

Cherry Dale Primary School

Cudworth Barnsley



## **Behaviour Policy**

R.Devonport 2019

## **POSITIVE BEHAVIOUR**

Behaviour Policy – Reviewed Summer Term 2017 (DFE – Behaviour and Discipline in Schools – February 2014).

### **INTRODUCTION**

The purpose of the policy is to give clear code of conduct for the use of all adults and children at the school. We recognise the importance of a positive approach to the behaviour of children in school.

To quote the Elton Report:

*We consider the best way to encourage good standards  
Of behaviour in schools is a clear code of conduct backed  
by a balanced combination of rewards and punishments  
within a positive community atmosphere. Establishing  
a whole school behaviour policy is an important step in that direction.  
(Discipline in Schools Ch.4 Para. 50)*

### **AIMS and VALUES**

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. This policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. At Cherry Dale we expect and encourage good behaviour and self-discipline from all pupils in order to achieve an environment which enables emotional development, effective learning, high standards and the smooth functioning of the school as an orderly community. We acknowledge our legal duties under the Equality Act 2010, in respect of Safeguarding, and in respect of pupils with Special Educational Needs.

- The school has a number of school rules which are intended to be used to promote good relationships, so that people can work together with the common purpose of helping everyone to learn.
- The school expects every member of the school community to behave in a considerate way towards others and to listen with care to one another's views and value them.
- We treat all children fairly and apply this behaviour policy in a consistent way. We acknowledge that each person that joins the community has a personal part to play.
- The policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

## **OBJECTIVES**

To create a values system where children show:

- Self confidence
- Self control
- Respect, courtesy and tolerance towards teachers, other staff and towards each other
- Pride in their achievements
- Interest in their activities
- Empathy with others feelings
- Respect for their environment and community

A whole school approach of positive reinforcement is taken to the management of behaviour and it is essential that this is followed consistently. In this way we can create a secure climate of mutual respect where children are aware of expectations and receive positive guidance whilst learning to play a responsible role both within the school and wider community. A variety of methods are used to encourage and support pupils to behave appropriately but above all is that of mutual respect.

## **MUTUAL RESPECT**

At Cherry Dale we believe that in order to implement a policy of behaviour management effectively, it is essential that there is an ethos of mutual respect. Everyone has the right to their own opinion and to express that opinion but consideration must be given to how and when that opinion is expressed to show sensitivity and regard for others. Children need to be encouraged to do this by being reminded and prompted, by discussion as a class, by role play and by good role modelling. Respect needs to be apparent between adults, between children and adults and between children. In this way every member of the school is valued and feels valued

## **WHOLE SCHOOL RULES**

The Golden Rules have been adapted from Jenny Mosley's Quality Circle Time materials.

- We are gentle.
- We are kind and helpful.
- We listen.
- We are honest.
- We work hard.
- We look after property
- We enter rooms sensibly and purposefully prepared for each task, showing awareness for the needs and safety of others.
- We know that during registration we should remain silent and attentive and where necessary complete a task.
- When the class is asked a question, we put our hand up, and not shout out.
- We work sensibly with classmates and remain on task throughout the session.
- We maintain a clean and tidy work area conducive to work of a high standard.
- We know that verbal and physical aggression towards other pupils and members of staff will not be tolerated.
- We leave the classroom at the end of each session in a quiet orderly manner led by the class teacher.

- We understand that a classroom is a workplace.

Golden Rules form the basis of all the rules within the school. Each class discusses classroom rules and displays them on the classroom walls.

### **LUNCHTIME RULES**

Lunchtime rules are displayed in the dining hall.

- We line up calmly.
- We walk carefully through the dining hall.
- We speak quietly to those around us.
- We keep our table clean.
- We are polite to everyone
- We use good table manners

### **PLAYGROUND RULES**

Playground rules will be displayed in windows facing out onto the school yard and on doors leading to the playground. Children will know where the out of bounds areas are. The playground will be zoned into areas e.g. quiet area, games area etc., with playground buddies setting up the equipment each playtime. Year 6's will be allowed to play football in the courts in morning and afternoon playtime with a teacher present. To avoid conflict during wet playtime, a variety of activities will be provided so that each child is busy.

The playground rules are:

- We are gentle.
- We are kind and helpful.
- We play well with others.
- We care for the playground.
- We listen.
- We are honest.
- We keep the playground safety rules

Problems with school rules encountered by the children may be discussed during class council meetings and the class representatives will bring issues to the attention of staff through the school council.

### **ENCOURAGING GOOD BEHAVIOUR**

We must all be aware of the importance of encouraging appropriate behaviour in school, and also of the different ways this can be achieved. The ethos or climate of the school as a whole is central to establishing and maintain high standards of behaviour.

The Creating a culture (2017) case study describes the part played in this by the example set by teachers and other adults:

*In the best schools visited, all students knew in detail what the school vision was, and exactly how that was being achieved, what the school rules and values were, and who the senior team were. All staff interviewed expressed sincere and positive regard for the school behavioural policies, felt supported in their ability to carry it out and crucially also felt confident in communicating that to the students.*

All staff use a variety of resources and strategies to encourage positive behaviour throughout school, including SEAL and Circle Time.

The following themes are covered through assemblies throughout the year:

- Say no to bullying.
- Going for goals.
- Good to be me.
- Changes.
- Relationships.
- New beginnings

Two ways that we try to encourage good behaviour are through the use of praise and a system of rewards.

### **PRAISE**

As a general rule, adults should try to give about twice as much praise as criticism. Praise can be given in formal and informal ways, in public or in private, for maintenance of good standards as well as for particular achievements. The question we should ask ourselves should be, does our praise identify the nature of the good behaviour and reward the pupil usefully for his/her achievement? The idea of what is appropriate school behaviour is not automatically learned and we must help to show children what is satisfactory.

### **REWARDS**

We recognise, praise and reward children for good behaviour in a variety of ways. Rewards are used throughout the school. They range from awards to the whole class, to groups, to individuals and are given by all adults in the school.

- Star of the Week Award & celebration assembly.

Children from each year group [R– 6] are chosen by their class teachers to be “Star of the Week”. This may relate to work, attitude, behaviour etc. Each of the winners is presented with a certificate and a prize. The certificate is sent home telling the child’s parents of their success and star with the child’s name on it is displayed in the Hall. All parents are encouraged to come and visit the display with their child.

- Head teachers award

Each week the Head teacher selects a pupil from around school as their star of the week. This can be given for personal and social reasons as well as academic. The child who is chosen will receive a certificate to take home with them and share with their family.

- Class Dojos.

Each child from each class is given their avatar at the beginning of every school year. Throughout the year they have the opportunity to gain points for their avatar through good behaviours, work and attitude in and around school. At the end of each half term, a celebration assembly is held where the pupil with the most points in each class is given a prize.

- Homework award.

Each week a child is selected from each class who has done particularly well in their homework task this week. One child is then selected to achieve the homework award. This pupil receives a certificate to take home and their homework is displayed at the back of the hall as a celebration of their work.

- Presentation award.

Each week the class teacher chooses someone from their class who has tried particularly hard to make the presentation of their work outstanding. A copy of their work is presented to the Head teacher and a child is then chosen for the award. The child is given a certificate and a pen/ pencil to celebrate their achievements.

- Class Rewards

Each year group uses a wide range of rewards. Teachers discuss with children what the rewards will be within the class and how children can achieve them. The rewards may alter and be adapted due to the needs and maturity of a particular cohort.

- Attendance

Attendance is vitally important to Cherry Dale and as such to encourage good attendance and punctuality there are a number of awards given out:

- A weekly award is given to the class with the highest attendance. These classes keep a trophy for that week and each receive stickers.
- A Half termly and termly award is given to those children with 100% attendance. These children each receive a certificate, a notepad and a pencil.
- An end of year award is given to those with children receiving a certificate and a prize for 100 % attendance for the whole year.

All of which encourage children to support each other and contribute to team spirit.

The school acknowledges all the efforts and achievements of children, both in and out of school. Special achievements are displayed on the 'Achievement Wall' in the school hall. Children who excel at something are also recorded on the schools Gifted and Talented Register.

Other ways in which we seek to actively encourage positive behaviour are through:-

- PSHE/Citizenship/Assemblies + Anti-Bullying Week.
- School Council.
- E-safety week.
- Playground Buddies and Playground Leaders.
- Roles of Responsibility/good role models.
- Code of Conduct/ Golden Rules for each classroom.
- Rewards.

- PSCHE scheme- Jigsaw
- Anti-Bullying policy
- Close work of all staff within school including Play Therapy and EPIC trained staff and the PSW, and where necessary involving outside agencies.
- A range of visitors into school as positive role models and a variety of visits offsite.

### **PHSCE Assemblies.**

Weekly whole-school assemblies take place which use the themes from the SEAL programme and are linked with the other religious and moral themes. Cherry Dale also takes part in the annual Anti-Bullying Week (November) and E-safety week (February). This is done through assemblies, poster competitions, discussions/debates and specific lessons & activities held in classrooms.

### **School Council.**

The purpose of the School Council is to encourage mutual respect between members of the school community, to help develop strong values and attitudes and to enable all pupils to feel that their views and opinions are important within the context of the whole school.

Each year group in KS2, from Year 3 to Year 6, elects one boy and one girl to represent them on the council. The LKS2 council members then deliver information & opinions from KS1. These representatives presented with a pin to show that they are on the school council. The communication from each year group, via their representative, leads to discussions which reflect group feelings and opinions. Meetings are held regularly and minutes are distributed to year groups for reflection and discussion. The School Council are responsible for helping make decisions about certain aspects of school life which affect all pupils - e.g. Golden Rules. Having contributed to the decision making process through their representative, each pupil has some degree of possession of the outcome. The discussions, feedback and decision making contribute to pupils own awareness of the need for individual and group discipline. This in turn contributes to improving behaviour, helps to prevent bullying and encourages trust, caring and teamwork.

### **Playground Buddies and Leaders.**

These initiatives for Cherry Dale Primary School are child centred and led by the children to give children a greater responsibility towards maintaining an environment where they feel safe and that their opinions are valued.

### **The Buddy System**

We have buddies from Years 5 and 6. Buddies are trained to be on duty at break times. At the beginning of each school year children are asked to volunteer to become a playground buddy to help others in the playground if they do not have a friend to play with. They are given training with a TA and follow their duties at least once a week. Their duty consists of looking out for children who have nobody to play with and helping them find a friend and listening to problems other children may want to talk to them about. The buddies are aware of confidentiality but pass on more serious problems to a member of staff. Mrs Barry, teaching assistant, facilitates the buddy system. Mrs Barry holds regular meetings with the buddies to eliminate problems and receive feedback about the service.

### **JRSOs**

We have children from Year 6 who help develop and run initiatives involving road safety which includes bike ability and working with Sustrans. They help deliver assemblies which reinforce 'Be bright, be seen' and basic Highway Code rules, as well as organising school competitions to promote road safety. Mrs Mallia facilitates JRSOs, holding regular meetings with to help organisational tasks and offer guidance.

### **ROLE AND RESPONSIBILITIES**

Children are asked to complete a number of roles of responsibility throughout school including dinner monitors, healthy eating monitors etc. All the children who take part in this are expected to demonstrate that they are good role models.

### **UNACCEPTABLE BEHAVIOUR**

There is no place for violence, bullying, harassment (racial or sexual), vandalism, rudeness to adults or bad language in the school community and these must always be discouraged. Persons observing or experiencing bullying, harassment or vandalism are encouraged to enlist the help of adults in the school to resolve problems of this type. Reprimands exist to protect individuals from these negative forms of behaviour, in line with the Anti Bullying Policy. Solutions to problems of bullying, harassment and vandalism should offer opportunities to support and guide the wrongdoer to take a more positive role within the school. Incidents of a more serious nature should be recorded via CPOM's. CPOMs is an online system of recording incidents within school. Staff have a variety of categories which an incident can fall under. When reporting, they select the incident, type in the events and save the log, the appropriate members of staff will be alerted to the incident and will allow for tracking of certain behaviours and identification of patterns which in turn can help develop strategies to prevent unacceptable behaviours.

Teachers (and all paid employees), have the statutory authority to discipline pupils whose behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspection Act 2006).The power applies to all paid staff with responsibility for pupils, e.g. including Teaching Assistants. Staff can discipline pupils at any time that the pupil is in school or offsite e.g., visits and residential visits. Staff can also discipline pupils when a pupil's misbehaviour occurs off school premises.

Staff can confiscate pupils' property, so long as it is reasonable in the circumstances. The law protects staff from liability of damage to or loss of confiscated items, provided they have acted lawfully. Once an item is confiscated the member of staff must make every effort to keep the property safe. The confiscated item must then be returned to the child's parent at which time the member of staff will explain to the parent why the property has been confiscated.

Where appropriate items may be handed to the police. The Head teacher will decide whether it is appropriate to involve other outside agencies e.g. Social Care Team.

## **SANCTIONS**

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. The punishment used must be reasonable (Head teacher or Governing Body to decide) and must not breach any other legislation (disability, SEN, human rights, race and other equality acts).

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class into a quiet space until s/he calms down, and is in a position to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is reprimanded.
- If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- Playtime- taken to a member of SLT indoors for a 5minute cooling off period.
- Loss of social time is used as a sanction for unacceptable behaviour.

The class teacher discusses the school rules with each class and class charter is created and displayed within the classrooms. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

## **USE OF REASONABLE FORCE**

All members of school staff have a legal power to use reasonable force to prevent pupils:

- Committing an offence
- Injuring themselves or others
- Damaging property
- Disturbing good order, discipline and learning in the classroom, e.g. failure to leave the classroom when requested to do so.

Force is never used as a punishment, but is used to bring pupils under control or to restrain them. There are several members of staff within school who have been specifically trained in the appropriate methods of de-escalation techniques and restraints, these are:

- Mrs R Devonport
- Miss Hirst
- Mr Gordon
- Mrs Whittham
- Miss Conway

Reasonable adjustments will be made for those children with a disability and/or Special Educational Needs. All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to control or Restrain Pupils. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. If a child has needed to be restrained the incident should be recorded with date and explanation of incident. Incidents resulting in injury to staff are recorded in line with the 'Work Related Violence to Employees at Work' booklet.

**If the sanctions mentioned previously do not lead to a modification of behaviour the following actions may be considered.**

- Exclusion from a favoured activity. [Short term used occasionally, including on residential visits]
- Exclusion from the right to represent the school in school excursions.
- The establishment of a behaviour record/log or home school report book.
- A verbal disciplining from a senior member of staff.
- A requirement for a written apology.
- A regular behaviour report/log to be given to a member of SLT.
- A letter/telephone call to a parent from the Head teacher or Deputy.
- A meeting with parents.
- Other sanctions following discussion between parents, class teacher and Head Teacher.
- PSP pastoral support programme.
- Exclusion from school [LA guidelines to be followed for either temporary or fixed term, or permanent exclusions]

This school will not use detentions imposed outside the normal school hours as a sanction or punishment.

### **PUPIL'S CONDUCT OUT OF SCHOOL**

Staff have the power to discipline pupils for misbehaving outside the school gates, "to such an extent as is reasonable." This includes behaviour witnessed by a member of staff or reported to the school by another person. This could include misbehaviour when:

- Taking part in school organised activities, e.g. offsite visits, residential visits, when representing the school.
- Travelling to and from school,
- Misbehaviour when wearing school uniform

- Or any misbehaviour at any time that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public, and could adversely affect the reputation of the school. (Including misbehaviour online.)

In all cases, the child will be disciplined when they are on school premises or when the pupil is under the lawful control of a member of staff (offsite visits and residential visits).

When children's behaviour falls below an acceptable standard, a range of sanctions may be used.

### **RACIST REMARKS**

Any words or actions that cause offence to another person and are considered racist by

The offended person will be deemed as a racist remark. In this case;

- The pupil will be reprimanded, the Head teacher is informed and a record of the incident is kept.
- The LA, governors and parents are informed.
- Parents will be asked to discuss the matter with the Head teacher and further sanctions such as exclusions may be considered should the offence be persistently repeated.

### **THE ROLE OF THE CLASS TEACHER**

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

The teacher should provide a warm welcoming environment which is obviously cared for and valued by all. The classroom and work areas should be organised to facilitate child independence and minimise movement in and around the classroom area.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

Attractive high quality displays demonstrate a value and appreciation of children's work, and provide a sense of ownership. They also provide targets and visual prompts to assist the child's learning.

The class teacher treats each child fairly and enforces the Golden Rules consistently. The teacher treats all children in their class with respect and understanding.

Staff will supervise children entering and leaving the classroom/building and moving between classrooms.

There is no excuse for rudeness, disrespect or insolence towards any members of staff. Any reasonable request from an adult should be carried out at once and without argument.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with the incident him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks advice from a member of the senior management team or Head teacher. The class teacher must log incidents and inform Behaviour Co-ordinator about serious concerns regarding behaviour. The Inclusion Manager may refer the child to external agencies if parental permission is given.

The class teacher and Inclusions Manager liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the Educational Psychologist, Behaviour Support Service. The child may be observed in a classroom and break time situation and advice given by the agency staff.

### **THE ROLE OF THE HEADTEACHER**

It is the responsibility of the Head teacher, 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 Head teacher to ensure the health, safety and welfare of all children in the school.

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

The head teacher keeps records of all reported serious incidents of misbehaviour and subsequent disciplinary measures.

The head teacher 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 head teacher may permanently exclude a child. The school governors are notified about exclusions.

### **THE ROLE OF PARENTS**

We explain the school rules in the school prospectus and we include them in termly parent information booklets, and we expect parents to read these and support them. We also send a home/school agreement home in September which lists the rules and parents should sign to signify their agreement and cooperation.

The Golden Rules that the children use are on the school website.

We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

In cases where the child is consistently in trouble and we feel the parents would benefit from extra support dealing with behaviour at home, the parents may be referred with the child for a course to improve their relationship and the child's behaviour i.e. Solihull which is currently run in school by SENCO and Parent Liaison Officer.

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 follow the complaints procedure and contact the class teacher. If these discussions cannot resolve the problem the matter should be referred to the Head Teacher and finally the Governing Body should the matter not be resolved.

### **THE ROLE OF THE PARENT SUPPORT WORKER**

The Parent Support Worker provides a range of pastoral care and support and guidance for parents. She fulfils a number of roles including: working with some children on a 1:1 basis or within a group; running courses for parents including Solihull and liaising with a wide range of other agencies in order to provide the care and support that some families need.

### **THE ROLE OF GOVERNORS**

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

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

### **FIXED-TERM AND PERMANENT EXCLUSIONS (Please see Policy)**

Only the head teacher (or the acting head teacher) has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the head teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

### **MONITORING**

The head teacher monitors the effectiveness of this policy on a regular basis via a behaviour report (see appendix) produced by the Behaviour Coordinator. She reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

Most incidents are dealt with using normal classroom management.

The class teacher records more serious classroom incidents. The head teacher records those incidents where a child is sent to him/her on account of bad behaviour via CPOMS. We also keep a record of incidents that occur at break or lunchtimes:

SMSA's give details of any incident to the Supervisors, Miss Conway and Mrs Heywood who record the incidents and deals with sanctions. Details are passed onto relevant staff and all incidents and actions are recorded on CPOMS.

The head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

### **REVIEW**

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

## **Appendix**

### **UNACCEPTABLE BEHAVIOURS INCLUDE:**

- Disobedience to a reasonable instruction.
- Non-completion of school work that could be reasonably expected.
- Inappropriate dress
- Biting, spitting, hitting and kicking.
- Foul language and swearing.
- Making unkind remarks.
- Damaging property, including defacing property e.g. graffiti
- Answering back, rudeness or aggression to adults.
- Stealing, including hiding another person's property
- Racist or derogatory comments or behaviour that causes offence e.g. 'bullying'
- Fighting or encouraging others to fight
- Forming gangs for the purpose of intimidating others
- Bullying
- Putting themselves, other children or adults at risk.

### **SANCTIONS INCLUDE:**

- Redoing a task
- Moving seats within class
- Being asked to stop and not take part in an activity
- 5 minutes 'cooling off' with member of SLT.
- Loss of social time
- Contact with parents (possible appointments made for meeting)
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## Behaviour Monitoring

Type of Reporting	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Number Reported					
Defiance						
Disruption						
Verbal abuse (staff and other pupils (including swearing))						
Leaving classroom without permission						
Insolence						
Bullying						
Homophobic bullying						
Racial incidents						
Damage						
Fighting (including play fighting)						
Exclusions						