



# Behaviour Policy

<b>Date Agreed:</b>	<b>September 2022</b>
<b>Review Date:</b>	<b>Summer 2024</b>
<b>Type of Policy:</b>	<b>Statutory Policy</b>

<b>Revision Number</b>	<b>Date Issued</b>	<b>Prepared by</b>	<b>Approved</b>	<b>Personalised by school</b>	<b>Comments</b>
1	Sep 2020	NM	LGB		
2	Sep 2022	NM/JP	LGB		

<i>Type of Policy</i>	<i>Tick ✓</i>
DCAT Statutory Policy	
DCAT Non-statutory Policy	
DCAT Model Optional Policy	
Academy Policy	✓
Local Authority Policy	

The aim of **March CE Primary School** is for every member of the school community to feel valued and respected by promoting an environment where all feel happy, safe and secure. We are a caring community, whose values are built on mutual trust and respect. Within our school we believe that good behaviour is the key to a good education. We work to create a learning environment where everyone feels valued, secure and motivated to learn.

We firmly believe that every member of our school community has a responsibility to teach children socially acceptable behaviour. We encourage parents and carers to work with us to support children's good behaviour so that home and school are consistent in what they expect of each child. The school behaviour policy is therefore designed to support the way in which the members of the school can work together in a supportive way.

### **Core Beliefs and Aims**

The core beliefs of March CE Primary School are that:

- ☐ Reinforcing good behaviour, and using specific praise, helps children feel good about themselves.
- ☐ Using a positive system and celebrating success increases children's self-esteem and thus helps them to achieve more.
- ☐ Behaviour can change and every child can be successful.
- ☐ Being aware of each child's needs and their individual circumstances helps us to act in the fairest way.

**As a Rights Respecting School**, we base our policies on the following articles of the UN Convention of the Rights of the Child.

#### **Article 28**

You have the right to a good education. You should be encouraged to go to school to the highest level you can.

#### **Article 29**

Your education should help you to use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment and respect other people.

This policy enshrines the provisions of the Government Guidance 'Ensuring Good Behaviour in Schools'. DFE 2014

### **Expectations**

Staff at March CE Primary School will:

- Treat each other with respect at all times, therefore providing positive role models for the children and each other.
- Support the way in which all members of this school community can work together in an environment that is happy, safe and secure and where effective learning can take place.
- Reward good behaviour.
- Provide encouragement and stimulation to all pupils.
- Help children acquire self-discipline.
- Treat all children fairly and apply this policy in a consistent way.
- Refrain from unnecessary physical handling of pupils (see Positive Handling Policy)
- Teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.
- Ensure that all children, staff and parents are aware of the school behaviour management system of 'Good to be Green'
- Always consider children's safety

### **Governors Behaviour statement**

Behaviour Statement We believe good behaviour enables effective learning, and that effective teaching and learning promote good behaviour. This statement is to be taken in conjunction with the school behaviour policy which is reviewed and approved annually by the governing body.

Governors also require the Headteacher to:-

- Ensure that there are specific steps to promote safe, positive behaviour, well planned and engaging lessons, student posts of responsibility and relevant training, assemblies and special events.
- Ensure that children are fully aware of what good behaviour within the community means. Children should be helped to appreciate the damage and hurt that inappropriate behaviour such as bullying (verbal and cyber), violence and substance abuse causes and be taught how to protect themselves and others from harm.
- Ensure positive behaviour of all types is rewarded and celebrated frequently to create a positive learning ethos where children feel valued and have positive role models to follow. These should be made clear in the Behaviour Policy and monitored for their effectiveness.
- Ensure staff work within the spirit of the Human Rights Act and the Disability Discrimination Act, which requires reasonable adjustments to be made when a child's learning and development are affected by a disability.
- Ensure that parents have easy access to relevant policies and that they are able to communicate easily with the school in the event of concerns.
- Ensure that the Behaviour Policy shows due regard to the School's Child protection Policy.

## **Positive Approach**

Good behaviour arises from good relationships and from setting expectations of good behaviour.

The emphasis of the school behaviour policy is on **reward** and constructive **praise** which should be given whenever possible for both work and behaviour. We seek to lead children towards high self-esteem and self-discipline.

We believe that self-esteem affects all thinking and behaviour and impacts on learning. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through displays and assemblies. Consistent good behaviour, good manners, particular helpfulness and acts of kindness in school should always be acknowledged with particular reference to the schools values which underpin everything we do!

## **Rewards may include:**

- Verbal praise to parents about their children
- Green card and Epraise house points
- Stickers for effort or achievement
- Gold , Silver and Bronze pin badges
- Sending good work to other staff members for reward or praise
- Special privileges
- Positive phone call home
- First in line
- Praise letter home
- Star of the day

## **School Values**

All children are expected to follow the school values **Trust; Compassion; Love; Community; Growth; Learning; Peace; Belief; Forgiveness.**

The school values are on display in the classrooms. The values are regularly referred to in worship and throughout the school day. They support the pupil understanding of 'green behaviour' expectations.

This is the system we use to ensure consistency across the school.

See appendix 1 for Good to be Green Restorative Consequence Hierarchy Overview of Staff Intervention

## Overview

The principle behind this system is:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes
- That teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills
- Pupils who consistently follow the rules are noticed and rewarded

The system allows for the following:

- A consistent approach that can be used by all staff
- Whole class and individual reward system
- Least intrusive approaches are used to manage behaviour
- Teaching of specific behaviours and routines

## Green Behaviours

Staff work to promote 'green behaviours' at every opportunity.

- Class teachers discuss 'green behaviours' with their pupils and ensure that the school values and Good to be Green behaviour charts are displayed and used consistently. Class teachers should regularly review the behaviour policy with the children to ensure that everyone is clear about our expectations.
- Each class has a Good to be Green board with a card-pocket for every child.
- All pupils have a pocket with their name on.
- All children start a new day with a green card.
- All pupils start with a green card in their pocket at the start of each day for KS2 and KS1

## Consequences

### In-class – Wave 1 consequences

- Teachers use least intrusive skills to redirect behaviour.
- If they decide to move a child's name to the blue, yellow or red cards, they must be clear with the pupil what they are doing, and what the pupil can do to change this decision.
- At least one warning is always provided for pupils in between each stage.
- Teachers constantly help pupils make the right choices to move their card back to green and beyond.
- The following colours are consequences:

#### Blue

##### First Warning

This provides the opportunity for a pupil to start making the right choices so they can move back to the green.

Staff look for opportunities to move pupils back to the green card.

#### Yellow

##### Second Warning

This provides the opportunity for a pupil to start making the right choices so they can move back to the green.

Staff look for opportunities to move pupils back to the blue and green.

#### Red

**Reflection Time** in the classroom for up to 5 minutes. Pupils will move to the reflection area and use a timer.

On successful completion of 'Reflection Time' the pupil moves back to the yellow card.

### **Wave 2 consequences**

- If red behaviour continues, the child will spend up to 10 minutes out of their class. He/she will be sent to a buddy class with a time-out card. A record of this will be made in the class behaviour book, the HT/DHT will be informed and the **class teacher will inform the parent at the end of the day**
- If, on return to the class, the red behaviour continues, Wave 3 consequences will be put into place. However, if the child's behaviour improves, he/she will go back to yellow, then blue and then back to green. The teacher will look to move the pupil towards green as soon as possible.

### **Wave 3 consequences**

- A third red or a single very serious incident will result in the child being sent to the Head or Deputy and the incident being recorded on the school Behaviour Incident Sheet – see Appendix
- Extremely poor behaviour or bullying must be reported to the Headteacher or Deputy Headteacher immediately. A phone call made to the parents
- **The Head or Deputy will then take one or more of the following courses of action:**
- Reflection time with the child, using restorative conversation to encourage the pupil to think of strategies to repair situation.
- Asking the pupil to report back to the Deputy Head or Head at the end of the day.
- A phone-call home to inform parents/ carers of the situation, any steps required for improvement and proposed strategies if there is no improvement in the pupil's behaviour.
- The parent / carer may be invited to a meeting to discuss their child's behaviour; this may include reviewing and developing pupil targets or developing an Individual Behaviour Plan.

### **At all times, the aim is for the pupil to return to class and get back to green.**

- The number of Behaviour Incident Sheets that a child receives will be tracked on the Record of Behaviour Incidents Log (appendix ) so that SLT have a record of the number of times a child has received one.
- For continual unacceptable behaviour, or in case of serious verbal or physical violence, the child may be excluded from school. This could take the form of a fixed-term exclusion, or on very rare occasions, may take the form of a permanent exclusion

### **Foundation Stage**

In the foundation stage, adults discuss with the school rules with the children and praise the children when they are followed. Each class generates their own set of rules which the children sign and a copy is given to parents, this is referred to throughout the year.

### **Strategies for dealing with inappropriate behaviour**

When dealing with all forms of inappropriate behaviour, teachers should follow the following guidance:

**Be calm** – children should be dealt with calmly and firmly referring to what the action is and why the action is being taken. Shouting is unnecessary unless a child's safety is in immediate danger.

**Logical consequences** – A logical consequence is a sanction that should "fit" the offence.

It generally has two steps. The first step is to provide a warning and stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours.

**Fresh Start** – although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start, which is supported by 'Good to be Green'.

It is imperative that any sanction is applied fairly and the consequences fully explained. If the class/school rules are broken then sanctions will be taken as outlined above.

### **Vulnerable Pupils**

Rewards and sanctions may be differentiated to meet the needs of specific children, for example a SEN child might receive rewards linked to specific behaviour targets. Where a child has special educational needs relating to behaviour, a Behaviour Support Plan for the pupil is developed by the Inclusion Leader in collaboration with the class teacher and shared with all staff working with the child. (See separate SEN Policy)

### **Extremely poor behaviour**

Extremely poor behaviour must be reported to the Headteacher or Deputy Headteacher immediately. For continual unacceptable behaviour, or in case of serious verbal or physical violence, the child may be excluded from school. This could take the form of a fixed-term exclusion, or on very rare occasions, may take the form of a permanent exclusion.

### **Recording, Monitoring and Evaluating Inappropriate Behaviour**

The HT keeps records of reported incidents of poor behaviour. This allows us to monitor the type and frequency of incidents of unacceptable behaviour. Periodically we are asked to report to the local authority data about racist or bullying incidents. When we make such reports, we report only numbers and types of incidents. All data is completely anonymous.

### **Exclusion**

The school follows the „**Exclusion from maintained schools, Academies and pupil referral units in England, 2012**, in all cases where exclusion of a pupil is being considered. Exclusions may be “internal”, “fixed term” or “permanent” and clear guidance on these is given. With the exception of physical violence against a pupil or adult, temporary exclusion of a pupil is always a last resort after a range of measures outlined in the Behaviour and Discipline Policy has been used.

A pupil may only be temporarily excluded for a maximum of 15 days in any term. Where a pupil has received multiple exclusions or is approaching the legal limit of 45 school days of fixed period exclusion in an academic year, head teachers should consider whether exclusion is providing an effective sanction. Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the head teacher's duty to notify parents, still apply. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing body meeting is triggered.

A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The decision on whether to exclude is for the head teacher to take. However, where practical, the head teacher should give pupils an opportunity to present their case before taking the decision to exclude. Whilst an exclusion may still be an appropriate sanction, the head teacher should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that a pupil has suffered bereavement, has mental health issues or has been subject to bullying.

Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. The Head teacher should also consider the use of a multi-agency assessment for pupils who demonstrate persistent disruptive behaviour. Such assessments may pick up unidentified special educational needs but the scope of the assessment could go further, for example, by seeking to identify mental health or family problems.

Parents have the right to make representations to the governing body (or discipline committee) about an exclusion and the governing body must review the exclusion decision in certain circumstances, which includes all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to request that an independent review panel reviews this decision. Parents may also make a claim of discrimination in respect of an exclusion, either to the First-tier Tribunal in relation to disability discrimination or the County Court in relation to other forms of discrimination. Schools are under a duty to arrange suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five school days. Local authorities are under a duty to arrange suitable full-time education from the sixth school day of a permanent exclusion.

### **Confidentiality**

Teachers wishing to talk to parents after school about their child's behaviour should, where at all possible, bring them inside to have the conversation in private. At the very least, no conversation should ever take place within earshot of other parents or children as it is essential to show respect and sensitivity to both parents and children. Teachers should seek the support of SLT where there are difficult situations to deal with.

There may be underlying family difficulties, or child protection concerns, related to concerns about a child's behaviour and therefore, these issues must always be treated with utmost confidentiality i.e. not discussed in communal areas such as corridors or the staffroom.

Serious concerns should always be discussed with the Head or Deputy who will ensure that privacy is respected while taking appropriate action to support the child and family to improve the child's behaviour, involving other agencies where appropriate.

### **Beyond the School Gate**

Our policy covers any inappropriate behaviour when children are:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Posing a threat to another pupil or member of the public

If the behaviour is criminal, or causes threat to a member of the public, the police will always be informed.

### **Out of School Behaviour**

The school is committed to ensuring our pupils act as positive ambassadors for the school. Taking the above into account, we expect the following:

- Good order on all transport to and from school, e.g. when on educational visits or participating in learning opportunities in other schools
- Good behaviour on the way to and from school.
- Positive behaviour that does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

## **Sanctions and Disciplinary Action – Off-site Behaviour**

Sanctions may be given for poor behaviour off the school premises that undermines any of the above expectations, regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).

## **Roles**

### **The Role of School Council**

As part of their duties, the School Council play an important part in deciding on activities that spread a positive message around the school. School Council members are expected to be excellent role-models of behaviour effort and values.

### **The Role of Parents**

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. Parents are asked to sign a Home-school agreement when their child joins the school.

We expect parents to behave in a reasonable and civilised manner towards all school staff. (See separate Policy for Managing Aggressive or Violent Behaviour).

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If these discussions cannot resolve the problem, a formal complaint can be made (see Complaints Policy)

If a parent has any concerns regarding a child other than their own, they must inform school staff. Parents should never discuss, approach or confront a child (or their parent), about a school-related issue that concerns them, whether inside or outside the school gate.

### **The Role of the Headteacher**

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

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

The Headteacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

### **Role of the Senior Leadership Team**

The Senior Leadership Team is expected to be models of excellence for other members of staff including applying the Behaviour Policy consistently at all times. The Senior Leadership Team is responsible for



inducting other members of staff to ensure that the policy is understood and adhered to by all.

### **The Role of the Class Teacher**

Class teachers are expected to be excellent role models, adhering to school expectations regarding movement around the school, lining up and being punctual

Good classroom organisation is the key to good behaviour and the provision of a high quality curriculum through interesting and challenging activities has a positive influence on children's behaviour.

Teachers are expected to be positive and enthusiastic and to have high expectations of both learning and behaviour. Teachers should foster a sense of self-esteem in all children, linked with an understanding of the needs of others. They should establish a calm, respectful and responsive atmosphere, avoiding shouting.

Teachers are to deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Teachers expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect

It is the responsibility of the class teacher to ensure that the behaviour policy is enforced in class, and that their class behaves in a responsible manner during lesson time and around school.

### **The Role of Support Staff**

All school staff are responsible for upholding the behaviour policy. Equally, all children are expected to respect all staff in the school including support staff and supply teachers.

Support staff should ensure that children move sensibly and quietly through the school at all times helping to ensure a calm atmosphere in the corridors, classrooms and other school areas while avoiding shouting.

Staff on duty at lunchtime should encourage positive play and support children to sort out difficulties in a calm manner. Time-out is used in the playground to allow children to cool off. Children are sent inside to the Head or Deputy if their behaviour is totally unacceptable or a potential danger to themselves or other children.

### **All Staff**

All Staff must always report any behaviour incident that raises child protection concerns to the Designated child protection officer. (See Child Protection and Safeguarding policy)

### **The Role of the Governors**

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

### **Legal Requirements for School Behaviour Policies**

Section 88 of the Education and Inspections Act 2006 defines the responsibilities of the governing body for establishing the principles behind a behaviour policy as follows: 'Governors must make and review a written statement of general principles to guide the head teacher in determining measures to promote good behaviour.'

The governors must have regard to national guidance.

Written by: **Head Teacher and staff**

Approved by Governing Body 2020

To be reviewed: **every two years**

Next review: **Summer Term 2022**

Appendix 1

## **Good to be Green Restorative Consequence Hierarchy Overview of Staff Intervention**

**Green**



**Blue**

Pupils **MUST** be able to move up and down hierarchy. Aim is to keep pupils on green, with redirection strategies and restorative 'chat'.



**Yellow**

Pupils **MUST** be able to move up and down hierarchy. Aim is to keep pupils on green, with redirection strategies and restorative 'chat'.



**Red**

### **Reflection time in class (1-10 mins)**

Recorded in the class behaviour book.

If a pupil completes this reflection time successfully they are moved back to the **yellow** immediately. If not and the behaviour continues then they will receive the next steps in the consequence hierarchy.



### **Reflection time in buddy class (up to 20 mins)**

Recorded in the class tracking sheet. HT/DHT will be informed and the class teacher will inform the parent at the end of the day.

When pupils return from an out-of-class consequence they remain on red. The teacher will look to move the pupil to the amber as soon as possible after visit with the SLT



### **Leadership Team**

Recorded on the Behaviour Incident Sheet and Record of Incidents Log.

Pupils will be referred to the Head or Deputy Head teacher with the completed reflection sheet. The Head or Deputy Head teacher will record the action.

Pupil behaviour will be discussed the pupil with a view to one of three outcomes.

#### **A. Reflection time with SLT using restorative conversation**

Pupil thinks of strategies to repair situation and reports back to the Head or Deputy Head teacher at the end of the day. Pupil returns to class to aim to get back to green.

#### **B. Phone call or letter home**

Parents/ carers are informed of situation, steps required for improvement and next steps if no improvement. Pupil returns to class to aim to get back to green.

#### **C. Parent / carer meeting**

This can take the form of a restorative conference or a planning meeting for an Individual Behaviour Plan. It may trigger a Stage 1 intervention on the SEN Provision Map

NAME OF CHILD: CLASS: DATE: TIME:

MEMBER OF STAFF REPORTING INCIDENT:

WHERE INCIDENT OCCURRED (highlight/circle or specify if other):CLASS

PLAYGROUND

TOILETS

DINING HALL

OUT OF SCHOOL

HALL

OTHER

TYPE OF BEHAVIOUR		Tick (one or more columns)	+ Additional Code if relevant
<b>ITALICSs = <u>MUST</u> be sent to HT, DHT</b> Add additional code if necessary <b>B if bullying, R if racist, S if sexist, H if homophobic, D if relating to disability</b> <b>CP Child Protection Concern</b> (NB You may use more than one code if necessary)			
<b>Verbal abuse</b>			
1A	- incidental, no offence intended or taken.		
1B	- <i>persistent, intended to be offensive.</i>		
1C	- <i>inciting others</i>		
1D	- <i>vicious / threatening including insults to family</i>		
1E	- other.		
1F	- swearing		
1G	- <i>verbal abuse that is BULLYING</i>		
1H	- name-calling		
<b>Refusing to co-operate with others</b>			
2A	- refusing to sit next to / talk to / work with / help another child		
2B	- <i>persistent refusal to cooperate</i>		
2C	- other		
<b>Violence</b>			
3 A	- jostling / pushing / grabbing		
3 B	- <i>intimidating</i>		
3 C	- <i>punching / kicking / hitting /scratching / pulling hair</i>		
3 D	- <i>serious fighting</i>		
3 E	- <i>use of weapons</i>		
3 F	- other		
3 G	- <i>refusal to stop fighting</i>		
3 H	- <i>joining in or escalating fighting eg through encouragement</i>		
3 I	- <i>violence that is BULLYING</i>		
<b>Property</b>			
4	- <i>abuse of personal property</i>		
5	- <i>graffiti</i>		
6	- <i>propaganda</i>		
7	- other		
7 A	- <i>willful damage to school property</i>		
7 B	- <i>misuse of school property (eg throwing equipment)</i>		
7 C	- <i>destroying own work</i>		
7 D	- <i>stealing</i>		
<b>Other</b>			
7 E	Disruptive or disrespectful behaviour ( <b>only</b> send to HT if other sanctions failed )		
7 F	<b>Leaving the class (or area where child should be) without permission</b>		
	Other – please specify		

<b>Seriousness</b>		<b>Tick</b>	<b>Action</b>		<b>Tick</b>
HT / DHT / office to complete			HT / DHT / office to complete		
<b>8</b>	- Threat to health and safety		<b>15</b>	- Discussion with perpetrator	
<b>9</b>	- A serious breach of contract		<b>16</b>	- Referred to more senior member of staff	
<b>10</b>	- Adverse publicity		<b>17</b>	- Informal discussion with parent	
<b>11</b>	- A repeat / multiple incident		<b>18</b>	- Formal discussion with parent	
<b>12</b>	- Incident cannot be resolved		<b>19</b>	- Disciplinary action (pupil)	
<b>13</b>	- Incident can be resolved with additional support from HT or DHT		<b>20</b>	- Formal written warning to parent	
<b>14</b>	- Incident was resolved		<b>21</b>	- Fixed period exclusion	
			<b>22</b>	- Permanent exclusion	
			<b>25</b>	- Referred to outside agency	
			<b>26</b>	- Referred to the police	
			<b>27</b>	- Internal exclusion	
			<b>28</b>	- Other - please specify	

**FURTHER COMMENTS from HT, DHT or AHT:**

## Appendix 3

## RECORD OF BEHAVIOUR INCIDENTS LOGGED

**YEAR** \_\_\_\_\_ **Class** \_\_\_\_\_

[illegible]