



Woolmore
Primary School

Behaviour Policy 2022/23



Our Values – for pupils, for staff and for leaders and governors	page 3
Our School Rules	page 4
Our Aims, ethos and the Woolmore Way	page 5
The Roles of Adults – <i>When the Adult Changes Everything Changes</i>	page 6
Strategies to promote excellent behaviour for learning	page 7
Responding to inappropriate behaviour including bullying	page 7
Responding to disruptive and challenging behaviour	page 8
Teacher responsibility and support	page 9
Communicating with parents and carers	page 9
Lunchtimes	page 10
Record-keeping	page 10
Exclusions	page 10
Use of reasonable force	page 10

Appendices

1. Governors written statement of behaviour principles
2. Think It Through sheet and script for Restorative Conversation and Serious Incident Form

See also

- Jigsaw PSHE
- Relationships and Health Education policy
- Keeping Children Safe in Education 2022
- When The Adults Change Everything Changes by Paul Dix
- After The Adults Change Achievable Behaviour Nirvana by Paul Dix



Our Values, our Rules and the Woolmore Way

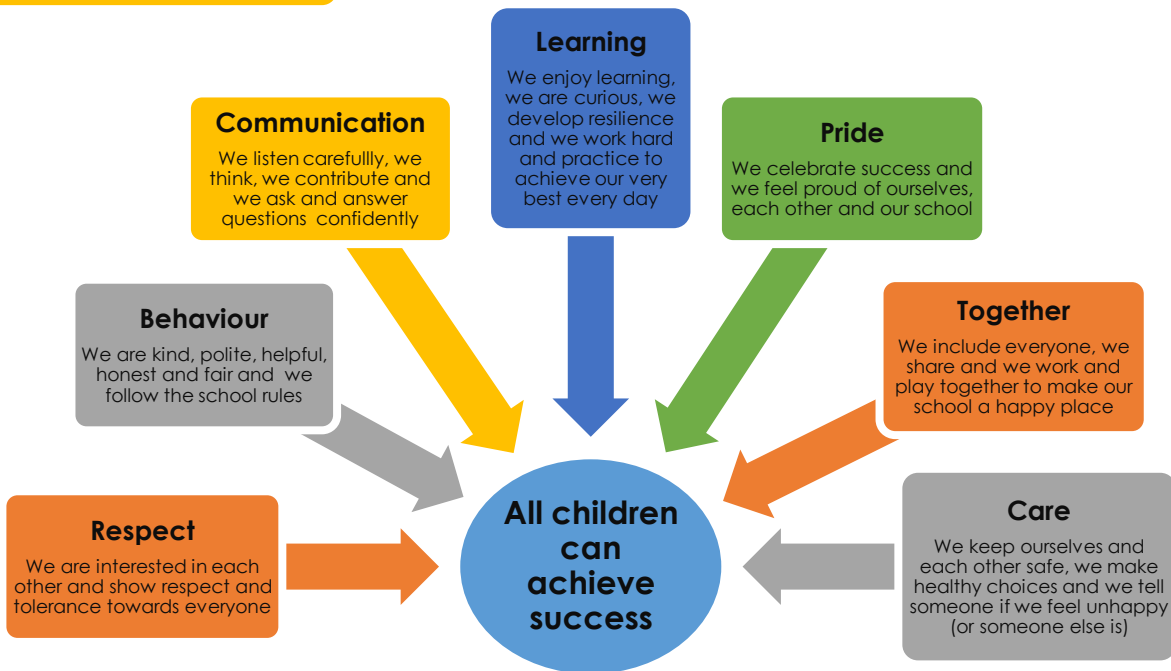
Our Behaviour Policy is rooted in our positive approach to behaviour management, underpinned by our school values for pupils and adults. Our aim is to proactively establish positive relationships with and between pupils, to create a positive school culture in which we learn together, to

acknowledge our similarities and differences, and build a school community in which adults and pupils feel a sense of belonging.

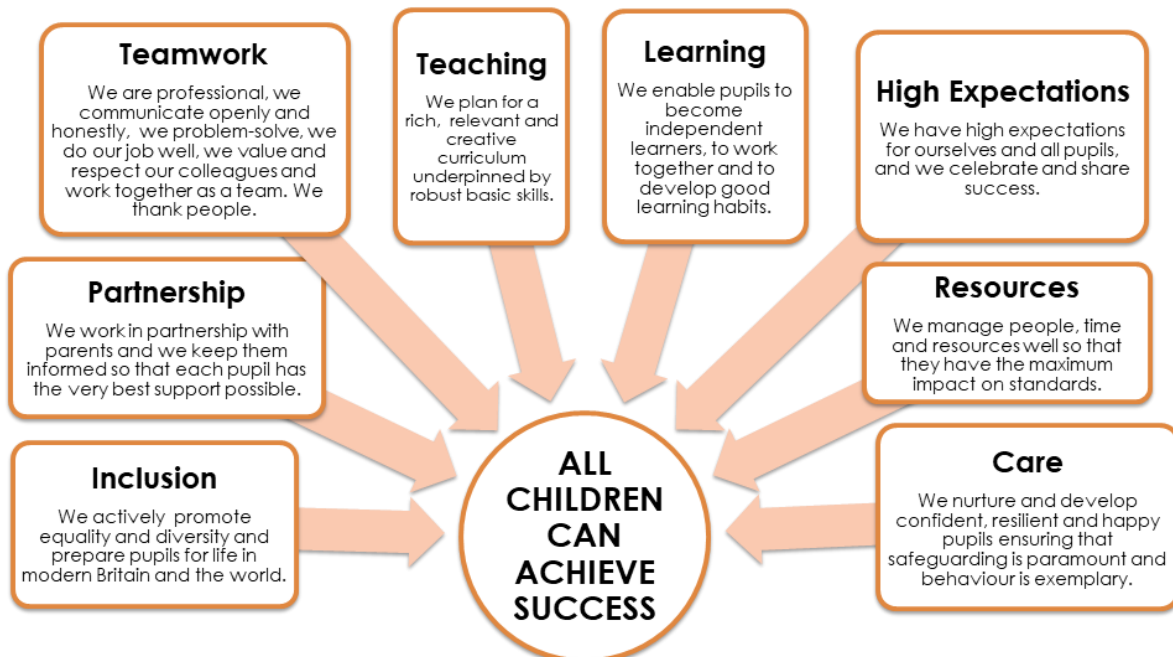
Children don't care how much you know until they know how much you care.

We have 3 sets of values:

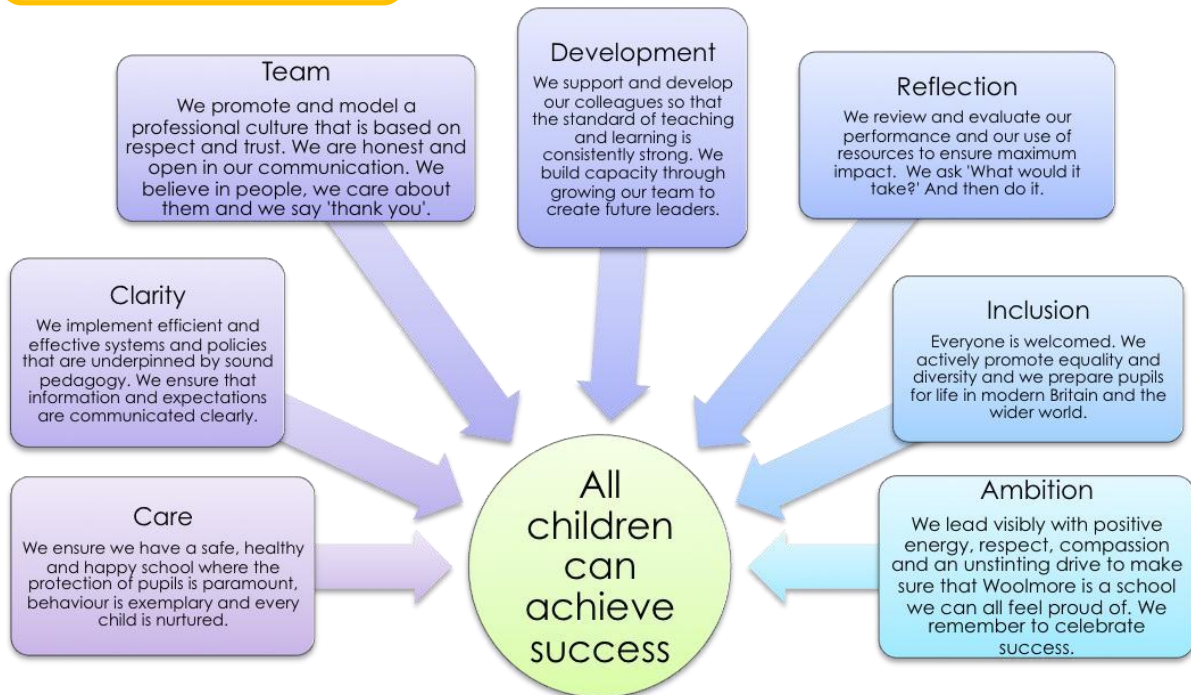
Our Values for Pupils



Our Values for Staff



Our Values for Leaders and Governors



Our School Rules



We have 3 very clear and powerful school rules that are underpinned by our school values. They are displayed throughout the school, the language is used by everyone and they help everyone to understand how we behave at Woolmore.

Our rules are applied to different contexts and here are some examples:

READY – are you ready?

- Are you ready to listen?
- Are you ready to learn?
- Are you ready for PE with your kit?
- Are you ready for assembly to start?

RESPECTFUL – are you being respectful?

- Are we treating everyone with respect?
- Are we using kind words?
- Are we being polite and showing good manners?
- Are we including everyone?
- Are we thinking about others?

SAFE – are we all safe?

- Are we thinking about how to be safe in the playground?
- Are we doing the sensible 'Woolmore Walk'?
- Have we tied our shoelaces?
- Are we managing our bodies?
- Do we tell an adult if we are unhappy?
- Do we help our friends to stay safe too?

We also:

- Meet and greet with a smile, a wave or a handshake (pre-Covid) because it makes children feel important, valued and that they belong
- Shake hands and say goodbye at the end of the day in the playground to ensure that all children are safely dismissed
- We value and recognise behaviour that is over and above by telling the child, telling the parent, awarding special mentions and sending notes to say home.

And to summarise our approach to behaviour over time:

- We don't shout
- We don't shush
- We don't nag
- We do listen (*really* listen) and find out what is happening so that we can support and enable our children to learn how to make the best choices for themselves and for others.

Our aims, and ethos and the 'Woolmore Way'

We want our pupils to lead successful lives as adults and do our best to enable them to achieve academic success ensuring they grow into self-aware and self-confident learners.

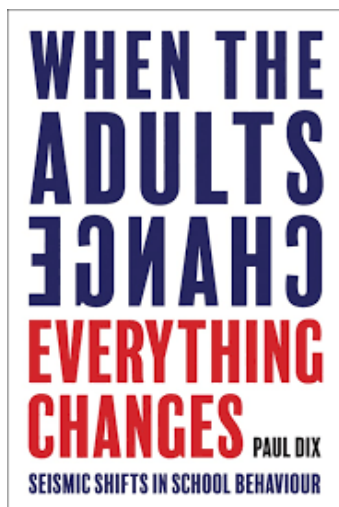
To meet this aim:

- We are proactive in promoting all children's achievement to the highest possible level
- We find every opportunity to celebrate individual and group success
- We work proactively to make adjustments to ensure that Woolmore is a highly inclusive community where relationships are based on mutual respect, ensuring our children are taught how to contribute to wider society
- Our focus is always on learning and so behaviour which is disruptive to individual and group learning is addressed promptly, positively and rigorously with the aim of;
 - helping the child realise the impact of their actions
 - recognise and manage their own behaviours in the future
- We expect children to be punctual each day and have excellent attendance (apart from in exceptional circumstances where we sometimes work with families where there are complex medical needs)
- We teach our children how to keep themselves safe from harm; *all forms of abuse both on and off line*
- We ensure our children are taught how to make healthy life choices

The Woolmore Way (summary)

- We listen to children and respond with sensitivity and empathy, treating children with respect at all times
- We deal with inappropriate behaviour in a way that involves the child considering the effects of her/his actions and support them to deal with the present situation, helping them think about how alternative responses in a similar situation
- We share behaviour concerns with each other and offer support and advice, rigorously record and analyse incidents, reflecting and recognising patterns of behaviour quickly enabling an effective and timely response

The Role of Our Adults – WHEN THE ADULTS CHANGE EVERYTHING CHANGES



Our behaviour policy is rooted in this book by Paul Dix plus training with Pivotal Education and in-house. The expectation is that all staff will read this book before joining our Team in order to understand our journey and our practice.

Our values for adults who work at Woolmore and our ethos underpin all our actions; they inform the way we respond to our pupils, ensuring everything we do is about securing the best and broadest education possible for all our Woolmore pupils.

Everything we do involves ensuring positive behaviour for learning. We incorporate visible and audible consistencies and establish relentless routines, expecting, modelling and promoting the highest standard of behaviour, personal development and welfare from the entire Woolmore community.

We focus on;

- Behaviour throughout the school day – including the start and finish. You will see staff shaking hands with pupils and parents, greeting children and parents each and every day
- Protecting our children from harm, enabling them to keep safe at all times, including when we are on trips outside of school and promoting our school values with other communities and establishments
- Ensuring positive behaviours during after school clubs and other enrichment activities
- Recognising positive behaviours when we move around the building between lessons, on our way to and from assemblies and when we go to lunch
- How we communicate and interact with visitors – ensuring our values can be seen in our interactions and heard in our conversations
- Supporting our children to adopt the principles behind a Growth Mindset and embrace challenges in all forms and recognise the value in doing so
- Positive Relationships – Valuing how well we truly know our children, what motivates them, what makes them tick and how to ensure that each of them can be successful and reach their full potential

It is our day-to-day practice and expectations that give Woolmore its 'special' ethos. We are supported to do this in a number of ways including:

- SMSC (Social, Moral, Spiritual, Cultural) context of our wider curriculum – ensuring our children are challenged to become *curious* and *competent* learners
- Whole school and phase group assemblies, the celebration of special festivals and events
- Embracing opportunities to learn from each other
- Staff commitment to challenging each other if we hear or observe interactions deemed inappropriate
- Establish a stimulating and safe learning environment which allows for an exceptionally high standard of quality first teaching to ensure that all children are engaged in their learning and want to succeed
- Regular conversations to support positive relationships with regular feedback and specific praise to support pupils' self-confidence and ensure they make the best progress
- Teaching PSHE to a high standard both explicitly and discretely and across the curriculum
- Offering a wide range of extra-curricular activities
- Exploring ways to ensure effective differentiation for all pupils so learning is meaningful and children are motivated
- Prioritising the development of communication, interaction and emotional regulation across all abilities and needs – valuing the voice of all our children

Predictable, positive strategies and high expectations to promote excellent behaviour for learning

Emotionally consistent and calm adult behaviour helps cultivate a culture of fairness and empathy whilst keeping the focus positive, showing children we care and valuing kindness.

We believe in *First Attention for the Best Conduct*.

This visible consistency can be seen in the following ways:

- Making expectations clear for children and working hard to identify and acknowledge those positive behaviours
- Teaching positive behaviours to children – valuing this as part of their curriculum
- Acknowledge good behaviour on all occasions - public praise (private for some) in the classroom and at celebration or phase assemblies (or privately pending which is more appropriate for the individual)
- Triangulation between adults, sharing positive messages relating to pupil behaviour
- Recognition Boards in the classrooms – *Walls of Fame not Walls of Shame*.
- Positive phone calls homes – sharing positive news with carers
- Postcards Home – sharing positive news with carers
- Special Mentions
- Displaying children's work in the classroom to celebrate their achievements

Relentless Routines taught via gentle reinforcement. Ensure every child is talked to every day. Children come to expect it and feel valued and noticed;

- ✓ Conversations with every child every day
- ✓ Greeting each child with a handshake in the morning
- ✓ Nurture from the first step – as a Team
- ✓ Saying goodbye every afternoon with a handshake

Scripted Interventions when behaviour is more challenging. Calm conversations delivered by emotionally regulated adults, fueled with sincerity. Proportionate responses which are nurturing and rooted in kindness;

- ✓ Use of positive language – telling the pupil what we want not what we don't want
- ✓ Conversations that are rooted in values or rules and maintain a focus on learning
- ✓ Avoiding unnecessary battles, ignoring secondary behaviours
- ✓ Where possible and appropriate giving children control and choices – particularly when we know the child is affected by trauma and loss
- ✓ Avoiding where possible behaviour conversations during learning time
- ✓ Adults saying 'thank you...' before they say 'please...'

Restorative Follow-ups

- ✓ Shoulder to shoulder conversations – no physical domination
- ✓ Behaviour anchored in previous positive behaviour you've seen before
- ✓ Choices given – passing control to the children
- ✓ Saying 'thank you for listening'
- ✓ Agreeing a positive follow up – looking out for the child doing the right thing in the future

PREDICTABLE - CONSISTENT - RELENTLESS

Responding to inappropriate behaviour including bullying

- Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

- Bullying can take many forms (for instance, cyber-bullying via messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.
- Woolmore has an **Anti-Bullying Policy** to deal with potential bullying as soon as it is detected.
- Our aim is to create an environment that prevents bullying from being a serious problem in the first place.
- We are proactive about developing a culture of respect between staff and pupils which extends beyond the classrooms into the corridors, lunch hall and playgrounds and beyond. We aim to embed a deeper empathy for others through restorative conversations, supporting our children to understand how their actions affect others.
- If / when bullying is suspected, we create chronologies of events to enable accurate communication between staff and pupils and their parents. It also enables us to measure the impact of any intervention that is decided.
- As a school we utilize restorative strategies to break habitual persistent negative behaviours and help teach children the pleasures of being proactively kind to others.
- Sometimes there is need to devise specific responses to inappropriate, persistent or challenging behaviours in classroom which has led to a loss of learning or the playground which may have been unsafe. This may require teaching and/or support staff to consider differentiated, alternative or specialist approaches.
- Teachers are encouraged to approach more experienced senior members of staff, Phase Leaders or SLT, for help to manage behaviour challenges.

Responding to disruptive and challenging behaviour

If the behaviour becomes persistent:

- Year group lead and phase leader to work with teacher to ensure learning is being pitched correctly and the pupil is being given the best chance of feeling they can succeed
- Adults are curious (not angry). Check adult behaviour and ask questions of ourselves; are we working to build positive relationships? Have we discovered the child's motivators? Have we taken time to find out what lies behind the behaviour?
- Adults prioritise time where they can secure a positive relationship with the pupil, build emotional currency with them and enlist other adults to do the same.
- Adults to utilize the Think it Through Sheets as part of a visible consistency and emotionally regulated response. This allows us to record nature, frequency and intensity of behaviour – but more importantly it is an opportunity to teach the pupil, build positive relationships whilst gently holding them accountable. Think it Through Sheets are seen as an opportunity for the child to feel successful they are not used a punitive behaviour tool so should not be perceived as a negative strategy.
- Adults to make sure discussions with key staff are had regularly; Phase Leader, SENDco and Inclusion Lead. Communication is key.
- Adults to ensure parents are part of the success and consistency of responses is used beyond school into the home (where possible). At the very least parents should be part of the success of the pupil.
- Positive behaviour plans linked to rules and values and regular feedback to the pupil is also a way to further differentiate behaviour strategies; *Personalised Recognition Boards*

For children whose behaviour continues to be disruptive, challenging or unsafe:

- For all children but particularly those who are additionally vulnerable, children experiencing emotional health and wellbeing issues, or who have SEND or social, emotional and mental health and /or ASD needs or who have experienced challenging circumstances at home such

as LAC or Previously LAC children, we make every effort to understand their behaviours and individualise our response to them

- We treat all children with care, concern and sensitivity. We acknowledge their right to privacy. We ensure that we address their needs, where necessary, through personalised planning and differentiation throughout the school day
- Additionally, we seek to understand their circumstances and involve their family and external agencies to ensure they are safe and that their emotional needs are being met
- We allocate additional provision and resources to ensure they are able to learn in the school context and achieve success
- Recording of serious incidents or persistent poor behaviour is expected on the school 'Serious Incident' proforma. These forms are passed on to and then followed up and monitored by the DHT for Inclusion (Appendix 3)
- It is sometimes appropriate to create a written Individual Positive Behaviour Plan which is agreed by staff, child, parents and includes desired outcomes, rewards, an agreed period of time until review
- Referral to school based staff, ie: *school counsellor*
- Referral to an outside agency for help, ie: Educational Psychology Service, CAMHs, BASS

Teacher Responsibility and support

- Should children continue to find it difficult to follow the classroom rules and school expectations for learning behaviour, then it is the responsibility of the class teacher first and foremost to apply fair, clear and consistent boundaries and expectations. Conversations with the phase leader and Inclusion Lead and/or SENco will help check in on the following; *Are we successfully sharing expectations re behaviour. What opportunities are we taking to teach behaviour? Are we making time to build a positive relationship with the pupil?*
- When children continue to be unable to follow these expectations then there can be a consequence to help support the children in being accountable for their actions linking it to learning wherever possible.
- Adults need to ensure that they are giving children the opportunity to turn their behaviour around and 'try again' and this success is explicitly acknowledged.

The purpose of teaching accountability is to:

- Help children learn that consequences follow actions
- Enable the child to take responsibility for what happened and to 'fix' the situation by a repairing task or action - to make it better / try again
- Show that a school, like our society, has rules and collective responsibilities

A range of responses broadly follow our whole school approach as:

- Acknowledgement from the adult that the child is struggling, and some choices offered such as a 'sensory snack' to support the child to regulate their behaviour
- Anchoring a conversation in positive behaviours previously seen e.g. 'I know you can focus / care /are good at communicating (etc) because I remember seeing you yesterday when you....'
- Pupil Value Reminder and brief discussion about how the situation would look if we were to apply the value
- If the challenging behaviour continues then the consequence would involve missing part of play to make up for lost learning in 'Learning Catch Up'. This is agreed and supervised by SLT.
- The pupil may also be moved within the classroom, occasionally it may be necessary for the pupil to work in another class within the year group or across a different phase for a short period time. This would be agreed with the Phase Leader or DHT for Inclusion.
- Private restorative conversations between the pupil and the member of staff to discuss together what has happened and talk through the consequences and how to make things better. These conversations are also necessary to plan follow ups, make it clear the opportunities the adult has to see the child be successful – no matter how small; During lining up time, a specific lesson, a specific time of day, a specific conversation with a child or adult.

- With more extreme and persistent behavior a Think it Through sheet (THITH) is necessary. It is expected that this is completed with an adult who is able to talk through the questions and make the process meaningful e.g. class teacher, phase leader or member of SLT. The adult can write them as the emphasis needs to be on the thought and reflection of the pupil.
- We always aim to inform parents at the end of the day. We consider this of paramount importance when supporting excellent behavior for learning and our policy of working in partnership with parents.

Communicating with parents and carers

- Informing a parent when we are concerned about a child's behaviour or emotional wellbeing is essential but the way in which it is done, often influences the way in which it is received.
- Mentioning to a parent at the end of the day in the playground is the first step. This should be an objective and brief comment of what was occurring to disrupt learning.
- This then needs to be followed up with positive feedback when the behaviour has improved.
- Be mindful that some parents feel embarrassed to have a conversation about their child's behaviour in front of other parents.
- The next step is to organise a meeting with the family. The meeting should take place in school. A phase leader should accompany the teacher in the meeting. There should be a written record of the meeting including notes of the discussion and actions.
- A review meeting should be set up quite quickly after the meeting (if necessary) to monitor progress. It is at that point that the SENCO or DHT Inclusion be involved in relation to adding the meeting notes to the child's SEN+D running record, referrals to outside agencies or with a view to devising an Individual Behaviour Plan.

Lunchtimes

- The dining hall and playground provide all staff with further opportunities to teach positive behaviours.
- Midday meal supervisors and sports coaches amongst the staff responsible for the safety and behaviour of the children at lunchtime.
- It is expected that all staff follow this policy and raise issues at team meetings.
- If the behaviour of a child or a group of children causes concern, then it is the responsibility of the staff member to talk to the Senior MDMS and Inclusion Lead who will support the next steps to help that pupil be successful during lunchtime.
- Lunchtime is also an opportunity to recognise positive behaviours. The senior MDMS and Inclusion Lead are responsible for supporting staff in recognising this and acknowledging it with children and other staff.

Record keeping

- It is necessary to have a form of record keeping when a child is causing disruption to learning (self or others). This helps to track the frequency and intensity of misbehaviour and leads to analysis of triggers, patterns and contexts. It is also extremely useful when talking to families about their children's behaviour.
- A set of THITH sheets is useful to keep the conversation grounded and more objective. It also helps the family to get an accurate view of the child in school and helps to take away 'personal' or 'emotive' comments about the child's behaviour. Further, ABC logs or Positive Behaviour Plans are necessary for referrals to outside agencies, the Local Authority and as part of a statutory assessment process.
- Communication with parents is key in building home-school cooperation and every effort will be made to ensure positive parental participation.
- Throughout the term regular conversations between the Inclusion Lead and AHTs means behaviour is somethings continually being noticed and worked on.
- It is expected that the Inclusion Lead keeps and records Think it Through sheets. This information is collected cumulatively and analysed in depth, looking specifically at particular groups of pupils.

- This information is shared with SLT and formally discussed during the year as part of the SLT meetings. The GB will then be able to request a report detailing the analysis and the findings, and details of any further refinements which need to be made to our provision.

Exclusions

As an inclusive school, we will make every effort to avoid exclusion.

- However, very occasionally if there is a very serious incident occurs (such as violence or verbal abuse or out of control behaviour threatening the health and safety of others/damage to property) it can result in a fixed term exclusion.
- The exclusion can be 'internal' during which the child is expected to come to school and work away from their class and their usual routines for a fixed period of time. The parent will be informed in advance.
- The exclusion can also be 'external' in which the child is asked to remain at home for a fixed period. The school must provide work for the child and parent to do at home throughout the period of exclusion. The family will receive written notice of this. Woolmore School adheres to the exclusion procedures as provided by the Local Authority.
- Unfounded malicious allegations made against staff will be responded to proportionately beginning with adults being curious as to why and how this came about.
- Parents are always notified and expected to attend a meeting with a senior member of staff before the exclusion and as part of a re-integration meeting at the return from an exclusion.

Use of 'Reasonable Force'

- All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves and/or others or damaging property, and to maintain good order and discipline. To ensure this step is only taken at the appropriate time Woolmore has a team of staff who are Team Teach trained. When a Team Teach approach is necessary it is recorded in the Bound and Numbered and every effort made to share with carers.

References

- After the Adults Change Achievable Behaviour Nirvana, 2021
- Relationships Education (...) and Health Education, 2019
- When the Adult Changes Everything Changes, 2017
- Preventing and Tackling Bullying Advice for Head Teachers, staff and Governing Bodies, 2017
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf
- Behaviour and discipline in schools: A guide for head teachers and school staff, DfE 2016

Appendix 1 Governors' written statement of behaviour principles

This is a statutory requirement and is on the school website.

Safeguarding statement

At Woolmore Primary School we respect and value all pupils and are committed to providing a caring, friendly and safe environment for all pupils so that can learn in a safe and happy environment. This is the responsibility of every adult employed by, or invited to deliver services, at Woolmore Primary School. We recognise our responsibility to safeguard all who access school and we promote the welfare of all of our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

- Under the Education and Inspection Act, 2006, the governing body is charged with the duty to set the framework of the school's policy by providing a written statement of general principles relating to behaviour and discipline, taking into account the needs of the pupils.
- This statement and the behaviour policy will be reviewed on a two yearly basis, unless changes at a national level necessitate an exceptional review.

We, the Governing body of Woolmore Primary School, believe that all members of our school community should be able to learn and achieve success in a safe, secure and orderly environment. We value the strong relationships that exist in the school which lead to mutual respect and good behaviour. We have high expectations of everyone and we will actively promote equality of value whether race, gender, age, sexuality, religion or disability. The behaviour policy is based on our belief in and respect for the value and contribution of all members of our community and their right to succeed. We seek to eliminate all forms of discrimination, harassment and bullying.

The policy will be applied with consistency and fairness with regard to each individual situation. The emphasis will be on encouraging positive behaviour through high expectations; a focus on the core purpose of the school ie: learning; and praise and rewards. It is recognised however, that on occasions sanctions may be necessary to demonstrate that seriously inappropriate behaviour is unacceptable; to express the disapproval of the community; and to deter other pupils from similar behaviour. Sanctions will enable the pupil to reflect upon and learn from their behaviour and make reparation wherever possible. Because of the focus on positive behaviours and the opportunities for pupils to learn from their mistakes, we expect lower than the national average rates of exclusion.

Some pupils, for example those with special educational needs, physical or mental health needs can experience particular difficulties with behaviour and the school will seek to ensure that such pupils receive behavioural support according to their need. However, when making decisions the school must balance the needs of the individual with those of the school community and where pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount.

We work with parents and carers to understand their children and their circumstances and believe this relationship is an important part in building a strong learning community. Similarly, given our duty of care to the pupils, this written statement and the policies that both stem from it and are influenced by it (eg. appropriate contact, anti-bullying and exclusions) applies to all pupils when in school, when travelling to and from school and when engaged in extra-curricular activities and residential trips.

Appendix 2a

Restore - Redraw - Repair



'Punishment doesn't teach better behaviour, restorative conversations do.'



A restorative conversation is more than a process or set of questions. The behaviour of the adult lies at the heart of it. The meeting will be a daunting prospect for any child. The child is likely to be hyper vigilant. Small things matter. Your body language, your tone, inflection and attitude are all read carefully for signs of judgment and negative assumption. Offices are not idea spaces - it is much better to walk and talk or engage in a collaborative activity to take the pressure off the conversation.

Ways to make a restorative conversation work

1. Don't sit behind a desk.
2. Focus on the outcome no matter how irritated you feel.
3. Don't rush the meeting - reserve enough time.
4. Resist the urge to take notes - this doesn't support the pupil to speak freely.
5. Have a glass of water ready.
6. Leave the door open.
7. Answer the questions yourself - with your own reflections.
8. Avoid judgmental language.
9. Resist interrupting.
10. Don't 'nit-pick' things like uniform.
11. End the meeting well.

Pick your restorative five. (for some children 2 may be enough).

Choose your restorative 5 from the selection below.

<ol style="list-style-type: none"> 1. What happened? 2. What were you thinking at the time? 3. What have you thought since? 4. How did this make people feel? 5. Who has been affected? 6. How have they been affected? 7. What should we do to put things right? 8. How can we do things differently in the future? 	<p>If pupils clam up;</p> <ol style="list-style-type: none"> 1. Ok, imagine if there were...(people affected / a way of putting it right?). 2. 1 - 10 scales: 'on a scale of 1 - 10 how angry were you?' 3. Offer a postponement and some support if the pupil isn't ready: 'i can see that you aren't quite ready to talk. Do you need a minute or two?'
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Appendix 2b – sample think it through sheet

Restore - Redraw - Repair

'Punishment doesn't teach better behaviour, restorative conversations do.'

Pupil Name:	Year: Class:	Location:	Date:	Adult:
Adult observation / understanding of incident/s:				
In your words can you describe what had happened?				
<p>Conversation prompts</p> <p>What were you thinking / feeling at the time?</p> <p>How did the other people feel? How have they been affected?</p> <p>What have you thought since this happened?</p>				
What could we do to put it right?				
<p>Conversation prompts</p> <p>How will the other person feel if we do this?</p> <p>What will we do differently next time?</p>				
Adult reflection / Action? (Were parents contacted / teacher aware?)				
<p><i>Did we make the pupil feel proud of themselves for engaging with this process? Did we also remind them of positive behaviours we have seen them do in the past? Remember to plan a follow up with the pupil to see them being successful?</i></p>				
This THITH sheet has been logged on the Behaviour Analysis Document for future reference: Yes / No				
Ethnicity of pupil:				

SERIOUS INCIDENT FORM 2022 /23

Incident forms are given to, logged and monitored by DHT Inclusion



Racial Incident	Physical Incident	Incident relating to disability	Incident relating to homophobia	Incident occurring online	Other
Date:			Time:		
Child/ren's name(s):			Class(es):		
Your account of what happened: (what did you observe, was reported to you?)					
Action taken: (what did you say or do following the incident?)(who did you report it to?)					
Parent contacted? Yes/No (their response)					
Name:		Role:		Date:	
This Serious Incident sheet has been logged on the Behaviour Analysis Document for future reference: Yes / No					



Policy written and updated by:
 Hannah Williams, DHT Inclusion and Safeguarding
 Tracy Argent, Headteacher
 March 2023

Name	Behaviour Policy		
Agreed by	Governing Body (Curriculum & Standards Committee)		
Date agreed	March 23	Review date	March 24
Signed & dated			