



# Trinity Croft C of E Primary Academy Behaviour Policy

Our overarching ambition is to create an inclusive school where children's behaviour is not only managed but is changed so that they become citizens that contribute positively to the communities they live in. We adopt a therapeutic approach to understand barriers children may have and empower them to take responsibility and find solutions with everyone's support.

**At the heart of this policy lies our values**

At Trinity Croft we will insist that you become the best you can possibly be in every way.

## We are Respectful

We believe in upholding high levels of respect for all, where everyone is valued and appreciated.

## We Persevere

There is an adventure in learning waiting for you. It's a long road ahead but we promise to make sure no path is blocked and no door is closed to you. We recognise no one is perfect. You will learn from your mistakes and we will celebrate these learning opportunities as we move forward together. We believe that everyone should have the ability and desire to persevere and aim high when things get tough.

## We show Compassion

We believe that compassion, kindness and care are at the core of good human nature and are the basis for successful futures and positive relationships.

## We are courageous

Classrooms are daring! We believe that children should be taught to be brave and have the strength to be their own person in an environment where failure is deemed as useful for future success.

To reinforce our values in every aspect of school life, each house represents a school value. At the beginning of every academic year, house leaders share their house value with the whole school community during collective worship.

*House Jericho (Perseverance) House Hebron (Compassion) House Elah (Courage), House Moab (Respect)*  
**Education that opens for our children 'life in all its fullness' can only happen when behaviour is exceptional!**

Our school rules apply equally to everyone involved in our school: staff, pupils, parents and visitors.

School Rules:



Be kind



Be respectful



Be responsible



Be ready to learn

Our school rules are reinforced continuously by example and by a conscious policy of praise, thanks and encouragement.

Every day, in lots of different ways, our pupils ask: do I matter to you, do you notice me, do I belong here?

Yes, they do matter. Yes, we do notice them each and Yes, they do belong and we aim to show it every day.

## What do we expect from our pupils?

- Children will move quietly and sensibly about the school, never running or shouting.
- Children will hold doors open for others.
- Speak politely to everyone else, using a low voice.
- Greet and welcome all adults and other children as you pass them in the corridor or on school grounds.
- Tuck chairs under their tables every time they leave their seat.
- Follow reasonable instructions given by the teacher.
- Show respect for the opinions and beliefs of others.
- Wear their uniform with pride.
- Complete all class work in the manner required.
- Show respect for the working environment keeping their work space organised and clutter free.
- Keep all four legs of the chair on the floor (no swinging) (this may be challenging for certain SEND groups such as ASD and adaption is made accordingly).
- If asking a question, put hand up (no shouting out).
- Listen to someone who is speaking, looking at them. (this may be challenging for certain SEND groups such as ASD and adaption is made accordingly).
- Keep the cloakroom tidy and ensure bags, lunchboxes are stored safely.
- Keep the school tidy by using bins properly including picking up all things from the floor even if they are not responsible for them.
- When out of school, whether walking locally or with a school group, we expect that children should be aware that the school's reputation depends on the way they behave.
- Follow the school rules: **be kind, be respectful, be responsible and be ready to learn.**

All adults consistently and at all times remind children of 'norms' when they see them not being followed.

## What do we expect from staff?

- Establish the norms in and around the school with all children so everyone knows what to expect.
- Display the school rules prominently in every classroom.
- Teach expected behaviour and routines in the same way the curriculum is taught and model practice reinforcing again and again!
- Expect nothing less than high standards and expect the best with no lost learning time.
- Praise at every opportunity, immerse them in a school where good conduct is seen, recognised and expected.
- Greet and welcome all pupils individually on arrival and after lunch.
- Create a swift and purposeful start to lessons.
- Contact parents with positive messages about children's behaviour where it is above and beyond.
- Contact parents as soon as concerns arise about a child's behaviour.
- Reinforce clear expectations of behaviour.
- Deliver a suitably planned and structured lesson which meets all individual needs.
- Show respect for the working environment, keeping the classroom organised and clutter free.
- Manage class cloakrooms and reinforce expectations for shared areas in school.
- Speak politely to everyone else, using a low voice. (shouting should be avoided unless a member of the school community is in danger).
- Look smart and professional.
- Deal with incidents of inappropriate behaviour by following the school's procedures.
- Promote and reinforce positive behaviour in the classroom.
- Follow the school rules: **be kind, be respectful, be responsible and be ready to learn.**
- Model our deeply Christian vision and aims. We expect positive habits and behaviour will be shown by all.

## What do we expect from parents and carers?

Most importantly: support, understand and uphold our policy. Teaching children to take responsibility within established rules they understand is important. It helps them feel safe and grow up to be a prosocial and well-rounded individuals with positive self-esteem. It prepares them for life beyond school. We ask parents to enforce the necessary rules and limits alongside the school in a firm but gentle manner. Your children will thank you for it.

- **Work in partnership with staff to ensure positive behaviour is developed.**
- Send children to school on time and maintain good attendance of at least 97%.
- Send children with full school PE kit (see handbook).
- Send children to school in full agreed school uniform (see handbook).
- Inform staff of any concerns or issues that impact on their well-being.
- Respond to concerns raised by members of staff.
- Ensure pupils come to school correctly equipped and prepared to work.
- Trust us, as a school community, sometimes messages may be difficult to hear but please remember that we want the very best for your child.
- Don't make excuses for your child's behaviour, every child tests limits, makes mistakes and pushes the boundaries from time to time. We are not judging you.
- Hold your child to account for their behaviours and actions.
- Establish healthy routines, limits and boundaries at home to ensure they are prepared for school each day.
- Encourage and support children to complete home learning expectations.
- Follow and model the school rules: respect, responsibility and ready.
- We expect adults in the school to conduct themselves appropriately as role models for the children.

The school and DSAT consider any threatening, abusive or violent behaviour to be a very serious matter. This type of behaviour causes extreme distress to all concerned and it is not acceptable. Aggressive and threatening behaviour will not be tolerated on school premises. Permission to be on School premises can be withdrawn.

## Recognition

### Rewards

- House points are awarded for outstanding effort and exceptional quality work as well as for any child who has shown positive attitudes that go above and beyond the normal high expectation.
- During Friday celebration assembly, house leaders will announce house winners and update the leadership board. The Trinity Cup is awarded each half term to the house with the most points. Each member of the winning house will be awarded a house badge to wear with pride.
- House points are never taken away.
- The four houses are: Jericho, Hebron, Elah and Moab. Jericho- perseverance, Hebron- compassion, Elah- courage, Moab- respect. School staff are also allocated a house.
- We use a house system to encourage a sense of community.

### Celebration Assembly

- Two children from each class will be awarded a certificate to celebrate excellent learning, work or behaviour.
- Parent are invited to the assembly via Class Dojo.
- Class teachers celebrate the children presented with the award on Class Dojo.

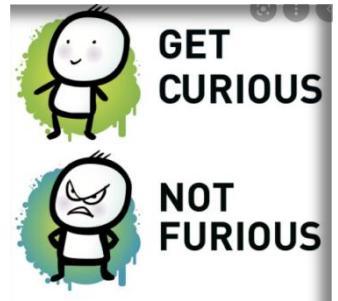
### Other ways to recognise success

- Phone call home.
- Letter, message on Class Dojo.
- Headteacher commendation.
- Sending child to share good work/behaviour with another class/teacher/headteacher (arrange a good time).
- Work may be displayed in public areas around the school.
- Inviting parents in to share good work after school.
- Positive comments on child's work/ behaviour.
- Publication of work.
- Verbal thanks, praise, encouragement - in private – and in public.

Positive recognition for behaviour and learning is a focus and given priority at Trinity Croft Primary School. Rewarding good behaviour must be the norm and it is the responsibility of all adults in school. It must be remembered that good work and good behaviour go hand in hand. Raising the self-esteem of every child is a priority. Children who are appropriately challenged and experience success feel a sense of achievement, pride and self-worth. Be generous!

## Dealing with unacceptable behaviour

### Class time



It is the responsibility of class teachers to deal with **minor incidents** which occur in the classroom. Prevention is key to diffusing situations and preventing escalation staff will use many of the invisible stages to support this listed in the appendix. Minor incidents may include, for example: throwing paper; calling out; not following instructions; incomplete class work; lack of equipment.

- Minor incidents do not need to be logged on CPOMS unless they are persistent.

If any of the above become persistent incidents or are multiple, frequent **medium severity incidents** they must be recorded and passed to the senior leadership team. Unacceptable behaviour in this category includes: Persistency of minor incidents as above, rudeness to staff, verbally aggressive behaviour to another pupil, being continually off-task, verbally aggressive behaviour to another pupil.

- Medium severity incidents must be logged on CPOMS so that we can spot patterns when using a therapeutic approach.

**More serious incidents** can be dealt with by the teacher, but must also be recorded on CPOMS and raised with a senior leader if it is very serious. It is the responsibility of the senior leadership team to monitor pupils' behaviour across their team. They will become involved if a pupil's behaviour is causing concern. They may then take appropriate action to support the class teacher.

- Class teacher to log on CPOMS and the SLT will devise a plan to support the class teacher. This may involve writing a behaviour support plan for the child.

**Serious incidents** include: extreme rudeness to staff, physical aggressive behaviour, refusal to comply with other sanctions, theft, bullying, racist language

- Immediately reported to the SLT and recorded on CPOMS.

Bullying behaviour, whether face-to-face or online, is not tolerated. This includes bullying related to protected characteristics, such as race, religion, disability, sex, sexual orientation or gender identity. The school promotes positive behaviour, mutual respect and tolerance through its curriculum, ethos and behaviour expectations.

All incidents of bullying are taken seriously, investigated promptly and addressed in line with the school's behaviour and safeguarding procedures. Pupils are encouraged to report concerns, and staff are trained to recognise and respond appropriately to bullying behaviour.

If a serious incident occurred (aggression, defiance or abusive language) the above scale of sanctions may be bypassed and the Head of School or Executive Head Teacher involved immediately to decide an appropriate course of action. The parents would be involved as soon as possible. If misbehaviour is persistent by which we mean occurring 3 times or more then the class teacher should invite the parents in and discuss a support

plan alongside a member of the school's senior leadership team. The system needs to be applied fairly and consistently however it may look different for different children.

#### Teacher Guide

1	First reminder
2	Talk to an adult
3	Consequence

This guide is shared with children.

If a child is not meeting the school expectations, then follow these principles to address and support the child. See below:

Step	Application	Guidance
<b>Reminder</b>	<p>1st Incident – Verbal Reminder referring to the rules and clearly identifying which has not been met. This may make the difference between escalation and the child getting back to work.</p> <p>Delivered as privately as possible. Don't allow poor behaviour to be the focus of your class.</p> <p>Praise positive behaviour but do not make comparisons.</p> <p>No consequence for this.</p>	<p><i>I notice that you are.....(explain what it is...eg. Having trouble getting started)</i></p> <p><i>It was the rule about... (respect, responsibility, readiness, kindness) That you broke. You have chosen to.....</i></p> <p><i>Do you remember last week when you (identify a positive behaviour) and that is who/ what I need to see today.</i></p> <p><i>Thank you for listening.</i></p> <p><b>Then allow them some take up time.</b></p>
<b>Consequence</b>	<p>If the behaviour continues we expect staff to see a behaviour, see the child, gauge the context and act using professional judgement. Adults will be curious not furious about the behaviour and what the child is trying to communicate. Based on their knowledge of the child adults will use their understanding of the child, the behaviour and what is being communicated to select the most appropriate consequence. Coaching will always be a feature of this. It may be necessary to use a combination of the consequences and support below:</p>	<ul style="list-style-type: none"> <li>• <b>Sent to another classroom with work at their level to complete</b> to give them time to calm. No blame, no judgement- this is a process. It helps to compartmentalise the incident to enable the child to move on and return after no more than 15 minutes. This is most powerful when it is in a different year group.</li> <li>• <b>Natural consequence</b>, for example: repair the damage, tidy up. Unfinished Work is taken home to complete.</li> <li>• <b>Write a letter of apology</b> only when the child understands the impact their actions/ choices had and has secure understanding of how to prevent it happening again.</li> <li>• <b>A repair session</b> which is restorative and aims to repair damage to relationships to understand impact of actions on others.</li> <li>• <b>Sometime during break or lunch</b> to complete work or reflect and think about their actions.</li> </ul>

Support Discussion	<p><b>Support discussion, If any of the above have been applied then the child also needs to be kept in for 5mins of their playtime in KS1/ 10 minutes KS2 to have a support discussion.</b></p> <p>If the teacher is on duty then discussion can take place in walking around the playground.</p>	<p>In order for the child and adult to understand the specific difficulties and to empower the child to engage in the problem solving process so that they come up with a solution for themselves. This will enable longer term changes to behaviour. This discussion needs to take place with the adult involved.</p> <p>A good support discussion is often structured in 5 steps:</p> <ol style="list-style-type: none"> <li>1. What's happened?</li> <li>2. What were your choices at the time?</li> <li>3. Who else was affected by your behaviour?</li> <li>4. What have you thought since?</li> <li>5. How can we make this right now?</li> </ol>
Recording	<p><b>Parents notified by the class teacher and record the incident on CPOMS.</b></p>	<ul style="list-style-type: none"> <li>- Keep to the facts</li> <li>- Link children on CPOMS and write initials.</li> <li>- Avoid mentioning other pupils' names.</li> </ul>

## Dealing with unacceptable behaviour

### Playtime and Lunchtime

Consequences for the playground should follow the same routine as the classroom.

1. **Verbal reminder** with an explanation of what they have done wrong linked to school rules.
2. **Discussion**- standing at the side of the playground for 5 mins KS1, 10 mins KS2.

*I notice that you are.....(explain what it is...eg. Having trouble sharing with a friend, accepting the rules of the game...)*

*It was the rule about... (respect, responsibility, readiness) that you broke.*

*It would seem that... explain what (eg. sharing).....is hard for you.*

*What can you do to change this?*

*Do you remember when..... (you may want to identify a time when they were demonstrating the positive behaviour)*

*Thank you for listening.*

Then allow them some take up time. Check this to make it clear.

3. Complete behaviour slip- send to teacher. The teacher will then hold a support session as soon as possible. The staff member will be invited to participate in the repair session if needed.
4. If the incident is serious then it may be necessary to send the pupil straight to the class teacher or senior leader on duty where they will be asked to calm and reflect. Support will follow.

Serious behaviour incidents could include inappropriate language used, physical violence, fighting, bullying (repeated over a period), vandalism, racism, theft. A behaviour slip shall be completed.

KS2- Sent inside and to sit outside staff room. Miss both breaks next day.

KS1-Sent inside and to sit outside staff room. Miss first break next day.

Any incident that required a '**Lunchtime Behaviour Slip**' will be taken to the class teacher at the end of lunch so they are informed and can take any further action for example speak to the child's parents. These incidents will be recorded on CPOMS by the class teacher.

## Support Structures for Children Causing Concern

The following structures exist within the school to support pupils whose behaviour is causing increasing concern and previous actions have not successfully improved behaviour. This list is not exhaustive and a combination of strategies may be used tailored to individual need. In all cases parental involvement is essential.

### **Mentoring Scheme**

Staff or older pupils within the school are used to support and encourage pupils who are not achieving their potential. They meet at allocated times.

### **Therapeutic analysis**

This is an audit and analysis of the behaviours displayed, frequency, time, triggers and responses in order to inform an action plan.

### **Placement on the SEN Register**

Pupils on the register are monitored by the SENCO and appropriate interventions are put in place. It may involve a referral to an outside agency.

### **Early Help**

The school (with parents' permission) can make a referral to Early Help who will allocate a family worker who can support families and children on an individual basis.

### **Pupil Support Plans**

These plans are for pupils whose behaviours have declined or not improved.

Pupils are involved in identifying the area of need and strategies and interventions required to change the behaviour.

### **Bespoke Provision**

When behaviours have deteriorated to such a level that it impacts on others learning and could result in exclusion the decision may be made to remove the pupil from class for a fixed time to receive nurture and a tailored curriculum. The benefits of this are it provides continuity and connection with the school with the ultimate aim of reintegration. This is alongside an identified support plan.

There are times when all of these strategies have been used that exclusion may need to be considered. Further information can be found in our exclusion policy.

## Searching and Confiscation guidance from the DFE 2018.

The Head of School/Executive Head and teaching staff have a statutory power by law to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

Knives or weapons  
Alcohol  
Illegal drugs  
Stolen items  
Tobacco and cigarette papers Fireworks

Pornographic images

And any article that the member of staff 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).

### Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Schools can also search with pupil's verbal consent for any item under common law. Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree. Any banned or prohibited items found will be confiscated and any sanctions will follow the schools behaviour policy. Dependent on the items confiscated these will be returned to the parents of the child.

## The use of reasonable force guidance from the DFE 2013.

At Trinity Croft we do not advocate the use of reasonable force (restraint) but we are guided by DfE guidance and only use when absolutely necessary.

### What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

3. 'Reasonable in the circumstances' means using no more force than is needed.

4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### **Who can use reasonable force?**

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

### **When can reasonable force be used?**

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts

## **Internal Seclusion, Suspension and Permanent exclusions**

The school can use an internal seclusion, fixed term suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the head of School or Executive Head Teacher and only as a last resort.

Please refer to our exclusions policy for more information.

## **Responding to misbehaviour from pupils with SEND**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. Examples include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues
- Training for staff in understanding conditions such as autism
- Use of sensory zones where pupils can regulate their emotions during a moment of sensory overload
- Use of 'hand of options' to facilitate time out for a child.

## Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may 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.

## Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

## Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Daily contact with the Head of School, Families support worker or SENDco
- A report book with personalised behaviour goals

Preparing outgoing pupils for 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.

Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the pupils at the school

- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom will be kept on CPOMS
- Attendance, Internal seclusion, fixed term suspensions and permanent exclusion and suspension will be recorded on the school's MIS (Arbor)
- Use of pupil support units, off-site directions and managed moves will be kept on Arbor
- Incidents of searching, screening and confiscation will be kept on CPOMS
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture will be kept by SLT

The data will be analysed every six months by the Executive Head Teacher, Head of School and governors.

Monitoring this policy

This behaviour policy will be reviewed by the Head of School and the school governors at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Executive Head Teacher and Head of School.

## Appendix I

<b>Lunchtime Behaviour Slip</b> completed by member of staff that dealt with the incident at lunchtime		Date:
<b>Name:</b>		<b>Class:</b>
Refusal to comply with adult instructions		Rudeness/Swearing (mark which is relevant)
Disruptive behaviour/rough play (mark which is relevant)		Name Calling
Damage to property		Physical harm to others
Other:		
<b>Comments:</b>		
Location: playground/field/hall other.....		
<b>Reported by:</b>	<b>Initialled by Class Teacher:</b>	

The class teacher will carry out a coaching session during the pupil's free time, however this will be followed by a repair session to allow the child to understand how their behaviour impacted on others.

## Appendix II

### PE KIT – First Reminder

Date:

Dear Parent/Carer,

.....had PE today and did not have his/her PE kit. PE is a compulsory part of the National Curriculum and it is essential that children have appropriate change of clothing for physical activities. Your child has PE/Games on ..... and ..... we expect all children to take part unless we have a written medical note excusing them.

Thank you for your support.

Class teacher:

Appendix III

**Uniform Alert Letter**

Dear Parent/Carer,

We have noticed that.....is not wearing the correct school uniform. For further information about uniform expectations please have a look on our school website:

[www.trinitycroft.co.uk/key-information/uniform](http://www.trinitycroft.co.uk/key-information/uniform)

The item we are referring to is:

If you remain unsure or you have difficulties we are unaware of please contact your class teacher.

Yours sincerely,

Maria Allen

Head of School

#### Appendix IV

Complete this form on CPOMS- Mark as perceived bullying or bullying. All bullying incidents must be reported to the Head of School/Executive Head Teacher.

Pupil/s allegedly bullied:

Name	Age	Class

Alleged perpetrator(s)

Name	Age	Class

#### **Witnesses to the incident:**

Adults:

Pupils:

Was the incident reported to a senior member of staff?

Parents/carers of alleged bullied pupil/s informed:	Date:	In person/phoned
Parents/carers of alleged perpetrator informed:	Date:	In person/phone

Behaviour observed

Racist:	Sexual/sexist	Homophonic/ biphobic, transphobic
SEN/Disability	Other:	

Was action taken?

Outcomes:

Is this a bullying incident?

Appendix 5- CPOMS Categories

	Low level	Medium level	Serious
Disruption	<ul style="list-style-type: none"> <li>• Low-level disruption in class</li> <li>• Shouting out</li> <li>• Non-compliance</li> <li>• Low-level damage to property (e.g. writing on desk, breaking equipment)</li> </ul>	<ul style="list-style-type: none"> <li>• Persistent non-compliance in class</li> <li>• Repeated damage to school property</li> <li>• Disruption which affects other pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Theft</li> <li>• Disruption which stops learning taking place (e.g. screaming, running around)</li> </ul>
Friendship Issues	<ul style="list-style-type: none"> <li>• Excluding others</li> <li>• Arguments between pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Perceived Bullying</li> <li>• Repeated arguments</li> <li>• Issues online</li> </ul>	<ul style="list-style-type: none"> <li>• Bullying* Please also tag the Bullying tag on these entries</li> </ul>
Verbal	<ul style="list-style-type: none"> <li>• Unkind comments to another child</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal aggression towards another pupil</li> <li>• Rudeness to staff</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal aggression towards adults</li> <li>• Sexual comments made towards another child or staff</li> <li>• Anything related to inequality* – flag as Inequality and choose from options.</li> </ul>
Physical		<ul style="list-style-type: none"> <li>• Non-aggressive physical contact (pushing, barging, poking)</li> </ul>	<ul style="list-style-type: none"> <li>• Biting</li> <li>• Aggressive (violent) physical contact (kicking, punching, fighting)</li> <li>• Physical contact with staff</li> <li>• Sexual violence</li> </ul>
Other categories which may involve behaviour:			
Bullying	<p>An allegation of bullying has been made.</p> <p>A pattern of persistent targeted has been identified.</p>		
Inequality			

