

Duke of Bedford Primary School

Behaviour Policy and statement of Behaviour Principles

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Approved by:

Date:

Reviewed on:



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1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Ensure that all adults in the school work through recognised procedures
- Outline our system of rewards and sanctions

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

The overall aim of the school Behaviour Policy is that the children should enjoy learning within a safe, happy and secure environment. We expect high standards of behaviour from all pupils and staff, which are encompassed in our school values including the following:

HEART Values

Honesty – to own up when something goes wrong or the wrong choice has been made.

Empathy - through showing care and consideration for others.

Achievement – where we praise and recognise good behaviour.

Respect - towards all people, in manner and tone of voice. We also expect care of property - school, personal, and others.

Teamwork - we encourage everyone to cooperate and show good manners.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as: Sexual comments, Sexual jokes or taunting, Physical behaviour like interfering with clothes, Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy found on our school website, however in summary:

We recognise that bullying can be a feature of all institutions, including schools. At The Duke of Bedford Primary, there is a zero tolerance to bullying.

A bully is a person who uses their strength or power to coerce others. This may be in the form of physical force or threats. Bullying includes name calling, excluding other pupils from their games, and hurting other pupils. Bullying is not a one-off incident and although such problems will be dealt with, bullying tends to be more systematic. Children are encouraged to talk to an adult about their concerns rather than to retaliate themselves, each child has a rainbow card to raise a worry or concern with an adult of their choice in school.

If a child tells an adult of a concern, the adult must act. The role of the adult is to listen, to mediate, to investigate to ensure all details are obtained and to help those involved by being as supportive as possible. The child who is bullying will also need help and support in order to realise the effect of their activities and to take on responsibility for what they have done. Those children vulnerable to bullying will also be highlighted to staff and support given in school or at playtime and lunchtime.

Although not always possible, the aim of the mediation is to enable those involved to be given the opportunity to apologise, when necessary, and show forgiveness. All relevant adults will be kept informed and the situation will be monitored. Parents can inform the class teacher or senior teacher if they feel that their child or another child in school is being bullied. All incidents are recorded on behaviour forms and are followed up in a timely manner. Behaviour incidents or any incidents of bullying are discussed at a senior leadership team meeting and are also reported to governors with actions explained.

At the beginning of each afternoon session, teachers will be informed by Lunchtime Supervisors (LTS) if there have been any particular difficulties during the lunchtime break. This will enable continuity of response and for any problems to be dealt with quickly. Our LTS will complete behaviour logs for incidents that have happened at lunchtime. The curriculum will be used to explore aspects of behaviour and/or bullying and will often be delivered through assembly themes.

Sanctions are covered in section 7.1.

As a school, we educate children on healthy relationships and how to solve conflicts. Anti-bullying week and Children's Mental Health week are celebrated and key messages are taught as well as promoting our school HEART values. Children are taught how to respect one another, work as a team, have empathy towards others and work in harmony in the school. Staff and governors take part in regular training so that they understand how to deal with conflicts and bullying in the school. The anti-bullying alliance training is used to deliver CPD to staff.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1). The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles. The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Treating pupils with respect, avoiding shouting in school
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to our HEART values
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

If parents have any concerns regarding the well-being of their child, they should inform the class teacher by making an appointment to fully discuss concerns. The concern will be taken seriously and the following actions taken. The concern will be recorded and investigated. Parents will be invited to keep in regular communication with the school and to discuss the outcome and if necessary, a plan of action will be agreed with the parent and child.

If parents feel concerned about the behaviour of another child, please do not approach that child or their parents on the playground. Please inform the class teacher immediately and we will deal with it following the school procedures.

6. Pupils

Pupils are involved in discussing and setting class rules at the start of the academic year and the whole school rules are discussed in assemblies. Pupils are expected to:

- Behave in an orderly and self-controlled way
- Try their hardest to do their best
- Listen when adults are talking and do as they are asked
- Be polite, friendly and co-operative
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Children increasingly need to take on responsibility for their own actions and accept that whatever they do affects themselves and others around them.

7. Rewards and sanctions

7.1 List of rewards and sanctions

The best reward is praise! At The Duke of Bedford School, good behaviour will be positively rewarded at every opportunity. We are aiming to create a culture of praise as the best reinforcement and reward for positive behaviour. It encourages others to do what is wanted and hopefully saves negative criticism. At the end of every Friday afternoon, Key Stage 1 and 2 children will have the opportunity to participate in a short 'Golden Time'.

Team points are awarded for behaviour or work that is beyond the normal expectation of a pupil at The Duke of Bedford School. Team points will be displayed in each classroom. Totals will be collected each week and shared in the assembly on a Friday. At the end of the year, the team with the most points will be awarded The Bedford Award.

In Year 1, HEART points will be introduced. Every 5 team points will result in 1 Heart point. Other behaviours and actions will attract HEART points. Once 25 heart points are collected, an award is

made. It is expected that an average child will get an award once a year. HEART points are collected throughout the life of the school. The office will manage the issuing and collection of HEART certificates.

Attendance will also be rewarded. If 100% attendance is managed in a year, there will be an award presented at the end of year assembly. Two children for each class will also take part in the Friday Celebration Assembly. They will tell the rest of the school about their achievement and will be awarded a HEART point and a Headteacher's certificate.

Positive behaviour will be **rewarded** with:

- Praise
- Stickers
- Team Points
- Heart Points
- 100% Attendance certificates
- Golden time
- Head teacher awards – given in assemblies on a Friday
- Special responsibilities/privileges

Sanctions

Some children will make the wrong decision at some time in their school life. When a pupil's behaviour falls below an acceptable standard, a range of sanctions will be enforced. We aim to work with pupils and parents to address behaviour issues at the earliest possible stage.

Sanctions will be based on a three-point warning system (after the positive reinforcement and behaviour reminder):

- **1 warning** – Verbal - chance to improve.
- **2 warnings** - Name on 'the Cloud'. Teachers will work hard to 'catch the pupils being good' so that any names written on the Cloud side are removed as soon as possible.
- **3 warnings** - One mark awarded against the 'Golden Time' record. If a child has any golden time marks on Friday Afternoon they will not be able to participate in all their Golden Time, instead they miss 5 minutes for every mark remaining. If a child has five golden time marks, they will visit the Headteacher to explain why their behaviour has been unacceptable. They will also set targets to improve their behaviour during the following week. Each class will display a chart on which the marks against Golden Time can be recorded.
- **4 warnings** - Time out and escalation sanctions implemented. When the escalation policy is used, the resulting sheets will be sent to the Headteacher who will collate the incidents on the school behaviour log.

Other actions would result in accelerated use of the escalation policy. These would include unprovoked violence to another child, adult or school property. Each morning will start with a clean 'slate' apart from lost Golden Time marks.

The lunchtime supervisors will report unacceptable behaviour to the Senior Lunchtime Supervisor who will record them on a similar sheet to the classroom behaviour log. These will be passed on to the class teacher at the end of lunchtime, then on to the Headteacher at the end of the day. They will be added to the school behaviour log. At the end of lunchtime, any significant incidents will be reported to the class teacher and Headteacher as appropriate. This will help to ensure that the behaviour of pupils continues to improve.

These sanctions must be applied consistently and to all children so that the system is seen to be fair. Where a child needs shorter term goals, these will be discussed at a meeting with the parent/carers, the class teacher and the child and a behaviour report card established. There is also a range of support procedures that can be put in place.

If the poor behaviour continues, then advice may be sought from other agencies.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal warning
- Name on the cloud
- Missed golden time
- Expecting work to be completed at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour support chart if necessary
- Withdrawal from the group or class.
- Withdrawal from favoured activities such as a school visit in the case of behaviour which threatens the safety of others or withdrawal from residential trips.
- Internal exclusion
- Fixed term exclusion
- Permanent exclusion

The purpose of sanctions are to ensure that children understand when their behaviour is unacceptable and to show that action has been taken when someone has been hurt or upset as a result of another child's behaviour.

If a child demonstrates ongoing persistent challenging behaviour, we will involve parents at the earliest opportunity to discuss ways of improving the behaviour. This may involve a behaviour plan / risk assessment which is monitored and reviewed or involvement of other agencies for advice and support (Educational psychologist, multi-agency support group, behaviour support etc).

All Pupils

Where any behaviour seriously puts themselves or others at risk, or the learning is severely disrupted, then more serious sanctions will be considered (please see Exclusions policy). These will include fixed term exclusions from school for a period of 1 - 5 days. If the behaviour continues, then the child will be permanently excluded from our school and all necessary support agencies will be informed. A school will usually only permanently exclude a child as a last resort, after trying to improve the child's behaviour through other means. However, there are exceptional circumstances in which a Headteacher may decide to permanently exclude a pupil because of ongoing issues or for a 'one-off' incident. These might include:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

Appropriate DfE and LA guidance will be followed.

The school seeks to reduce the number of incidents leading to exclusion by promoting a positive atmosphere of mutual respect and discipline within the school. The school regularly monitors the number of Fixed Term Exclusions to ensure that no group of students is unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met.

Victims

It is important that children who are hurt feel that their views have been heard. Where there are two moderate level incidents within a month where the same children are involved and this results in parents being contacted, then parents of the victim will be offered the opportunity to meet with the Headteacher for a series of two or more sessions.

When a moderate or major level incident occurs and involves injury, it is important that accident slips are completed and sent home with the child as is the usual practice. Parents must also be informed verbally either by telephone or after school and the incident will be recorded on the School Behaviour Log.

Organisation

At the end of all break times the children will continue to line up in their classes in team groups by the appropriate entrance to the school. It is important that teachers are ready to collect their class at the end of break times in order to ensure good behaviour amongst the children.

Classes should move around the school to the left hand side of the corridors in a quiet, orderly manner, waiting for others as appropriate and respecting the needs of children who are learning. Teachers and teaching assistants will check corridors to ensure that children arrive and leave in an orderly manner.

Toys and pencil cases from home should not be brought in to school, unless given permission for a special purpose.

7.2 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

Missing activities, loss of playtimes or lunchtimes, risk assessment in place to ensure safety of other pupils, referrals to appropriate agencies for support, contacting children's social care or the police.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

7.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

7.4 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy. Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate. The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy and allegations against staff policy for more information on responding to allegations of abuse against staff or other pupils.

8. Behaviour management

Why children need to be well behaved at school

Good behaviour in school enhances a child's self-esteem and helps them to build a positive self-image of themselves. It also enables each child to feel a sense of purpose, achievement and to promote a sense of well-being. The development of self-discipline relies upon a structured, but fair system that creates a pleasant working and playing environment which supports the learning process.

Possible reasons for poor behaviour at school

We accept that there are reasons for a pupil's poor behaviour in school. These reasons may include learning difficulties, low self-esteem and emotional difficulties. Any of these may occur from time to time in a child's life. Such children will be treated in a manner appropriate to their individual needs which may be on a short or long term basis.

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a safe and stimulating environment that encourages pupils to be engaged
- Display and discuss their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

10. Training

Our staff are provided with training on managing behaviour, including selected staff being trained in the proper use of restraint. Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing board annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Anti-bullying Policy
- Allegations against staff policy

Appendix 1

Written statement of behaviour principles

Good behaviour should be promoted through the development of a positive environment and ethos, together with high quality teaching and learning, and procedures which:

- encourage pupils to have respect for themselves, for their peers and for adults;
- encourage pupils to have a respect for the rights of others, including teachers;
- encourage pupils to have a respect for the property of others, including the school;
- encourage pupils to be accountable for their own behaviour;
- encourage self-discipline and self-control;
- strongly discourage aggressive behaviour of all kinds;
- place importance on reinforcing positive behaviour more than punishing misbehaviour;
- increase and widen pupil's sense of belonging in the school community;
- ensure fair and honest treatment and place an emphasis on attempts to identify and address causes for misbehaviour rather than just treating symptoms;
- encourage the partnership between school and home through the early involvement of parents of a pupil who is persistently difficult.
- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The general principles may be summarised as:

- respect for people,
- respect for property and
- respect for the school.

Items which are illegal or considered dangerous are not allowed in school and will be removed from any pupil bringing such items to school.

Isolation (internal exclusion) may be used, if authorised by the Headteacher, Deputy Headteacher or Assistant Headteacher, for disruptive or violent behaviour. It may be used immediately or as a consequence for the behaviour the following day. It can last for anything from 10 minutes to a full morning or afternoon. Parents will always be informed.

Exclusion from school is regarded as a last resort and will be avoided as far as possible. It may be used in response to a single extreme incident or after a long series of serious misdemeanours. LA guidance will be followed in such cases including writing a behaviour management plan for any pupil at risk of exclusion. Parents will be informed and involved in the preparation of the plan. If exclusion becomes necessary the statutory exclusion procedures will be followed and parents will be informed of their right of appeal.

Appendix 2 – behaviour flow chart

Full name:	Class:	Date & Time:
Behaviour Escalation Policy Flow Chart		Verbal warning
Minor incident in class		Name on sad face
Child name calls another child		5 Minutes Golden Time Mark lost
Child causes minor physical damage to school property		5 minutes time out Record kept of incident
Child causes minor hurt to another child		Sent to senior teacher 10 mins calm down/time out Apology / reprimand
Refusal to follow an adult instruction		Sent to Headteacher 15 mins calm down/time out Apology / Reprimand
Child is rude to an adult		Parents contacted— perpetrator and victims
Child swears at a child or adult		
Child causes moderate physical damage to school property		<input type="checkbox"/> Perpetrator <input type="checkbox"/> Victim
Child causes a moderate hurt to another child (See below)		1 session out of class
Please tick if any of the following are appropriate: Bullying <input type="checkbox"/> Homophobic <input type="checkbox"/> Racist incident <input type="checkbox"/> Cyberbullying <input type="checkbox"/> Sexual Violence <input type="checkbox"/> Sexual Harassment <input type="checkbox"/> Additional comments on the back of the sheet. Adult (if not class teacher): Teacher:		2 session out of class
		1/2 day out of class
		1 day attendance working away from the class in isolation
		LA escalation policy followed
		A moderate hurt would involve at least two out of the four below: • Leave a mark • Child hurt distressed • Clear build up of increasing aggression • Unprovoked immediate aggression
Children start fresh every day but previous incidents will be considered where appropriate		As every situation is different, staff retain the right to enter children at the appropriate level on the chart

Resources/behaviour and attendance/behaviour escalation flowchart