



Behaviour Policy

Governors’ Committee Responsible: Full Governing Board	Governor Lead: John Dangerfield	Nominated Lead Member of Staff: Cheryl Meyrick - Head Teacher, DSL
Date Reviewed: Updated September 2020	Status & Review Cycle: Statutory 3 years	Next Review Due: To be reviewed regularly under Coronavirus period

1. Statement of Principles

The governors of Byfleet Primary School are committed to promoting the values of respect, fairness and social inclusion. They are committed to eliminating all forms of discrimination, harassment and bullying, and to promoting the welfare of children and good relations across the school community. All children including looked after children, gifted and talented children, children with SEN, physical or mental health needs, will receive behavioural support according to their need.

2. Aims

Byfleet Primary School regards the behaviour policy as pivotal to developing children to develop their potential, to the fullest. Maintaining high expectations of good behaviour to ensure children are happy and safe by empowering them to take responsibility for their actions whilst taking ownership of their behaviour is paramount. We aim for everyone to develop strong, lasting and good relationships so they can work together with common purpose of helping everyone to learn in an effective and considerate way.

We aim to encourage relationships to be based on:

- Respect and trust
- Development of positive self-esteem in each child
- Taking responsibility for our choices

At Byfleet Primary School we believe that all children have the right to: *Learn, develop their potential, be safe, happy and secure, develop positive relationships, feel valued and respected and be treated fairly and with consistency.*

Covid-specific Special Provisions

Until further notice the behaviour principles and procedures outlined in Appendix 1 of this policy will apply and the remaining provisions within this policy have been revised as appropriate to reflect these.

3. Code of Conduct

The code of conduct is essential for maintaining these rights. We believe that all members of the school community – children, staff, parents and governors should:

- Have high expectations of their own and others’ behaviour
- involve parents in helping children at each stage
- respect and support each other – being open and transparent about behaviour and approaches to dealing with behaviour
- show respect for the school environment and equipment
- consider the safety of everyone
- make positive contributions and recognise the contribution of others
- expect good behaviour to be rewarded and poor behaviour to have consequences
- share information regarding a child or their circumstances which may influence their behaviour



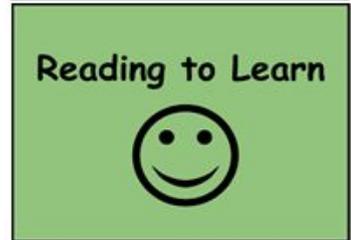
4. Responsibilities

Our children and staff have the right to be safe and be respected. We encourage staff and children to take responsibility for their actions and accept consequences for their choices. The children and teachers have drawn up codes of conduct (Class Charter) for each classroom.

The whole school approach to behaviour in the classroom is modelled using Learning Ladders, which are a visual aid where children and teachers can express the expectations of what good learning and playtime behaviour is and what rewards and consequences there are for this.

Guidelines have also been developed in ‘child speak’ so that the teacher is able to explain to the child what the consequence of their behaviour is both acceptable and unacceptable:

Outstanding - If we go the extra mile without being asked e.g. showing consistent initiative, independence, determination and care we will receive an outstanding certificate and a sticker for our personal chart.
Super Attitude - If we continue to make great choices and show a super attitude to our learning and behaviour we will receive house points and a sticker for our personal chart.
Great Choices - We will move up the ladder if we make great choices e.g. listening well to instructions, working as a team and trying our best.
Ready to Learn - We start here at the beginning of each day.
Warning We will get a warning if: <ul style="list-style-type: none"> - Any level 1 or 2 behaviour (Appendix 2) - We don't follow school rules or instructions - We choose not to listen or try with our learning - We show low level disruption – calling out, rocking on chair, mimicking others - We are disrespectful or poor manners
Consequences There will be a consequence if: <ul style="list-style-type: none"> - Any level 3 or 4 behaviour (Appendix 2) - We ignore adults or show insolent behaviour or defiant - We hurt or harm others - We break things - We behave in an unsafe way - We use inappropriate language or slurs - We lie or are untruthful - We cause persistent disruption - We bully - We discriminate





Behaviour Incident Form

If a child reaches the consequences rung on the ladder then the staff member must use the following guidelines:

INCIDENT (circle)		
<u>LEVEL 1</u>	<u>LEVEL 2</u>	<u>LEVEL 3</u> <u>Immediate Consequence</u>
Being in the wrong place at the wrong time <i>(inside in lunchtime)</i>	Any repeated Level 1	Deliberate physical harm <i>(kicking, spitting)</i>
Calling out	Rough play <i>(pushing, shoving, play-fighting)</i>	Vandalism: deliberate destruction of property
Wasting time <i>(not being ready for learning/completing insufficient amount of work deliberately)</i>	Using equipment incorrectly, through damaging property or endangering others	Insolent behaviour <i>(answering back, moving away from an adult, refusing to answer)</i>
Using equipment incorrectly <i>(mimicking a weapon, ping-pong a ruler)</i>	Not following school or playground rules	Any inappropriate language <i>(swearing or slurs)</i> or being untruthful <i>(deliberately lying)</i>
Poor manners/disrespectful	Purposefully excluding other children	Defiance
Low-level disruption <i>(whispering, elbowing)</i>	Provoking others <i>(teasing, taunting, name-calling)</i>	Persistent disruption
		<u>LEVEL 4</u> <u>Immediate Consequence</u> <u>(Special LOG**)</u>
		Discrimination: Racism/homophobic insults or behaviour
		Bullying <i>(Emotional, Physical, Verbal, Online)</i>

- We use these ‘yellow behaviour incident forms’ to allow a restorative approach to take place so that we can empower children to change their behaviour. By committing an incident to this yellow behaviour form, the adult is able to devote time to ‘talk it through’ with the child, at the earliest convenience, therefore engendering a possible change in the child’s behaviour choices.
- Staff will always use professional judgement, common sense and sensitivity when applying consequences, based on particular circumstances and individual pupil needs.
- Before any consequence is given, staff should spend time listening to the explanations of children involved in the incident.
- Consequences are most effective if they are given promptly and accompanied by a clear explanation of the rule that has been broken and the behaviour expected in the future, through a restorative approach.
- Level 1 and 2 are deemed low level but still warrant addressing hence recording it on this form and generally dealt with by the adult who has issued this form.
- Level 3 or Level 4 behaviours are deemed more serious and therefore dealt with by SLT and incur a ‘talk it through’ approach where the SLT member and child, usually with the class teacher, jointly discuss the incident and identify how to resolve the concerns.
- At Level 3 or 4, a reflection form will be completed, which the child completes during the playtime or lunchtime. This reflection sheet will be shared with their parents at the end of the day and if needed, a telephone call made to inform them.
- As with all behaviour, our staff will make reasonable adjustments to address the needs of all of our children on a one-to-one basis.
- Staff will provide sufficient guidance and indication to support the child if they are behaving inappropriately before issuing a *behaviour incident form*.



- All **level 3 and 4** behaviour will incur an immediate consequence due to the serious nature, for example: children will be removed from the playground if any level 3 or 4 incidences occur and a *behaviour incident form* issued. They will miss their playtime whilst carrying out their consequence with a member of SLT at this point. All consequences will be carried out at the earliest convenience i.e. the current or next available playtime or lunchtime – this will allow us to deal with incidents as they occur so that we can support children at the earliest opportunity.
- See Appendix 2: Behaviour Incident Form (Yellow Behaviour Form)
- See Appendix 3: Consequence/Detention Reflection Form (Pupil)

5. Rewards

We believe that the most effective way of achieving our aims is to empower children to make the right behaviour choices, linked to being a good role model, citizen and preparing them for adulthood and a world of work. This model aims to develop an intrinsic motivation to 'do the right thing' yet there is an appropriate balance of extrinsic motivation on offer through praise and encouragement of positive behaviour with occasional rewards such as certificates and stickers.

- Praise good behaviour as well as work
- Show an appreciation of children's contributions
- Praise those doing the right thing as an incentive to others to receive praise
- Private and public praise giving reasons for it
- Examples of such behaviour are praised in class and around the school, both verbally and by receiving extrinsic rewards such as house points and stickers
- Good news is shared with the parent if the child has tried particularly hard and reached **Outstanding**
- Children may also share their success and achievements with the Head teacher and Deputy Head teacher through Head Teacher and Deputy Head Teacher awards
- During celebration /achievement assemblies, the children have the opportunity to share their achievements with the rest of the children in their Key Stage
- Provide pupils with the opportunities for self-evaluation and therefore recognise achievement
- Provide a means by which each class member can contribute to class rewards
- Continuous positive behaviour will be rewarded by attending the *Head teacher's Tea Party* if they have achieved 10 stickers from reaching **Super Attitude** and **Outstanding** on the behaviour ladder over a term.

6. Persistent Misbehaviour

Persistent Level 3 or 4 behaviour (Yellow Behaviour Incident Form) will be dealt with in the following ways:

- A formal meeting to be held with the parents of the child. A Behaviour Report Card issued (Appendix 3) with explicit targets to support, monitor and encourage positive behaviour choices is introduced. A consistent approach as per the Behaviour Incident Form will continue to be applied. Guidance and support may be sought from other agencies and the SENCO.
- Additional appropriate adults within the school will support and monitor behaviour and champion the child using a restorative approach.
- A meeting of all interested parties will be held and minutes of the meeting agreed.

In extreme cases the Head Teacher may decide that the following is necessary:

- As a last resort, the child must be restrained using reasonable force if they are at risk of hurting themselves or hurting others.
- [A period of exclusion](#) (DfE guidance, 2017): in-school exclusion, fixed term exclusion or permanent exclusion

On rare occasions, a child with complex needs and/or chronic development delays may need to be treated with a little more leniency on account of their condition, but dangerous and/ or persistent behaviour that presents as violence towards staff will not be tolerated.



The strategies and steps outlined above will be adapted as necessary during the period of the Coronavirus pandemic.

Part of the risk assessment to guard against COVID-19, separation of children in different Bubbles is vital. Should a child come into close contact with a child or an adult from another Bubble through their own behaviour choices and refuse to follow a staff member’s request to socially distance themselves, the child’s parents will be contacted and the child may receive an exclusion.

7. Bullying

Bullying is defined as the repetitive, intentional hurting or harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying is not a one-off incident of unpleasant behaviour, an argument between children, or fighting/rough play where both people are involved. These behaviours are not acceptable at Byfleet but are not examples of bullying. We use the Acronym STOP = Several Times on Purpose to define bullying. The children are taught to use STOP = Start Telling Other People, to deal with any concerns, particularly bullying.

See the Byfleet Primary School Anti-Bullying Policy.

When is it bullying?

Several
Times
On
Purpose

STOP



If you are being bullied or see someone being bullied, you can make it stop:

Start
Telling
Other
People



STOP

We promise to always treat bullying seriously.

8. Partnership with Parents

Staff will ensure:

- there is a welcoming environment for parents
- good as well as bad behaviour should be communicated to parents
- different family situations are respected

Parents have responsibilities which contribute towards the good conduct of their children. These include ensuring:

- regular attendance and punctuality
- their child has suitable clothing
- their child has a suitable breakfast
- their child brings to school all the appropriate books and equipment they need for their work
- homework is properly completed on time and actively encouraged
- parents should praise effort and progress
- parents should encourage their child to participate fully and positively in their day to day school work and in the wider life of the school and community
- parents need to cooperate with the school in matters of discipline and to reinforce the schools efforts at home



- parents are encouraged to keep in contact with the school beyond the formally organised parents evenings and if from time to time if there are any issues that would affect their child's behaviour than we encourage parents to share these with the school so that full, confidential support can be offered.
- parents inform the school of any difficulties and pressures which arise from unstable family relationships

Sometimes, family reorganisation may result in children having very disrupted lives. Pupils may feel inhibited to speak about the changing family circumstances. This may have an adverse effect on the children's emotional and educational development. For some children school may, temporarily, be the most stable and secure environment. The schools' processes for recording and identifying pupils with these sorts of problems should be sensitive to possible links with behaviour and other experiences in the child's life. This may lead to the need to involve other agencies or support services in order to assist the pupil's development. In cases where a child's behaviour at school indicates serious problems at home, schools must be alert to the need to involve services or other agencies.

9. Off-site behaviour and Behaviour out of school hours on-site

Off-site: Incidents of non-criminal poor behaviour and bullying which occur off the school premises, or online and which are witnessed by a staff member or reported to the school will be investigated, if deemed necessary. Reported incidents that occur between individual families will **not** be able to be investigated, without substantial evidence. Where investigations are initiated, the school's behaviour policy will be followed. This includes behaviour on school-organised activities and travelling to and from school. The school can also apply consequences for any negative behaviour that could interfere with the smooth running of the school; pose a threat to another pupil or staff member or could adversely affect the reputation of the school. This includes bringing the school into disrepute on social media.

On-site: On-site out-of-school-hours is defined as hours before or after the start or end of the usual school day. This may be a paid or unpaid club or child care provision provided by the school or by an external provider. Incidents that occur on-site out of school hours will be dealt with, utilising our behaviour ladders (rewards and consequences) when manned by Byfleet staff. These staff exercise the right to follow through with consequences, as per this policy, which may be escalated to a temporary or permanent exclusion, denying access to these facilities. Parents will be verbally notified of the intention to temporarily or permanently exclude a pupil as a penultimate attempt to restore positive behaviour, where written notification will be issued as a precaution before a permanent exclusion is issued in the final instance.

10. 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 in accordance with this policy.

Please refer to our safeguarding policy of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct, which may result in the pupil being permanently excluded.

11. The Role of the Head Teacher

The Head teacher is responsible for ensuring the code of conduct are adhered to by all stakeholders.

It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all children in the school. The Head teacher supports the staff by implementing the policy consistently throughout the school and by setting the standards of behaviour. The Head teacher keeps records of all reported serious incidents of behaviour on the school's online reporting system (CPOMS) and is responsible for: any consultations with the local authority; exclusions either fixed term, for individual children for serious acts of behaviour, or permanent for repeated/serious acts of behaviour. (These actions are only taken after the governors have been notified.)



12. Exclusions

We do not wish to exclude any child from the school but sometimes this may be necessary. The school has adopted and refers to the standard national list of reasons for exclusions and [the standard guidance, DfE, 2017](#).

Only the Head teacher has the power to exclude a pupil from school. The Head teacher may exclude a pupil for one or more fixed periods for up to 45 days in any one school year. The Head teacher may also exclude a pupil permanently. It is also possible for the Head teacher to convert fixed term exclusion to a permanent one, if the circumstances warrant this.

If the Head teacher excludes a pupil, he/she informs the parents immediately, giving reasons for the exclusion. At the same time the Head teacher makes it clear to the parents that they can, if they wish, appeal against such a decision to the governing body. The school informs them how they make such an appeal. The Head teacher informs the LEA, CEO of EEEA and the governing body about any permanent exclusions and fixed term exclusions which are beyond five days in any one term.

The governing body cannot either exclude a pupil or extend the exclusion period made by the Head teacher. The governing body has a discipline committee which is made up of between 3- 5 members. This committee considers any exclusion appeals on behalf of the governing body.

When the appeals panel meet to consider exclusion, they look at:

- the circumstances in which the child was excluded
- any representation by parents and the LEA
- whether the child should be reinstated

If the governors' appeals panel decides that a child should be reinstated, the Head teacher must comply with the ruling.

13. Monitoring and Review

The Head teacher monitors the effectiveness of the policy on a regular basis. She reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school uses an online reporting system, CPOMs, to record behaviour. Incidents are monitored and analysed half-termly during Senior Leadership Team meetings (or more frequently if required) to identify any patterns of behaviour and act on this accordingly.

The governing body is responsible for monitoring Level 4 behaviour and:

- the rate of exclusions
- that the school policy is administered fairly and consistently
- that no child is treated unfairly because of their individual learning needs, ethnic background or race.

14. The Use of Reasonable Force

The school has adopted and refers to the standard guidance [USE OF REASONABLE FORCE \(DFES-00295-2013\)](#)

This covers both the use of force to restrain a pupil (e.g. to prevent them injuring somebody or themselves) and the use of force to compel a pupil to comply with a reasonable instruction (e.g. to leave the classroom).

The Behaviour and Anti-Bullying policies should be read in conjunction with the following policies:

Equality Policy SEND Policy Child Protection & Safeguarding Policy Acceptable Use (ICT) Policy
Online Safety Policy Touch and Physical Intervention Policy Infection Control Policy



15. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude, disrespectful

Serious misbehaviour is defined as:

- Any Level 3 or 4 behaviour
- Repeated breaches of the school rules

- Lying
- Any form of bullying
- Any form of discrimination
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism or theft
- Fighting or causing serious harm
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items.

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- 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)



Appendix 1: Covid Behaviour principles and procedures

Children will need to behave differently when they return to school. They will be encouraged to follow the rules and procedures which reflect those set out in the school's Coronavirus risk assessment, which will be updated regularly. The new behaviour rules and procedures outlined in this appendix have been put in place to protect the whole school community.

Children will be rewarded where appropriate for complying with the new rules and procedures in accordance with the reward structures and strategies outlined in this policy.

If children display inappropriate behaviour the sanctions outlined in this policy will be applied where appropriate.

Reasonable adjustments will be made and additional support provided during this period for students with more challenging behaviour. These will be notified to parents and staff as appropriate.

New routines for arrival or departure / drop-off and pick up

- Changes to drop off and pick up routines will be required. This is to reduce the number of people on the school site in the interest of infection control and to minimize the number of people children come into contact with.
- Only one adult should drop off and pick up a child or children who live together.
- Parents must drop off and pick up children from the locations advised to them.

Drop-off

- Parents have the responsibility of dropping their children in school.
- All unaccompanied children will come through the pedestrian gate at the front of the school at staggered timings. A member of staff will welcome and point each child in the direction of the door they need to enter into school.
- All accompanied children will come through the pedestrian gate at staggered timings and walk to their allocated waiting point.
- All children will be escorted to wash their hands upon arrival at school.

Pick-Up

- At the end of the day, pupils will leave school at staggered timings. This information will be provided in the form of letters, social stories and newsletters.
- Children from each class will line up in a single queue.
- Passwords may be requested by staff before releasing pupils as teachers and parent/carers will not necessarily know each other.

New behaviour rules and procedures relating to hygiene such as handwashing and sanitising

Hygiene posters will be posted around school to remind children and reinforce the behaviour expected of them.

Handwashing

- When children come into school they will be required to wash their hands. They will be asked to do this regularly, before and after break and lunchtime and after visiting the toilet.
- Children will be taught how to wash their hands thoroughly using government guidelines, video links and posters.. All must wash their hands for at least 20 seconds each time. Children follow the <https://www.gov.uk/government/news/public-information-campaign-focuses-on-handwashing>
- Children will be advised to not touch their mouth, nose and eyes.
- Children can also bring in their own hand sanitiser that does not contain alcohol into school in named bottle. This needs to be kept on the child's desk and remain in school at the end of each day.



- Antibacterial children's dispenser are installed in all classrooms, learning areas, outside dining areas and halls. Children are to use these as an extra precaution after washing their hands.
- Children will also wash their hands before leaving school at the end of the day.

Coughing, sneezing and spitting

- Children will be taught to cough and sneeze into their elbow and away from the direction of other children and adults if they do not have a tissue. They will be asked to wash their hands after they have coughed or sneezed.
- Boxes of tissues will be available in all places where children are working and playing.
- Used tissues to be placed by the child in a lined and lidded bin. These will be emptied at the end of each day.
- Children must not cough or spit towards any other person.

Toilets

- Children will be directed to use designated toilets and must only use those toilets.
- Staff will teach and reinforce the need to properly flush toilets after use.
- Children displaying Coronavirus symptoms must use the disabled toilet which will then be closed off until a deep clean has taken place.

Doors & ventilation

- Doors and windows to outside areas need to be kept open to encourage good ventilation, when not too cold to do so. Temperature will be regulated around 19C.
- Internal doors and windows to be kept open to avoid them being touched too often.

New rules and procedures for reporting illness and when children who become unwell

- children should stay at home if they are experiencing signs of illness outlined on the NHS website <https://www.nhs.uk/conditions/coronavirus-covid-19/>
- If a child feels unwell at school they should immediately tell an adult.
- If a child becomes ill in school, they will be isolated in the SLT room and supervised through the glass with a member of staff positioned outside the door.
- If a child becomes ill, follow the flow chart on display in every room.
- The child must be sent home immediately through usual school procedures if they are experiencing the signs and symptoms of Covid 19 as given on NHS website <https://www.nhs.uk/conditions/coronavirus-covid-19/> or staff have noticed these signs and symptoms.
- Children showing symptoms must come into contact with as few staff and children as possible.
- Children must use the disabled toilet which will then be closed off until a deep clean has taken place.

New rules and procedures relating to sharing equipment or other items including drinking bottles

Water bottles

- Children should bring their own named water bottle into school, which needs to be sent home and cleaned each night.
- Only the child whose name is on the bottle should handle the bottle, including collecting and filling it in school.

Other equipment

- Children should avoid bringing in any additional items from home into the school environment unless these are absolutely necessary and are appropriately treated before being distributed.
- Children will have their own equipment provided and remain with this equipment, for instance, laptops, books, glue to minimise movement within a class or Bubble (stationery will be provided for Reception and KS1, KS2 children bring in their pencil cases).
- Children should only bring in a snack, water bottle (named), pencils case (KS2 only), a packed lunch if they have one and a coat if needed.



- Coats and jackets should be hung on the back of their chair when not being worn.

New rules relating to school uniform

- Children will be required to wear their PE kits to school on the days in which they have PE.
- Clothes worn at school should be washed once children get home and clean clothes must be worn to school the next day.

New rules and procedures relating to working and socialising within school

- Apart from Reception children will sit in rows at allocated tables facing the front.
- Children will work in as small groups as possible. The groups need to be consistent as possible in terms of the same children, the same adults, the same classroom and the same equipment used.
- Children will not be able to swap Bubbles or swap between Bubbles, this is to minimize the amount of people the children and staff come into contact with.
- Children will work/play outside as often as this is possible.
- If not outside children will work in well ventilated areas
- Children should not be encouraged to leave their seat so all equipment needs to be placed on a tray on their desk.
- Sports equipment used during lessons, will not should not be shared between Bubbles.

New rules and procedures relating to moving around the school.

- Children are encouraged to follow social distancing rules and try to keep at least 2 metres apart from anyone else who is not in their Bubble at all times whilst walking in corridors and moving around the school.
- Children must follow any instructions given when moving around the school and take notice of any signs around school to remind them which way to walk (eg. the 2 way coloured foot print markers in all corridors) and where to stand and telling them which areas of the school are out of bounds.
- Children must always walk (not run) inside school, walking on the left hand side of the corridor (footprints provide a visual reminder of this).
- Children must be accompanied by an adult at all times when they are in the school.

New rules and procedures relating to breaks or play times, including where children may or may not play

- Break times will be staggered to limit the number of children in the playgrounds.
- Children must take their breaks with their own Bubble of children.
- The playground and the field will be zoned off to Bubbles of children so that they are not in contact with others beyond their Bubble. Children must keep to their allotted zone.

New rules and procedures relating to lunch time.

- Lunches will be provided in sealed disposable take-out style boxes.
- Lunch will be eaten outside when weather and space permits, or in classrooms of that individual child for KS2 and in the dining hall for Reception and KS1, eating in their Bubbles.
- If a child has a packed lunch from home the lunch box should be thoroughly cleaned each evening before being brought back to school the next day. The lunch box will be stored in the child's classroom.
- Children who have not finished their lunch at the time they are to go outside as a Bubble, will sit in a quiet area within the Bubble's zone to finish their lunch.

Reminder of rules for pupils at home about conduct in relation to remote education

- Children who are being educated at home will continue to work in accordance with instructions issued by their teachers from time to time and will comply with the rules and recommendations in the school's Online Safety Policy and Acceptable Use policy.



Appendix 2: Yellow Behaviour Incident Form Template

Pupil's name	Class	Date and Time	Form completed by	Number of Yellow Form

Where did the incident occur? (circle)					
Year 1 playground	Concrete play area	Football pitch	Corridor	Lunch hall	Toilets
Climbing Frame	Gym equipment	Classroom (specify)		Other (specify)	
Who else was involved?					
No one else		Pupil(s) – give name		Adults(s) – give name	

INCIDENT (circle)		
LEVEL 1	LEVEL 2	LEVEL 3 Immediate Consequence
Being in the wrong place at the wrong time <i>(inside in lunchtime)</i>	Any repeated Level 1	Deliberate physical harm <i>(kicking, spitting)</i>
Calling out	Rough play <i>(pushing, shoving, play-fighting)</i>	Vandalism: deliberate destruction of property
Wasting time <i>(not being ready for learning/completing insufficient amount of work deliberately)</i>	Using equipment incorrectly, through damaging property or endangering others	Insolent behaviour <i>(answering back, moving away from an adult, refusing to answer)</i>
Using equipment incorrectly <i>(mimicking a weapon, pinging a ruler)</i>	Not following school or playground rules	Any inappropriate language <i>(swearing or slurs)</i> or being untruthful <i>(deliberately lying)</i>
Poor manners/disrespectful	Purposefully excluding other children	Defiance
Low-level disruption <i>(whispering, elbowing)</i>	Provoking others <i>(teasing, taunting, name-calling)</i>	Persistent disruption
		LEVEL 4 Immediate Consequence (Special LOG**)
		Discrimination: Racism/homophobic insults or behavior
		Bullying (Emotional, Physical, Verbal, Online)



Outline of what happened:

How has this been resolved, including consequence:

Have parents/carers been informed? Yes/No

Has a fix-it conversation taken place? Yes/No

How many consequences this year with SLT?

Name of person completing this form:

Signature:



Appendix 3: Behaviour Report Card Template

	Monday	Tuesday	Wednesday	Thursday	Friday
Break time					
Lunch					

Byfleet

Name:

Class:

Dates started:

Comments...



Date _____ Name _____ Class _____

INCIDENT (circle)		
<u>LEVEL 1</u>	<u>LEVEL 2</u>	<u>LEVEL 3</u> Immediate Consequence
Being in the wrong place at the wrong time <i>(inside in lunchtime)</i>	Any repeated Level 1	Deliberate physical harm <i>(kicking, spitting)</i>
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Low-level disruption <i>(whispering, elbowing)</i>	Provoking others <i>(teasing, taunting, name-calling)</i>	Persistent disruption
		<u>LEVEL 4</u> Immediate Consequence <u>(Special LOG**)</u>
		Discrimination: Racism/homophobic insults or behaviour
		Bullying (Emotional, Physical, Verbal, Online)

