

## Clipstone Brook Lower School

### Pupil Behaviour and Discipline

Date	Review Date	Head Teacher	Chair of Governors
Sept 17	Sept 18	Mrs S Reay	Mrs A Luker

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Children Act 1989
- Education Act 1996
- Crime and Disorder Act 1998
- School Standards and Framework Act 1998
- Education Act 2002
- Anti-social Behaviour Act 2003
- Education Act 2005
- Education and Inspections Act 2006
- Education (Parenting Contracts and Parenting Orders) (England) Regulations 2007
- Education (Penalty Notices) (England) Regulations 2007
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Education Act 2011
- Education (Penalty Notices) (England) (Amendment) Regulations 2012
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Education (Penalty Notices) (England) (Amendment) Regulations 2013
- Education (Independent School Standards) (England) (Amendment) Regulations 2014

The following documentation is also related to this policy:

- Behaviour and discipline in schools - Advice for headteachers and school staff (DfE 2016)
- Equality Act 2010: Advice for Schools (DfE)
- School attendance parental responsibility measures: Statutory guidance for local authorities, school leaders, school staff, governing bodies and the police (DfE)

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is annually reviewed, made available to all stakeholders and is consistent throughout the school.

We believe that we promote good behaviour by creating a happy caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

We realise pupil's behaviour improves and they feel safer and happier in school if school personnel consistently apply this policy and maintain regular classroom routines.

#### **Introduction**

This policy has been agreed following discussion and consultation with teachers, governors and parent governor representatives, and children represented by the school council.

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### **Aims and Expectations**

We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. Any form of low-level misbehaviour during lessons is not accepted as we believe pupils will achieve their full potential in a happy, stimulating and ordered school environment. All members of staff, both teaching and non-teaching, will collectively lead by example, and communicate good behaviour expectations. The policy is intended to:

- Help manage pupil behaviour effectively;
- Encourage a whole school approach to behaviour and discipline;
- Help school to promote respect for others amongst young people;
- Reduce any poor behaviour which could lead to pupil exclusion.

We expect pupils and adults in school to be kind, fair, honest and considerate to each other. We expect pupils and adults in school to respond with understanding to difficulties and problems experienced by others. We aim for all to respect each other and the environment. We aim to recognise and celebrate achievements by all; not just academic but social and personal success. We aim to establish mutually positive relationships with parents. The school aims to create a community where everyone can work with each other harmoniously in order to create a happy climate where pupils can learn well. The school will treat all pupils fairly and apply the policy in a consistent way.

### **Roles and Responsibilities**

**Class Teachers** - Each class is in the charge of a class teacher or, at times, a supply teacher or TA. It is the responsibility of the class teacher to ensure that the school ethos and code are enforced in their classes, especially as good behaviour is linked with effective learning. Teachers will ensure that their classes behave in a responsible manner during lesson time and when moving around the building. Class teachers may contact a parent if there are concerns about the behaviour or welfare of the child. If they do so, they must inform their Senior Leader as they may be required to take part in any follow up discussions with parents.

**Teaching Assistants** – Teaching Assistants should expect the same high standards of good behaviour as class teachers. Teachers and Teaching Assistants should work alongside each other to ensure good behaviour in classrooms and around school. Any concerns should be discussed with the class teacher.

**Senior Leaders** – Each Senior Leader will have an overview of any behaviour concerns across the year group. Their role is to support class teachers before issues are escalated to the Headteacher

**It is the responsibility of all teachers to record serious and major incidents of misbehaviour onto the class chronology sheets (blue folder) and on G2 behaviour log weekly (see levels of action section)**

### **Midday Supervisors**

At lunchtime, Midday Supervisors are responsible for the children with a Senior Midday Supervisor present. In the event of children not behaving responsibly at lunchtime, it is the role of the MDS and the senior MDS to deal with incidents. They should consult with teaching staff about pupils' behaviour and any concerns. Serious discipline issues should be referred to Senior Leaders.

**Parents** – Upon admission to school, parents are asked to sign the Home/School Agreement. As part of this they must inform school of any issues that may affect their children's work or behaviour; support the

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school policies and rules; foster a positive attitude to the school and encourage their child to treat all with respect and consideration at all times. Minor offences in school will not necessarily be reported to parents, but ongoing poor behaviour or major transgressions will lead to parents being contacted and they may then be asked to come into school to discuss ways forward.

**Governors** – Governors have a role as a critical friend and in holding the school to account over many issues, including behaviour. All exclusions will be reported to the Chair of Governors. The number of exclusions, although not the nature of it or the children's names, will be reported to the full Governing body through the Headteacher's termly report. This is to prevent any bias should temporary exclusions culminate in a permanent exclusion. In this event, parents are entitled to appeal against the Headteacher's decision to an independent panel drawn up from members of the Governing body (see separate Exclusion Policy for details).

### **School Ethos**

Clipstone Brook Lower is a welcoming, caring and well-ordered school; in which we all aim to live and work in harmoniously. We want our school to be:

- Warm and welcoming
- Happy and purposeful
- A place of mutual trust and respect for all; where all are treated fairly
- Calm and ordered; where routines and expectations are consistent and understood by all.
- A place where good behaviour is recognised and rewarded, and negative behaviour addressed.
- A place which has high expectations of effort and work, standards of behaviour, and where we work together to address and resolve issues.
- A place which recognises personal achievement

### **School Code (rules)**

Everyone will aim to:

- Be polite, friendly and helpful to each other.
- Be kind and caring in all we do and say.
- Have respect for and celebrate differences.
- Take care of things which belong to us and others.
- Keep our school tidy so that it is a pleasant place to be.
- Work hard to achieve and have a 'can do' attitude.
- Appreciate and celebrate the achievements of others as well as ourselves.
- We should arrive at school in good time.

### **Classroom guidelines**

These may vary in wording from class to class depending on age and maturity but are always complementary to the school's ethos and school code. Each teacher must agree rules with their class at the beginning of the year. Each class's code of conduct must be displayed in the classroom and pupils must be regularly reminded of these as necessary. The code of conduct may be modified or added to during the year if needed.

### **Playground, Corridors and Hall guidelines**

Each area has its own set of guidelines displayed on a wall.

### **Aims for our pupils**

We actively encourage our pupils to achieve personally and academically by supporting them to:

- Be confident with developing high levels of self-esteem

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- Be inquisitive, active and independent learners.
- Develop self-discipline.
- Develop positive social and interpersonal skills, positive attitudes and relationships.
- Begin to know and understand themselves and others.

We recognise that there are factors which can either boost or negate a child's self-esteem. We seek to do this by:

- Developing a positive atmosphere.
- Listening to pupils, taking them seriously and involving them in decision making.
- Praising and rewarding effort, achievement and positive behaviour.
- Sharing and addressing concerns through circle time and nurturing activities.
- Provide roles of responsibility and ensure that pupils are provided with opportunities to risk-take.
- Work in positive partnership with parents and carers.

We recognise the factors which may lead to a child having low self-esteem and seek to work on steps to eliminate these where possible. The importance of positive parent involvement is key to overcoming difficulties. Factors may be: sibling rivalry, not feeling safe or secure, feelings linked to criticism, lack of praise, lack of affection, unrealistic expectations and demands; feelings of unfairness or injustice, lack of physical and/ or emotional needs, absence of interest in educational progress or well-being.

### **Rewards and Sanctions**

A clear system of rewards and sanctions known and understood by all and consistently applied throughout the school is essential for success. The school use Restorative Approaches which are used so that a pupil takes ownership of his/her actions and is fully aware of that actions have consequences.

#### **Rewards**

We praise and reward pupils for positive behaviour, effort and achievement. We congratulate/ applaud/ provide praise, give stickers and stamps, comments and symbols in work, special chair assemblies (one pupil is chosen by the class teacher each class every week), sharing success with pupils and staff, sharing exemplary work or behaviour with the headteacher,

#### **Sanctions**

##### **What constitutes unacceptable behaviour?**

It is essential that we are consistent with how we manage unacceptable behaviour. In order to do this, we need to define types of behaviour and address how we will consistently apply these sanctions. Examples of types of behaviour have been exemplified as followed, to ensure that we have a collective approach to managing behaviour. At times, however, professional judgement will need to be applied to the circumstances that surround the behaviour, particularly if pupils have a Personal Support Plan.

##### **Level 1 At level 1, pupils should be given reminders.**

###### **In the Classroom**

Typical behaviours may be:

- Talking/disrupting learning, during times when pupils need to listen to others or to work independently.
- Being noisy/ inconsiderate while moving from and to learning places within the school.

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- Dropping litter/expecting others to tidy away resources.
- Invading another's personal space. For example, hair touching/jostling.
- Rough play (imaginative play, for example; play fighting).

### **At Breaktime/Lunchtime**

- Not lining up in the lunch queue calmly.
- Not sitting on chairs in the dining hall safely.
- Running in the corridors out to play.

### **In the Classroom**

In classrooms, a system should be used to record the frequency of incidents (cloud and rainbow for younger pupils and coloured cards for older pupils) A simple rule reminder and indication of disapproval should initially be used. Opportunities to modify behaviour should be offered calmly and opportunities given to redeem these lapses. Pupils should be reminded of choices and consequences.

- Three reminders to change behaviour will automatically mean that the behaviour should be dealt with in accordance to the procedure outlined for level 2.

### **At Breaktime/Lunchtime**

The same system will apply but only two reminders will be necessary. Each class has an assigned MDS who should be aware of the frequency.

### **Level 2**

At Level 2, the frequency of behaviour will be monitored by the class teacher. For all recorded concerns, parents/carers will need to be informed. If the behaviour persists, a BHP (Behaviour and Handling Plan) will need to be created that outlines actions needed to modify the behaviour. The SENCO may be need to be consulted and support this process.

### **In the Classroom**

Typical behaviours may be:

- Name calling.
- Ignoring instructions intentionally.
- Pinching, poking and jabbing.
- Back- chat. For example, deliberately disregarding the adult's authority.

### **At Breaktime/Lunchtime**

- Forcefully pushing and pulling other pupils.
- Deliberating trying to disrupt another's play. For example, snatching outdoor toys.

### **In the Classroom**

If behaviour at level 1 is recorded three times and level 2 behaviours are exhibited, it will necessitate the need to take away 5 minutes of playtime. On occasions, it may be necessary to remove the child from shared work space in order to calm down and think through the implications of their actions.

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### **At Breaktime/Lunchtime**

Pupils exhibiting Level 2 behaviour for the first occasion should be given a 5-minute **time out** with a Midday Supervisor/ TA on duty. Pupils exhibiting Level 2 behaviour, on more than one occasion, will be taken to the cool- off room with the member of staff on duty.

### **Level 3**

At Level 3, the behaviour will need to be recorded onto the class behaviour record (see Appendix 1) and G2 system, the frequency of behaviour will need to be monitored by the class teacher. The SLT Phase Leader will need to be informed. A decision will be made and the class teacher and/ or the Phase Leader will speak to parents outlining concerns. If behaviour persists, it may warrant the need to create an PSP. The SENCO will need to be consulted and may provide support if necessary. It may also be necessary to address concerns as part of safeguarding and take a multi -agency approach.

**In the Classroom** Typical behaviours may be:

- Swearing
- Fighting with intent
- Harming with intent
- Severe damage to school property
- Stealing valuable school and personal valuable items

### **At Breaktime/Lunchtime**

- As above

### **In the Classroom**

Pupils may need to be sent to a **BUDDY CLASS**, until the end of the lesson. Pupils **must be** sent with work/tasks to complete till the end of the lesson. This decision must be as a mutually beneficial one. The pupil must be in a calm state before going to a BUDDY CLASS.

### **At Breaktime/Lunchtime**

Pupils exhibiting Level 3 behaviour at lunchtime will be taken to a member of SLT. Restorative Justice will be used and as a consequence, the pupil will either miss the next playtime or lunch time.

### **Level 4**

At Level 4, in the event of a serious incident, the Headteacher or an SLT member should be immediately informed. The behaviour will need to be recorded in the class behaviour and G2. A member of SLT will speak to parents with the class teacher outlining the incident. After investigation, the Head teacher will immediately be informed and will decide and examine the circumstances and advise on appropriate course of action. If appropriate, the Head teacher will follow statutory procedures.

### **In the Classroom/Breaktime/Lunchtime**

Typical behaviours may be:

- Bullying (see definition in anti-bullying policy)
- Stealing
- Racist Remarks (must be reported to Head teacher)

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- Damaging School Property (expensive items)
- Actions that are deemed to cause serious harm to another. This may also be pupils who are found to have made malicious accusations against school staff.

### **In the Classroom/At Breaktime/Lunchtime**

Pupils must immediately be sent, with an adult to SLT leader (The Headteacher in their absence).

### **Strategies**

#### **Restorative Justice**

This is an approach to address conflict and bullying as well as disruptive, challenging and occasionally criminal damage. A restorative approach within our school shifts the emphasis from managing to responding to anti-social behaviour, to the building, nurturing and repairing of relationships. The aim is to encourage the child to take responsibility and put things right.

#### **Protective Behaviours**

This process is used in order to raise self-esteem and self-confidence in our pupils. It helps them become assertive and equips them with strategies to keep them feeling safe. The pupil is asked to firstly consider what feels safe and unsafe and then devise strategies to get back to feeling safe. Personal Support Plans should be used so that all staff are consistently aware of how to manage a specific pupil's needs.

#### **De-Escalation Strategies/ Managing a Critical Situation**

School personnel aim to help pupils make positive choices and when behaviour begins to become negative, de-escalation strategies should be used. These include:

Positive phrasing 'Come and join us for a story'.

Choices: 'Would you like to sit on the chair or the bean bag for the story?'

Disempowering the behaviour, 'You can listen to the story from there'.

Following the consequence levels.

Staff personnel will need to be mindful of body language and voice projection. Strategies to use include: outside of outstretched arms, sideways stance, leaving an open door, relaxed hands, managing height.

A typical script may include ... I can see something has happened, I am here to help, talk and I will listen, come with me and.....

### **Bullying**

The school does not tolerate bullying of any form. If we discover that the act of bullying or intimidation has occurred, we act on it immediately to stop reoccurrences of such behaviour. If a pupil has threatened, hurt or bullied another child it will be recorded (class log and G2) and Sanctions and the necessity for Early Intervention will apply. (see Anti Bullying Policy)

#### **Behavioural Disorders**

The school recognises that there are incidents of a pupil's behaviour which may require clinical evaluation or treatment. For example, ADHD, ASD spectrum. Parents are expected to inform the school of such matters when a pupil starts school and when issues are identified. Parents are expected to liaise positively with the school and work with them to secure the best outcomes for the pupil (see Home School Agreement). The school adopts a consistent inclusion policy, but where the pupil's condition is not conducive to the well-being and education of the class or school, discussions with parents may result in the introduction of outside agencies to assist or introduce recommendations of more specific educational provision or an alternative establishment equipped to deal with specialist childhood or behavioural problems. We acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

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### **Use of Physical Restraint**

We are aware that we have the right to use reasonable force to control or restrain pupils in order to prevent personal injury, damage to property or the prevention of a criminal offence being committed, but not as a means of disciplining pupils. Staff will only intervene physically in order to restrain or to prevent injury to a pupil, or if a pupil is in danger of hurting others. Any such intervention is recorded onto G2 and onto a recording form (which is kept in the main school office) and the headteacher is informed. The headteacher will then provide information to Oakbank School as onsite providers. The actions we take are in line with government guidelines and kept up to date with all staff attending training when available or applicable.

### **Exclusion**

A pupil's behaviour may warrant a temporary seclusion and need to be taken to an isolation room for a short period of time (up to 30 minutes). Such decisions will take place with the class teacher and SLT leader. In exceptional circumstances, a pupil may be subject to a fixed or permanent exclusion in accordance with Schools Standards and Framework Act 1998. The decision to exclude can only be taken by the headteacher who also informs the main parental contact and oversees the exclusion process. (See the exclusion policy)

### **Searching for Prohibited Items**

We understand that 'Headteachers and school personnel authorised by them, have the statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item'.

### **Pupils' conduct outside the school gates – teachers' powers**

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable, DFE 2016

The school will respond to non-criminal bad behaviour and bullying which occurs off the school premises, and which is witnessed by a staff member or reported to the school.

Subject to the behaviour policy, teachers may discipline pupils for mis-behaviour if pupils are:

- taking part in any school-organised or school-related activity; or
- travelling to or from school or;
- wearing school uniform or;
- in some other way identifiable as a pupil at the school.

Mis-behaviour could have repercussions for the orderly running of the school; or poses a threat to another pupil or member of the public or; could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere (school trip, etc.) when the pupil is under the lawful control of the staff member.

### **School Council**

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

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We aim to be judged at least good in all school inspections by ensuring that standards for all pupils are higher than schools of a similar size and that standards continue to improve faster than the national trend.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

### **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body

### **Training**

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
  - Maintaining good order and discipline
  - Safeguarding pupils
  - The use of reasonable force
  - Dealing with bullying
  - Pupils at risk of disaffection
  - Pupil support programmes
  - Equality
  - Inclusion
- receive periodic training so that they are kept up to date with new information
- as part of training and where relevant, reference will be made to equal opportunities

### **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

### **Monitoring the Implementation and Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

### **Linked Policies**

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- Anti-Bullying
- Health and Safety
- Home School Agreement
- Positive Handling (Restraint of Pupils)
- Pupil Exclusion
- Safeguarding and Child Protection

<b>Headteacher:</b>	Mrs S Reay	<b>Date:</b>	
<b>Chair of Governing Body:</b>	Mrs A. Luker	<b>Date:</b>	

Appendix One  
**Clipstone Brook Lower School Scales of Consequence**

Please ensure that when using this document, it is cross referenced to the behaviour and discipline policy

Level	Classroom Behaviours	Response
Level 1	Talking/disrupting learning, during times when pupils need to listen to others or to work independently, being noisy/inconsiderate while moving from and to learning places within the school, dropping litter/expecting others to tidy away resources, invading another's personal space. For example, hair touching/jostling and rough play (imaginative play, for example; play fighting).	<ul style="list-style-type: none"><li>• In classrooms, a system should be used to record the frequency of incidents (cloud and rainbow for younger pupils and coloured cards for older pupils)</li><li>• A simple rule reminder and indication of disapproval should initially be used.</li><li>• Opportunities to modify behaviour should be offered calmly and opportunities given to redeem these lapses.</li><li>• Pupils should be reminded of choices and consequences</li></ul>
Level 2	Typical behaviour may include: Name-calling, ignoring instructions, pinching, poking and jabbing and back- chat (deliberately disregarding the adult's authority)	<ul style="list-style-type: none"><li>• If behaviour at level 1 is recorded three times and level 2 behaviours are exhibited, it will necessitate the need to take away 5 minutes of playtime.</li><li>• On occasions, it may be necessary to remove the child from shared workspace in order to calm down and think through the implications of their actions.</li></ul>
Level 3	Typical behaviours may include: swearing, fighting with intent, harming with intent, severe damage to school property and stealing valuable school and personal valuable items.	<ul style="list-style-type: none"><li>• Pupils may need to be sent to a BUDDY CLASS until the end of the lesson. Pupils must be sent with work/tasks to complete until the end of the lesson.</li></ul>

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		<ul style="list-style-type: none"><li>• Pupils will take part in restorative Guidance at break time with a teacher, so that they understand the implications of what they have done.</li></ul>
Level 4	Typical behaviours may include: Bullying (see definition in anti-bullying policy), stealing, racist remarks (must be reported to Head teacher), damaging School Property (expensive items) and actions that are deemed to cause serious harm to another.	<ul style="list-style-type: none"><li>• Pupils must immediately be sent, with an adult to an SLT leader (The Headteacher in their absence).</li><li>• If behaviour at level 3 persists, it will necessitate the need for a pupil to be sent to SLT and actions taken.</li></ul>

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Level	Playtime/ Lunchtime Behaviours	Response
Level 1	<p><b>Typical behaviours may include:</b> Being noisy/ inconsiderate while moving from places within the school, dropping litter/expecting others to tidy away resources, invading another's personal space. For example, hair touching/jostling and rough play (imaginative play, for example; play fighting).</p> <p><b>Other examples may include:</b> not lining up in the lunch queue calmly, not sitting on chairs in the dining hall safely and running in the corridors out to play.</p>	<ul style="list-style-type: none"> <li>A simple rule reminder and indication of disapproval should initially be used.</li> <li>Opportunities to modify behaviour should be offered calmly and opportunities given to redeem these lapses.</li> <li>Pupils should be reminded of choices and consequences</li> </ul> <p><b>Each class has an assigned MDS who should be aware of the frequency.</b></p>
Level 2	<p><b>Typical behaviours may include:</b> name-calling, ignoring instructions, pinching, poking and jabbing and back- chat (deliberately disregarding the adult's authority)</p> <p><b>Other examples may include:</b> forcefully pushing and pulling other pupils and deliberately trying to disrupt another's play. For example, snatching outdoor toys.</p>	<p>Pupils exhibiting Level 2 behaviour for the first occasion should be given a 5-minute time out with a Midday Supervisor/ TA on duty. They must stand next to the MDS and not against a wall. Pupils exhibiting Level 2 behaviour, on more than one occasion, will be taken to the cool- off room with the member of staff on duty.</p>
Level 3	<p>Typical behaviours may include: swearing, fighting with intent, harming with intent, severe damage to school property and stealing valuable school and personal valuable items.</p>	<p><b>Pupils exhibiting Level 3 behaviour at lunchtime will be taken to a member of SLT.</b> Pupils will take part in restorative Guidance at break time with a teacher, so that they understand the implications of what they have done.</p>
Level 4	<p>Typical behaviours may include: Bullying (see definition in anti-bullying policy), stealing, racist remarks (must be reported to Head teacher), damaging School Property (expensive items) and actions that are deemed to cause</p>	<p>Pupils must immediately be sent, with an adult to an SLT leader (The Headteacher in their absence). If behaviour at level 3 persists, it will necessitate the need for a pupil to be sent to SLT and actions taken immediately.</p>

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serious harm to another.

Appendix Two

**Clipstone Brook Lower School Behaviour Record (Chronological Record)**

**Store in a Blue Folder**

Codes: Camera Checked: 1 (yes) 2 (no) 3 (not seen)

<b>Name:</b>		<b>Class:</b>	
<b>Date/ Place</b>	<b>Concern/ Nature of Behaviour</b> 1 2 3 Parent informed Y or N	<b>Action Taken/ Outcome</b>	<b>Class Teacher</b>
<b>Date/ Place</b>	<b>Concern/ Nature of Behaviour</b> 1 2 3 Parent informed Y or N	<b>Action Taken/ Outcome</b>	<b>Class Teacher</b>
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<b>Date/ Place</b>	<b>Concern/ Nature of Behaviour</b> 1 2 3 Parent informed Y or N	<b>Action Taken/ Outcome</b>	<b>Class Teacher</b>

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