficult and dangerous behaviour is persistent.

Data regarding behaviour is routinely reported to the academy's governors and the academy trust – DNEAT. This includes reporting of any fixed-term or permanent exclusions.

Support and Intervention Plans (SIPs)

For the majority of pupils, our behaviour expectations are easily adhered to and the children routinely go 'over and above' and quite rightly rewarded! For some, though, daily life in school can be a real challenge and they may display behaviours that are difficult and dangerous more frequently. We work very hard to provide these few individuals with support so they can learn how to behave in a more pro-social way. These pupils may require a Support and Intervention Plan (SIP).

Numerous adults are involved in writing SIPs, including the class teacher, TAs, the SENCo, pastoral workers and sometimes other members of the Senior Leadership Team (SLT). SIPs detail extra details regarding how staff respond to behaviours and what we expect for the children for whom the SIP has been written. These are shared with parents and carers of the pupil and the pupil themselves.

This extra level of support is needed in order to ensure that everybody has the chance to succeed.

Exclusions

Dereham C of E Junior Academy is a fully inclusive school that welcomes all children and families. Its primary purpose is to ensure that children make good or better progress academically and are as **ready** as possible to contribute

respectfully and **safely** to wider society to the best of their abilities. However, despite our school's best endeavours to include children in a fully rounded education, a child's difficult or dangerous behaviour can result in a fixed term exclusion or, in incredibly rare instances, a permanent exclusion. Under certain circumstances, a fixed term exclusion will be issued without going through the stages of the behaviour system outlined earlier in this policy.

The DfE have listed the likely reasons for permanent exclusion:

- Physical assault against a pupil or adult
- Verbal abuse/threatening behaviour against a pupil or adult
- Bullying
- Sexual misconduct
- Drug and alcohol related incidents
- Damage
- Theft
- Persistent disruptive behaviour.

These behaviours can also be the reasons for a fixed-term exclusion. Thankfully, these behaviours are very rare and while this list is not exhaustive, great care is taken to consider each incident in isolation.

Considerable thought is given to situations when contemplating permanent exclusions as the consequences are very serious for the child. Fixed term exclusions may be converted to permanent exclusions following a full investigation of the incident.

Use of Reasonable Force

As outlined in the Department for Education's guidance: 'Use of Reasonable Force – Advice for headteachers, staff and governing bodies' (July 2013), all staff in school are lawfully allowed to use 'reasonable force' to guide or restrain pupils should it be deemed necessary. For more information on this please refer to this guidance and/or the school's 'Pupil Restraint Policy'.

All staff are trained in the use of physical intervention and should the need for restricted physical intervention be deemed necessary further training will be delivered. The use of restrictive physical intervention is very rarely required.

Norfolk Steps (Step on)

All teaching and TA staff are trained according to the 'Norfolk Steps (Step on)' programme. We have two members of staff that receive regular supervision and are able to deliver this programme to others: Alie Otty (SENCo) and Simon Dack (Deputy Head).

While 'Norfolk Steps' does include training on Physical Intervention (Step on) and Restrictive Physical Intervention (Step UP) techniques, it's primary function is to encourage a therapeutic approach to behaviour in school. Many of the terms used in this policy derive from the school's STEPs training and the restorative and therapeutic approach to behaviour we advocate. Using consequences instead of punishments; a policy and ethos built on praise rather than one on 'public' shaming; learning and being taught pro-social behaviours rather than reacting only to the 'bad'; de-escalating and disempowering difficult and dangerous behaviour rather than giving it more fuel, are all key components of 'Steps' and are instrumental in everything we do.

For more information on this, please feel free to make an appointment with Mrs Otty or Mr Dack, or your child's class teacher.

Anti-Bullying Policy (please also look at DNEAT policy)

Bullying is completely unacceptable.

In order to respond to bullying it is crucial that staff are made aware of the details as soon as possible. Often, victims of bullying may be worried that disclosing it to an adult at school may make things worse. This is not the case. Although it may take time, only by addressing bullying thoroughly can things be resolved.

Definition of bullying

In order for bullying to be stopped, it is crucial that the school community (children, staff and parents) must first understand what it is. Although there is no legal definition of bullying, one definition is:

Repeated behaviour which is intended to hurt someone either emotionally or physically, and is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance or disability.

A key word in the above definition is '**repeated**'. Bullying is not an isolated one-off incident, no matter how unpleasant, offensive or hurtful that may be. Often, when bullied, it may also be difficult for the 'victim' to defend themselves – there may be an imbalance of power including more than one person displaying the bullying behaviour.

Bullying behaviours

These can include:

Physical assault - Pushing, kicking, hitting, punching, inappropriate touching (can be sexual) or any use of violence

Name-calling - Including racist and homophobic, sarcasm, spreading rumours

Emotional/Teasing – Excluding someone/ostracising, tormenting, being unfriendly, pretending to talk about someone

Making threats – Including bribery and blackmailing, threats of violence to victim or family

Cyber - The use of electronic communication via mobile phone or online to deliberately upset someone, e.g. abusive phone calls and texts, website creation, chatrooms, instant messaging and social networking sites.

Response and consequences to bullying

Response to bullying

In order for bullying to stop, school staff need to know.

All children are encouraged to talk to someone if they are a victim of bullying. It may be difficult for them to talk to a member of staff, but they may be more inclined to talk to a friend or family member. Once disclosed, it is important that the person who has been told informs the school. Having details about incidents of bullying and reassuring the victim that informing school is the right thing to do is incredibly helpful. Once the school is informed, they will:

- Listen to the victim and/or the person that disclosed the bullying
- Discuss possible ways to resolve the situation taking into consideration the 'victims' preferred process. How the victim may prefer this to be resolved may not be possible – they will be made aware of this
- Reassure the victim that school takes this very seriously and will investigate thoroughly
- Investigate thoroughly, talking to relevant people involved sensitively
- Keep the victim and their parents/carers informed.

Consequences of bullying behaviour

The consequences for bullying behaviour will depend upon the severity of the bullying and this can only be ascertained through thorough investigation. The consequences can range from a restorative meeting to a permanent exclusion, so great care is taken to gain all the facts.

In addition to the decided consequences, parents/carers of the perpetrators will also be informed and the incidents will be recorded on the school's behaviour spreadsheet (see 'Gathering the data' pg 7). This ensures that all relevant people in the perpetrator's life are clear about what has happened and evidence is recorded which can be referred to at a later date if necessary. Repeated bullying by an individual or group will result in further, more serious consequences.

Final statement

All staff are committed to making sure that Dereham C of E Junior Academy is an excellent place to learn and grow. Communicating our behaviour policy to all is central to school life and staff will do all they can to make their pupils' school a place that is always, **Respectful, Safe and Ready**.

Appendix 1 – SCRIPTS

The Restorative Meeting/Conversation Script

The Restorative Meeting requires planning.

The meeting can be conducted while, walking and talking or engaging in a collaborative activity like Lego, Play-Doh or a jigsaw for example. This makes it less pressured or forced. Enough time needs to be given over to the meeting (15 minutes although it may only last 10) and the adult's time needs to be completely dedicated to the pupil, they are not to be distracted by other things or people.

The Script

Try and remember 'The Restorative 5':

1. **What Happened?**
2. **What were you thinking at the time?**
3. **How were you/Archie feeling?**
4. **How did this make people feel?** (*onlookers, classmates, adults who saw it*)
5. **How might we make things better for Archie/you/Mrs Teacher?** (*don't push for an apology*)

It's key to remember these 5, but additional questions could include:

- **What can you do to help put this right?**
- **How can we make it ok for you to play safely?**
- **What could you do differently next time?**
- **What do you think Archie/Mrs Teacher might need?**

The De-escalation Script

When a pupil is behaving in a difficult or dangerous way and they may appear very upset, intervention is needed.

Using a set script has been proven to work and help de-escalate feelings at that most difficult of times.

The de-escalation 5:

1. ***Individual's name***
2. **I can see something has happened**
3. **I am here to help**
4. **Talk and I will listen**
5. **Come with me and...**

Appendix 2 – Positive Note

Postcards that are sent home to acknowledge and celebrate behaviour that is 'Over and Above':



Appendix 3 – Behaviour Spreadsheet

This spreadsheet is saved in Public on the school server. Incidents are logged when behaviour reaches Step 4 or ‘Time Out’ is required at playtime or lunchtime.

Behaviour Log - Autumn Term 2018								
Date	Surname	Forename	Class	Behaviour Code - Rea/Res/Safe B = Bullying	Location - C/P/L	Reason/Behaviour	Consequence	Parents contacted Y/N
3.9.18	Smith	John	6	Rea/Res	C	Arrived late from the cloakroom and then refused to listen and start work. Received reminder, caution and last chance.	Time out in Mr Jones' class - 10 mins	Y - By phone on 3.9.18

This sheet is monitored weekly and analysis is completed every half term.