



# Behaviour Policy

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Policy prepared by (name and designation)	Robert McGolpin – Behaviour & Personal Development Lead
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## Overview

At Heathfield, we believe that the best schools for children and communities succeed with *all* learners. We aim to provide a calm, safe and supportive environment, which children want to attend, and where they can learn and thrive. Strong and trusting relationships between children and staff are key in the realisation of this policy.

Our school motto, '**Imagine-Believe-Achieve**' encompasses everything that we aim to achieve in school. Our six 'virtues' are interwoven through our curriculum, policies and every day practice.



### **Kindness**

Compassion  
Helpfulness  
Generosity  
Humility  
Empathy  
Charity

*Mutual Respect & Tolerance*



### **Resilience**

Motivation  
Positivity  
Determination  
Self-control  
Independence  
Perseverance

*Individual Liberty*



### **Respect**

Teamwork  
Patience  
Calmness  
Well-mannered  
Polite disagreement

*Democracy, Mutual Respect,  
Tolerance & Rule of Law*



### **Fairness**

Honesty  
Integrity  
Morality

*Democracy & Rule of Law*



### **Curiosity**

Creativity  
Questioning

*Individual Liberty*



### **Courage**

Bravery  
Justice  
Leadership

*Individual Liberty*

## Routines Matter

Children thrive on a sense of consistency and routine. For some children, school is the only place where they experience such stability. As such, we have clear routines and expectations at the centre of our behaviour approach – setting the tone from the second that the children and families arrive at school. These are around:

- Consistent arrival routines
- Line up and movement around school
- Consistently referring to our 3 school rules
- Consistent reward and recognition
- Consistent adult language and approach to behaviour
- Routines within the classroom

## Clear Rules and Associated Language Matter

Our three, simple school rules are explicitly taught, referred to, recognised and discussed throughout a child's time at Heathfield.

## Our Heathfield Rules:

- Ready
- Respectful
- Safe

## Rewards Matter

We recognise and reinforce positive behaviours and attitudes through the use of rewards. They must be well-timed and appropriately earned. Rewards should not be used disproportionately for a child who finds behaving more of a challenge; we should never overlook the children who always 'do the right thing', whilst working hard with the children who struggle to do this. Details of how to address behaviours which we do not accept, are detailed in the 'Poor Behaviour Matters' section, below

### Recognition Board

At Heathfield, children are recognised for following the school rules and displaying the school virtues. Each week, there is an agreed theme, based on the school rules and virtues. When all children (who do not have bespoke behaviour plan) have been recognised for that week, there is a class reward.

### Marvellous Me

At Heathfield, we believe that family engagement is key to improving attainment and personal development. 'Marvellous Me' is our key means of communicating with families. Children's positive behaviours are recognised by awarding badges linked to the school virtues and rules.

### Learner of the Week

Each week, the teacher picks a child from their class who has shown the agreed school rule/virtue theme. Their positive behaviours are celebrated when they receive a certificate awarded by a member of SLT in the whole-school assembly.

Importantly, there will be no other formal rewards created by staff. Consistency across the school is key and, therefore, for children with emotional and behavioural difficulties, alternative plans are agreed with the Behaviour Team (SLT, Behaviour Lead and Home School Mentor) and families.

## Poor Behaviour Matters

In a primary school, children are not only learning to read, write and count – they are also learning to behave. Children will require their behaviour choices to be checked or addressed, at times.

### Before this conversation happens, it is vital that the adult stops and considers:

- How would I speak to this child if their parent/carer was on my shoulder?
- It is my professional responsibility to stay calm; I need to be mindful of my tone, body language and intonation.
- How can I make my point concisely? I need to keep further disruptions to learning to a minimum.

**At Heathfield Primary School, we have a clear, stepped approach to addressing a child who is not doing as we expect. Children learn from experience to expect fair and consistently applied sanctions which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.**

## Sanctions Procedure

We have an agreed system of sanctions which all staff must adhere to. Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed.

Detention outside of school hours is not part of our agreed sanctions. In exceptional circumstances, depending on the nature of the offence, the sequence of sanctions will be bypassed, resulting in fixed term or permanent suspension.

All staff have the right to apply agreed sanctions up to and including 'Time Out C'. More serious sanctions, such as playground suspensions or internal suspensions must be agreed in advance with a member of the Behaviour Team.

As a general rule for minor and low level behaviours, the following sequence should be adhered to:

In Classroom	On Playground
<p><b>First Warning:</b> Tell the child that they are not following a school rule.</p> <p>Early Years will show a yellow face. When behaviour improves, they will show a green face.</p> <p>This is a subtle behaviour management technique and is a quiet and low key reminder of expected behaviours. It should be given as a polite reminder. Walk away to give time for the child to correct their behaviour, without an audience. Record on the Behaviour Sheet (not Early Years).</p>	<p><b>First Warning:</b> Tell the child that they are not following a school rule.</p> <p>Early Years will show a yellow face. When behaviour improves, they will show a green face.</p> <p>This is a subtle behaviour management technique and is a quiet and low key reminder of expected behaviours. It should be given as a polite reminder. Walk away to give time for the child to correct their behaviour, without an audience. <i>(This will not be recorded on the Behaviour Sheet).</i></p>
<p><b>Final Warning:</b> Tell the child that this is their final warning.</p> <p>Early Years will show a final yellow face. When behaviour improves, they will show a green face.</p> <p>Children should be fully aware of what this means and the consequences (see below) of continuing with the behaviour. Record on the Behaviour Sheet (not Early Years).</p>	<p><b>Final Warning:</b> <i>If it is the same adult or an adult who has been informed the child was on a first warning, tell the child that this is their final warning.</i></p> <p>Early Years will show a final yellow face. When behaviour improves, they will show a green face.</p> <p>Children should be fully aware of what this means and the consequences of continuing with the behaviour.</p>
<p align="center"><b>FROM NOW ON, NO MORE WARNINGS. ACTION IS TAKEN.</b></p>	
<p><b>Time out A:</b></p> <p>Early Years will show a red face.</p> <ul style="list-style-type: none"> <li>Child is sent to a designated area of their own classroom</li> <li>Child spends 5-10 minutes sitting alone, in order to reflect and calm down without causing disturbance. Where possible, they should continue with their work</li> <li>Record on the Behaviour Sheet</li> </ul>	<p><b>Time out A:</b></p> <ul style="list-style-type: none"> <li>Child is sent to a designated area of the playground</li> <li>Child spends 5-10 minutes sitting or standing alone, in order to reflect and calm down without causing disturbance</li> <li>Class teacher informed and child's behaviour is recorded on class Behaviour Sheet by that teacher</li> </ul>
<p align="center"><b>For a regular offender at Time Out A (Regular = more than three times in two weeks):</b> - Removal of rewards/playtimes, after consultation with the Behaviour Team</p>	
<p><b>Time Out B:</b></p>	<p><b>Time Out B:</b></p> <ul style="list-style-type: none"> <li>Child is escorted to a Senior Leader</li> <li>Removal of playtime</li> </ul>

<ul style="list-style-type: none"> <li>• Child is escorted to a designated colleague (agreed in advance, but generally year group partner)</li> <li>• Up to 1 hour (which may include playtime) working alone without causing disturbance (Class teacher will have a set of printed tasks ready for any child to take and complete independently, if needed)</li> <li>• Years 1-6 Incident Slip sent home Marvellous Me message sent to tell family there has been an incident (no detail in this message)</li> <li>• Years 1-6 record on Behaviour Sheet</li> <li>• Early Years share information in a conversation with families</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher informed and child's behaviour is recorded on class Behaviour Sheet.</li> <li>• Years 1-6 Incident slip sent home Marvellous Me message sent to tell family there has been an incident (no detail in this message)</li> <li>• Early Years share information in a conversation with families</li> </ul>
<p><b>For a regular offender at Time Out B (Regular = more than three times in two weeks):</b></p> <ul style="list-style-type: none"> <li>- Discussion with SLT at SLT meeting</li> <li>- Involvement of SENDCo, as necessary</li> <li>- Begin behaviour monitoring to identify triggers</li> </ul> <p><b>If no improvement:</b></p> <ul style="list-style-type: none"> <li>- Parent/carer meeting to agree support required</li> <li>- Consider recommendations from professional agencies</li> </ul>	
<p><b>Time Out C:</b></p> <ul style="list-style-type: none"> <li>• Child is escorted to a Senior Leader</li> <li>• Up to half a day working alone without causing disturbance (which may include removal of playtime)</li> <li>• Parent/carer informed</li> <li>• Record on CPOMS</li> </ul>	<p><b>Playground Suspension:</b></p> <p>Decided by a Senior Leader and given for serious incidents, including acts of physical aggression towards another child. Parents/carers must always be informed by the Senior Leader, who will also record it on CPOMS.</p>
<p><b>THE DESIRED OUTCOME IS ALWAYS THAT A CHILD'S BEHAVIOUR IMPROVES SIGNIFICANTLY AFTER THEY MOVE ONTO A STEP. WHERE THIS IS THE CASE, THE TEACHER CAN 'RE-SET'</b></p>	

## Restore & Repair – to take place following any Time Out B and/or Time Out C incident.

It is the conversation about poor behaviour that changes it. Children need to know that if behaviour falls short of the standard expected by the school, they will have to face it, during a 'restore and repair conversation.' This will be with the adult that imposed the time out and not during lesson time and this will be supported by the Behaviour Team, where needed. This is the chance for the adult and child to discuss the behaviour that led to the time out and any possible consequence or 'imposition' of it.

The fact that this conversation happened and key details/outcomes, is recorded on CPOMS, if the adult deems it appropriate.

The key Restore and Repair Conversation questions are below. Five questions is enough to aid reflection. Where the adult deems it appropriate (and in the Early Years), it will be fewer than five; those in bold are most suitable:

### 1. What happened?

2. What were you thinking at the time? **(How XXX were you at the time, out of 10?)**

3. What have you thought since?

4. How did that make people feel?

**5. Who has been affected (hurt/upset for KS1)?**

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?

## Repeat or Serious Behaviours

If a child displays a behaviour that has serious consequences for others, such as a physical or verbal attack, racism or homophobia, we recognise that not only does the child require the support from school (and potentially other professionals) to address these behaviours, but also from home. As such, if a child carries out a serious behaviour incident, the staff member dealing with the incident can choose to escalate the sanction to Time out B or C as appropriate. An 'Incident Slip' is sent home. These detail what the incident was, who addressed it and whether we would like parents/carers to contact us or not. In the vast majority of cases, however, we would expect staff to speak to parents/carers at pick up about such incidents, or to telephone them. Every 'Incident Slip' for repeat or serious behaviours will be recorded on CPOMs. The incident slip is included in Appendix 6.

## Extreme Behaviours

Occasionally, some children may behave in an extreme way which is out of character for them, or poses a serious risk to the child, others or the harmonious running of the school. Unacceptable behaviours may be expedited quickly through our behaviour system to be dealt with by a member of SLT. If this occurs a focused meeting involving SLT and the staff members will be arranged to discuss what happened, and will follow the restore and repair meeting approach. Behaviours may include:

- Violence (i.e. physical contact made with the intention to harm)
- Repeat or extreme defiance/ rudeness to any adult
- Persistent taunting, teasing and bullying
- Stealing
- Repeated spitting
- Repeated swearing

All such incidents and SLT restore and repair meetings will be recorded on CPOMS.

## Tracking Behaviour

Each week, each class has a new sheet to track behaviours from First Warning onwards. This is a quick way to review low-level issues and trends for cohorts and children. If a child is given a 'Time Out' – this is recorded and the brief reason noted on the back. If it is recorded on CPOMS, it does not need recording twice. Members of the Behaviour Team review the Behaviour Sheets fortnightly to identify things such as trends, CPD needs or individual children's behaviours which are beginning to cause a concern.

## Suspension

When a child is suspended, for any length of time, they cannot be positively influenced by school; as such, it is not an approach taken lightly by the school, and is only used as a last resort.

Importantly, however, a school must have procedures in place, by law, should the need or situation arise. Our procedures are detailed within our Trust Exclusion Policy which is found here:

<https://www.lingfieldeducationtrust.com/trust-policies>

## Physical Intervention

Children should not require physical intervention, unless they are posing an immediate risk to themselves, or others. As such, we have robust guidelines in place relating to the use of any form of physical intervention which are based on the best practice principles outlined in 'Positive Environments, Where Children Can Flourish' (OFSTED, 2018).

## Behaviour in Our Community

Children who attend Heathfield Primary School are its ambassadors beyond the school day. As such, we address inappropriate behaviour outside school if the following applied:

- The child was taking part in a school-organised or a school-related activity
- The child was on their way to or from school
- The behaviour could have repercussions in school
- The behaviour threatened another pupil of the school. Incidents outside school would be investigated fully and normal sanctions would be applied

## Parents and Carers

Parents and carers play a vital role in the management of pupil behaviour and have the right to know that their child is doing well or needs support. They are informed of good behaviour through our reward system (see 'Rewards Matter'), as well as the through the relationships that staff build with our families – catching parents/carers on the yard, calling home and sending Marvellous Me messages/badges are all appropriate ways to spread good news. Equally, if their child is behaving inappropriately at school, they will be informed, as outlined in the 'Sanctions Procedure' section. In cases of challenging behaviour, parents/carers will be invited to meet with staff. At this meeting, a school behaviour plan is completed.

## Induction Matters

Any new member of staff joining the school receives a copy of this policy, and any relevant training.

## Review Matters

It is important that the school's work with regard to behaviour is reviewed regularly – and by a range of stakeholders. Each year, staff, parents/carers and children have the opportunity to review the success of the school's approach, through discussion and questionnaire feedback. Annually, governors and school leaders review the policy in relation to this feedback. The policy also closely aligns to the Lingfield Education Trust Behaviour Principles, which can be accessed here: <https://www.lingfieldeducationtrust.com/trust-policies>

## Appendices

1	Consistent School Routines
2	School Rules, Shared Language and Posters
3	De-Escalation Techniques
4	Behaviour Plan
5	Behaviour on one page
6	Incident Slip
7	Behaviour Sheet

### Appendix 1: Consistent School Routines

#### Arrival

- Children will always be greeted by an adult in the morning – usually on the doors into school, as well as on entry to their classroom
- Staff will always remember that they are there to welcome the children, speaking directly to every child – welcoming them to the day. Children may choose to say hello, high five, hug or smile at the adult – but the adult must make every effort to interact with every child, setting the tone for the day
- Children will always know what to do when they enter the classroom: once their coat is hung up, children should have an activity to settle down to before the day starts
- Adults in the room should use this time to 'check in' with children – particularly those who may be most vulnerable

#### Respectful Walking

The way that children move around the building and 'carry themselves' says so much about the expectations of the school. Get this right, the learning will transcend long beyond school and in to adult life.

- **Shoulders back**
- **Head held high – I am proud to be me!**
- **Hands out of pockets**
- **We do not slide and lean along walls, or touch things as we walk past – we have self-control**
- **We smile and greet people in our path**
- **We hold doors open**
- **We always walk on the left hand side**



### Our Lining Up Code

The children are taught how to line up smartly, sensibly and in a straight line. In EY and KS1, wherever possible, there will be an adult at the front and an adult at the back, stopping at key points to reinforce:

- **'Line-up' order**
- **Walk to the end of the line – no running or pushing in**
- **Leave a person space**
- **Keep my hands and feet to myself**
- **Keep quiet and still**
- **Listen to instructions**

### At the end of lunchtime

The children are taught how to enter the school sensibly and promptly:

- **The music starts – children tidy**
- **The music stops – children walk to their classrooms**
- Staff are positioned in key points around the school to welcome children back in to school and in to their classroom

### Children giving/showing attention

- **Show me five**

Where possible, this should be a non-verbal sign from the adult who will hold their hand up and wait for the children to reciprocate.

## Appendix 2: School Rules, Shared Language and Posters

### Early Years:

- Good looking
- Good listening
- Good sitting

### **Our Listening Code**

- Stop what I am doing
- Empty hands
- Look at the teacher
- Keep quiet and still
- Listen to instructions



### **Our Line up Code**

- Walk to the end of the line
- Leave a person space
- Keep my hands and my feet to myself
- Keep quiet and still
- Listen to instructions





### Appendix 3: Toolbox to support de-escalation techniques

<b>Fresh Face</b>	Move back out of immediate range and let other staff/pupils become the focus
<b>Reassurance</b>	'I'll always try to be here if you need me' 'Although that was wrong, we can help you put things right again'
<b>Success Reminder</b>	'Remember that excellent number work you did for me this morning...?'
<b>CALM talking</b>	In any potential confrontation, the first person who needs to calm down is the responsible adult. Staff must maintain personal control. Lower voice to help show that you are in control.
<b>Distraction</b>	Talk about something totally different (i.e. next weekend) to the child, or to another person. Bring in something personal such as, 'When I was talking to your...on the phone...' 'Did you watch the football last night?' 'Would you like a drink of water?'
<b>Contingent Touch</b>	Sometimes a gentle touch on the forearm, hand, shoulder, etc works wonders. Any specialised touch or stroke needs to be formalised in the pupil's plan and signed by parent/carers.
<b>Reflective Listening</b>	Focus on 'feeling' words.... <ul style="list-style-type: none"> <li>o Note general content of message</li> <li>o Observe body language</li> <li>o Ask yourself, 'If I were having that experience right now, what would I be feeling?'</li> <li>o Reflect meanings. 'You feel....because...'</li> </ul>
<b>Humour</b>	'Did you hear the one about....?' 'Knock knock...'
<b>Planned Ignoring</b>	If it isn't upsetting anyone else... Give a child 'quiet time' with no interaction, other than reflection
<b>Withdrawal Offered</b>	'Why don't you go and finish that work in the library...?'
<b>Antiseptic Bounce</b>	Ask the child to deliver a message with 'AB' written at the top – this gives the child time out
<b>Emphasise concern for welfare</b>	'Are you alright? ... Show me that hurt finger...Ooh that must hurt a lot... Did you have a nice tea last night?'
<b>Help Script</b>	'Name, I can see you're upset/angry...I'm here to help. Come with me. You talk, I'll listen.'

## Appendix 4: Individual Behaviour Plan (bespoke)

### Behaviour Plan for Child X

<b>Triggers</b> <ul style="list-style-type: none"> <li>Being told he cannot do or have something he wants</li> <li>Something happening that he doesn't want to happen e.g. an activity finishing or someone tidying up his building</li> <li>Misinterpreting situations/events/people's actions</li> <li>Not being listened to</li> <li>Not being in control / others making decisions for him</li> </ul>			
Low Level Behaviour	Medium Level Behaviour	High Level Behaviour	Recovery
<b>What Level 1 looks like?</b> <ul style="list-style-type: none"> <li>Change in body language - becomes tense/grows in stature.</li> <li>Appearing fizzy / unsettled.</li> <li>Refusing to co-operate</li> <li>Arguing back</li> <li>No longer listening</li> </ul>	<b>What Level 2 looks like?</b> <ul style="list-style-type: none"> <li>Slamming things down</li> <li>Throwing things.</li> <li>Arguing becoming more persistent - adult not able to intervene</li> <li>Shouting (angry tone to voice)</li> <li>Turns back on adults</li> </ul>	<b>What Level 3 looks like?</b> <ul style="list-style-type: none"> <li>Lashing out at adults - slapping, hitting, kicking, nipping, hair pulling</li> <li>Lashing out at children- slapping, hitting, kicking, nipping, hair pulling</li> <li>Tipping chairs.</li> <li>Throwing things;</li> <li>Abseconing</li> <li>Kicking the walls</li> <li>Slamming the cupboard doors - watching adult reaction.</li> <li>Shouting things at adults/children</li> </ul>	<b>What Level 4 looks like?</b> <ul style="list-style-type: none"> <li>Turns to face the way the adult is</li> <li>Starts talking to adults</li> <li>Voice tone completely changes</li> <li>Begins to pick up what he has thrown/tipped</li> </ul>
<b>Staff actions</b> <ul style="list-style-type: none"> <li>Remain calm - neutral tone/facial expression</li> <li>Offer an explanation</li> <li>Outlining of expectations - visual/auditory.</li> <li>Giving Child controlled choice - it is this or that, you choose.</li> <li>Use of thinking chair/beanbag</li> <li>Reminders of good choices - "I think you need to..."</li> </ul>	<b>Staff actions</b> <ul style="list-style-type: none"> <li>Encourage to sit on beanbag or chair.</li> <li>Remain calm - neutral tone/facial expression</li> <li>Reduce communication but give controlled choices - "it is this or that", you choose</li> <li>Wait it out</li> <li>Use phrases such as "I can see that..." or "When you... then I will..."</li> <li>Move others away from the area</li> <li>Maintain safe distance (unless he is at risk)</li> </ul>	<b>Staff actions</b> <ul style="list-style-type: none"> <li>Follow him at a safe distance to maintain his safety</li> <li>Planned ignoring (unless absolutely necessary to engage)</li> <li>No verbal communication</li> <li>Continue to wait it out</li> <li>Fresh face</li> <li>Maintain safe distance (unless he is at risk)</li> </ul> <p>If he:</p> <ul style="list-style-type: none"> <li>Is dangerous</li> <li>If someone is hurt</li> <li>If he absconds out of the school playground</li> </ul> <p>CALL for SLT using Code Red</p> <p>If you:</p> <ul style="list-style-type: none"> <li>Have been dealing with this behaviour for excessive amount of time</li> </ul>	<b>Staff actions</b> <ul style="list-style-type: none"> <li>Reinforce need to go to have thinking time on chair or beanbag</li> <li>Planned ignoring</li> <li>Give choices/actions for him to complete</li> <li>Give him space/time</li> <li>Encourage him to tidy up</li> </ul>

		<ul style="list-style-type: none"> <li>Feel a fresh face would be best for her and you</li> </ul> <p>CALL for SLT</p>	
<b>Child actions</b> <ul style="list-style-type: none"> <li>Make a choice from those given</li> <li>Complete work/task</li> <li>Listen to adults</li> <li>Move to beanbag/chair</li> </ul>	<b>Child actions</b> <ul style="list-style-type: none"> <li>Make a choice from those given</li> <li>Keep objects on the table/floor/shelf</li> <li>Listen to adults</li> <li>Move to beanbag/chair</li> </ul>	<b>Child actions</b> <ul style="list-style-type: none"> <li>Remain on beanbag/chair</li> <li>Remain in the school grounds</li> <li>Practise calm breathing.</li> </ul>	<b>Child actions</b> <ul style="list-style-type: none"> <li>Remain on beanbag/chair</li> <li>Tidy up</li> <li>Say sorry</li> <li>Complete work/task</li> </ul>
<b>Recovery</b> <p>Discuss what happened and what she can do next time.</p> <p>Practise calm breathing techniques.</p>			

## Appendix 5: Behaviour on one page



# Behaviour Blueprint

## The Heathfield Way.

Use this blueprint as your reminder of daily behaviour practice within Heathfield Primary School.

*When the adults change, everything changes.*

### Rules

1. Ready
2. Respectful
3. Safe

### Relentless Routines

1. Show me five
2. Line up code
3. Listening Code
4. Recognition Board

### Visible adult consistencies

1. Daily meet and greet
2. Be calm, consistent and fair
3. First attention to best conduct and catching children 'doing it right'
4. Praising in public
5. Consistent language

### 1. What happened?

2. What were you thinking at the time? (How XXX were you at the time, out of 10?)

3. What have you thought since?

4. How did that make people feel?

5. Who has been affected (hurt/ upset for KS1)?

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?

### In Classroom

**First Warning:** Tell the child that they are not following a school rule.

**Final Warning:** Tell the child that this is their final warning.

#### Time out A:

- Child is sent to a designated area of the classroom
- Child spends 5-10 minutes sitting alone, in order to reflect and calm down without causing disturbance
- Child's behaviour is recorded on class Behaviour sheet

#### Time Out B:

- Child is escorted to a designated colleague
- Up to 1 hour working alone without causing disturbance
- Removal of playtime
- Child's behaviour is recorded on Behaviour Sheet
- **Incident slip sent home. Marvellous Me message to families to tell them there has been an incident. Recorded on Behaviour Sheet**

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#### Time Out C:

- Child is escorted to a Senior Leader
- Half a day working alone without causing disturbance
- Removal of playtime
- **Parent/Carer informed & recorded on CPOMS**

Appendix 6: Incident Slip



Sadly, today there has been an incident, which we feel that you need to know about. We do not expect you to provide a consequence at home, but we feel that you need to know about it so that you can talk to your child about making a different behaviour choice next time. Thank you.

Name: Date: Adult:

Incident:

Incident Slip

We do / do not need you to contact us.

Time out B Message: Important: Your child has received a Time-Out B due to poor behaviour. Please discuss this with them. There will be an incident slip in their bag that states if we need to speak with you further.

Appendix 7: Behaviour Sheet (tracking)



Class Behaviour Tracking Sheet

TA/B – Time Out A/B / I – Incident Slip (Y1-6)/Conversation (EY) / S – SLT Escalation / C – CPOMs Entry

Class:

Week Beginning:

Names	Monday							Tuesday							Wednesday							Thursday							Friday						
1.			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C
2.			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C
3.			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C
4.			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C
5.			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C
6.			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C
7.			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C
8.			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C
9.			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C
10.			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C
11.			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C
12.			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C
13.			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C
14.			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C
15.			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C
16.			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C
17.			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C
18.			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C
19.			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C
20.			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C
21.			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C
22.			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C
23.			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C
24.			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C
25.			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C
26.			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C
27.			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C
28.			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C
29.			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C
30.			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C			TA	TS	I	S	C