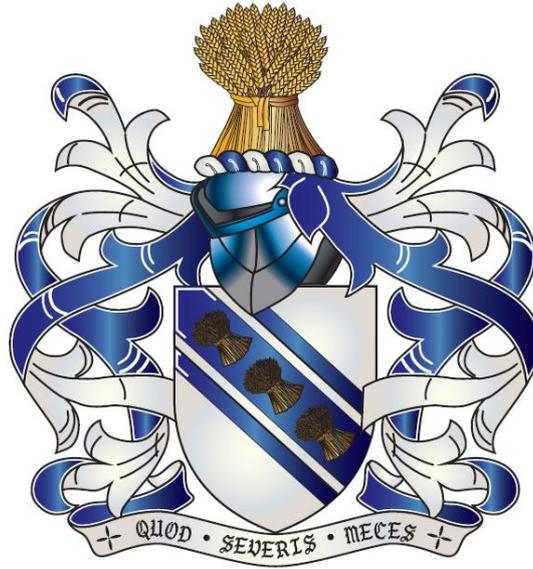


The Bliss Charity School



The Bliss Charity School aims to provide a caring, secure and enriching experience; each child is encouraged to develop strong personal, academic, physical and creative skills for lifelong learning.

Behaviour Policy (2022-2023)

1. **Aims and objectives of this Behaviour Policy**

This Behaviour Policy aims to ensure The Bliss Charity School is a happy, caring, stimulating, positive and safe environment in which to learn and to work, where everyone can achieve their best.

The objectives of this policy are ...

- To develop pupils' self-regulation and self-discipline in managing their own actions and accepting responsibility for their decisions.
- To develop an ethos which recognises that all who learn and work at Bliss are valued, respected and supported.
- To provide a safe, secure environment where learning is exciting and enjoyable.
- To ensure the safety and wellbeing of all the children, staff and visitors to the school.
- To develop mutual respect for all members of the school and the local/global community.
- To develop effective links between teachers, parents and pupils.
- To ensure behaviour is managed positively and that inappropriate behaviour is dealt with effectively and consistently.

2. **Our school's approach – behaviour at Bliss**

The Bliss Charity School aims to develop excellent behaviour-for-learning in the classroom, as well as encouraging exemplary conduct between pupils and the world around them.

To achieve these aims the school has ...

- A 'Metacognition Programme' that is focused on the growth of effective learning behaviours and the creation of lifelong learners.

- ‘RESPECT Rules’ that aim to build and sustain positive relationships between children, adults and the wider community.

The ‘Metacognition Programme’ and the ‘RESPECT Rules’ form the behaviour expectations at Bliss.

The Metacognition Programme:

The school’s ‘Metacognition Programme’ is focused on the development of excellent behaviour-for-learning, by encouraging children to acquire the core attitudes and skills needed to self-regulate and succeed as independent learners. A cyclical, whole-school calendar for the ‘Metacognition Programme’ is established and the incremental acquisition of these attitudes and skills forms the school’s main reward system for individual pupils (see section 4).

Attitudes					Skills				
Curious 	Empathetic 	Enthusiastic 	Independent 	Open minded 	Applying 	Aware of Learning Styles 	Collaborating 	Communicating 	Creating 
Pride in myself and others 	Reflective 	Resilient 	Responsible 	Risk Taker 	Making Choices and Decisions 	Questioning 	Reasoning 	Researching 	Self Managing 

RESPECT Rules:

The school’s ‘RESPECT Rules’ (*Respect yourself, each other, our school, our community and our world*), are focused on conduct, setting high expectations for all members of the school community. To embed these rules, the separate elements of the ‘RESPECT’ motto are focused on at different times during the school year (e.g. Term 5 = *Respect our community*). Exhibiting the school’s ‘RESPECT Rules’ is linked to the school’s collective – house-based – reward system (see section 4).



With both the ‘Metacognition Programme’ and the ‘RESPECT Rules’ at the heart of the school’s character development education and its spiritual, moral, social and cultural (SMSC) provision, pupils at Bliss develop effective self-regulation regarding their learning - and towards each other - on their journey through the school. This can be seen in the excellent behaviour observed in lessons and around the school, and the very low level of recorded unexpected behaviour incidents.

3. Best practice guidance – managing behaviour effectively

To manage behaviour effectively, adults should ...

- Trust, listen, encourage, praise and respect every child as an individual.
- Plan and organise both the classroom and the lesson to keep pupils interested and to minimise the opportunities for disruption.

- Be aware of the children at all times by continually observing or 'scanning' the behaviour of the class.
- Be aware of their own behaviour, including stance and tone of voice.
- Treat everyone with courtesy, modelling the standards they expect from pupils.
- Look for things to praise: highlight desired behaviours by recognising positive conduct and good work.
- Try to reinforce appropriate behaviours in another child rather than drawing attention to negative behaviours.
- Set the rules for classroom behaviour with the pupils, explaining why they are necessary.
- Target the right pupil(s), avoiding group reprimands/punishments.
- Ensure punishments are proportionate – use the unexpected behaviour definitions in section 5 and the associated consequences/sanctions for reference and consistency.
- Treat each incident as a new one, without pre-conceived ideas about certain children.
- Be aware of the messages that children receive from adults' actions and ensure a calm, consistent approach.
- Investigate incidents thoroughly, avoiding jumping to conclusions.
- Condemn the act and not the person, criticising the behaviour and not the individual.
- Use private rather than public reprimands whenever possible to avoid embarrassment, humiliation and stigmatisation.
- Try to deal with confrontation quietly and with respect. If it is necessary to enforce rules with a child, do it discreetly and without the child being shown up.
- Use the consequences and sanctions in the school's Behaviour Policy consistently: adults must never ...
 - Punish through denying access to the full curriculum (e.g. missing PE).
 - Use extra work as a punishment (e.g. more mathematics).
 - Use corporal punishment under any circumstance.
 - Punish children by leaving them on their own without adult supervision.

4. Incentives and rewards – encouraging and celebrating excellent behaviour-for-learning and good conduct

A series of positive incentives and rewards exist to celebrate pupils’ achievements and to encourage them to exhibit the skills and attitudes in the ‘Metacognition Programme’ and the values in our ‘RESPECT Rules’. They are ...

<p>Praise</p>	<p>Silent gestures (e.g. smiling, thumbs-up), verbal praise and public acknowledgement are used frequently by all school staff to recognise pupils’ achievements positively and to encourage the learning behaviours and conduct desired at Bliss.</p>
<p>Class-based rewards</p>	<p>Individual class teachers have their own class-based rewards to recognise good behaviour, achievement and effort. These include table points, stickers. These are specific to each class; they are aligned to the needs of each cohort and the teacher’s own style. Each teacher is consistent in how they use these rewards within their classroom.</p>
<p>House Point Tokens</p>	<p>Pupils who exhibit the school’s ‘RESPECT Rules’ can be rewarded with ‘House Point Tokens’. These are issued in house colours: yellow (Air); green (Earth); red (Fire); blue (Water). ‘House Point Tokens’ are collected in every classroom. House Captains count the tokens in each room regularly and these are added to the ‘House Board’ in the hall. The winning house at the end of the year receives the ‘House Shield’. ‘House Point Tokens’ are given generously by all school staff as a way of managing behaviour positively.</p> 
<p>Metacognition Awards</p>	<p>When pupils demonstrate the attitudes and skills within the school’s ‘Metacognition Programme’ they receive a token for that particular attitude or skill. Accumulating ten tokens (across all twenty attitudes and skills), is recognised in Key Stage Celebration Assemblies, which parents/carers are invited to. Accumulating ten tokens in one particular attitude/skill results in the award of a special ‘Metacognition Sticker’ to recognise that a particular attitude/skill has been mastered. These stickers are collected on special ‘Metacognition Certificates’ that stay with pupils on their journey through the school. Metacognition awards are high-value and aspirational; they are given for exceptional behaviour-for-learning.</p>
<p>Headteacher Awards</p>	<p>Excellent work, effort or behaviour can be rewarded by the headteacher. It is up to school staff to decide if a pupil deserves this special level of recognition. Pupils who are nominated for a ‘Headteacher Award’ receive a special Headteacher Stamp on their work (if appropriate), a Headteacher Sticker and a Headteacher Certificate.</p>

5. Consequences and sanctions – addressing inappropriate behaviour-for-learning and poor conduct

School staff should seek to manage behaviour positively in the first instance. Furthermore, school staff should adhere to the expectations in section 8 (and section 9 for senior leaders) of this policy, as well following the best practice guidance in section 3, to prevent the need to use the consequence and sanctions below.

Unexpected behaviour at The Bliss Charity School is defined as being either ‘minor’, ‘moderate’ or ‘extreme’:

Minor	Moderate	Extreme ¹
<ul style="list-style-type: none"> • Repetitive low-level disruption in lessons. • Repetitive low-level flouting of school rules. • Consistent absence of good behaviour-for-learning. • Accessing online content that is not age-appropriate 	<ul style="list-style-type: none"> • Significant, deliberate disruption. • Unexpected behaviour that results in injury/damage. • Rudeness/aggression towards other children and/or adults. • Risky online behaviour. 	<ul style="list-style-type: none"> • Malicious, aggressive behaviour, leading to injury/damage. • Foul language. • Bullying. • Racism • Extreme views • Unsafe behaviour online. • Cyberbullying. • Online hate incident.

A series of consequences and sanctions exist to discourage pupils from misbehaving. The sanctions exist as a deterrent for future displays of unexpected behaviour and so that reparatory actions can be undertaken to improve/resolve the situation for all involved.² They are ...

Warnings	<p>In the first instance, low-level unexpected behaviour will be addressed discreetly with a reference to appropriate behaviour being modelled by others. If this does not suffice, a discrete, verbal warning is given.</p> <p>A repeat instance of low-level unexpected behaviour results in a final warning. At this stage, the child may be asked to move away from sources of distraction/antagonism for their own benefit – or be supervised more closely by an adult – in order to prevent a more serious consequence. Parents/carers might be informed if this sanction is used.</p> <p>Another repeat instance of low-level unexpected behaviour is categorised as ‘minor’ unexpected behaviour and it will result in one of the sanctions below. Future behaviour may now be monitored by the class teacher, or a senior leader, for a fixed period of time to ensure behaviour improvements take place.</p>
Loss of ‘free time’ or privileges	<p>‘Moderate’ unexpected behaviour - or ‘minor’ unexpected behaviour - can result in the loss of ‘free time’ or privileges. This includes:</p> <ul style="list-style-type: none"> • <i>Losing playtime or part of lunch-time.</i> • <i>Losing the right to attend a school club.</i> <p>If ‘free time’ is removed, pupils will complete unfinished tasks or repeat/improve unsatisfactory work. This may also involve pupils reflecting on their unexpected behaviour and considering the consequences of their actions – this could include completing some reparatory work (e.g. apology letter, setting behaviour targets) to improve/resolve the situation. A senior leader may be consulted. This incident is recorded. Parents/carers are usually informed if this sanction is used. Future behaviour is monitored by the class teacher</p>

¹ Pupils found to have made malicious accusations against school staff will be disciplined under the schools ‘extreme’ behaviour procedures – specific/special needs of pupils will be taken into account (see below).

² The specific/special needs of pupils will be used to determine the appropriate level/nature of the consequence/sanction - adjustments will be made on an individual, case-by-case, basis so no child is discriminated against unfairly.

	and/or a senior leader for a fixed period of time to ensure behaviour improvements take place.
Reflection Time with Senior Leader	'Extreme' unexpected behaviour - or 'moderate' unexpected behaviour - can result in Reflection Time. Reflection Time is run at lunch-times (never before/after school) by senior leaders. Reflection Time involves pupils spending their lunch-time(s) reflecting on their unexpected behaviour and considering the consequences of their actions – this will usually involve completing some reparatory work (e.g. apology letter, setting behaviour targets) to improve/resolve the situation. This incident is recorded. Parents/carers are informed if this sanction is used and they may be invited into the school to discuss their child's conduct. Future behaviour is monitored by a senior leader for a fixed period of time to ensure behaviour improvements take place.
Internal exclusion	<p>'Extreme' unexpected behaviour can result in an internal exclusion. In this instance, a child is removed from their classroom and is educated elsewhere within the school, away from other pupils, for a fixed period of time – supervised by a member of school staff, usually a senior leader. This incident is recorded. Parents will be invited into school at this stage to discuss their child's conduct with the headteacher.</p> <p>Persistent incidents of 'extreme' behaviour that result in regular isolation will lead to the establishment of a 'Behaviour Plan': this is an agreement between the pupil, staff and parents/carers outlining how the child's conduct can be improved and how the adults in school/at home can assist. External agencies (e.g. behaviour specialists) may be consulted at this stage to help the school provide the best support for the child.</p>
External exclusion	External exclusions – either temporary or permanent – are reserved for the most serious incidents of persistent unexpected behaviour. At this stage, the Governing Body will assist school leaders and parents/carers in resolving this situation in the best interests of the pupil and the school. Local Authority procedures will be followed.

6. The Role of Pupils

- To work to the best of their abilities, and allow others to do the same.
- To treat others with respect.
- To be responsible for their own actions.
- To follow the instructions of the school staff.
- To take care of school property and the property of others.
- To co-operate with other children and adults.
- To complete work within a reasonable timeframe and to a good standard.
- Follow the school rules in the classroom and on the playground.
- To be honest about mistakes and their own unexpected behaviour, and to not make malicious accusations against other children/staff.
- To follow the school's 'RESPECT Rules' and try to acquire the metacognition attitudes and skills.
- To follow the 'Behaviour and Anti-Bullying' guidance shared in assemblies and provided in the back of their Reading Record (see Appendix 1).

7. The Role of Parents/Carers

- To model appropriate behaviour i.e. avoid using inappropriate language in front of children.
- To make their child aware of appropriate behaviour.
- To encourage independence and self-discipline.
- To show an interest in all that their child does at school.
- To foster good relationships with the school.
- To be aware of the school rules and expectations.
- To support the school in the implementation of this Behaviour Policy.
- To follow the Home-School Agreement and the Parent Code of Conduct.

- To follow the 'Behaviour and Anti-Bullying' guidance provided in the back of their child's Reading Record (see Appendix 1).

8. The Role of School Staff

- To manage behaviour positively and be a good role model.
- To deal with inappropriate behaviour immediately, never ignoring it.
- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging, interesting and relevant curriculum.
- To try to deal with situations personally in order to enhance own credibility and authority.
- To create a safe and pleasant environment, physically and emotionally.
- To use the rewards and sanctions within this Behaviour Policy consistently.
- To support perpetrators/victims of unexpected behaviour with appropriate pastoral care.
- To share behaviour strategies/concerns with other staff and agencies to ensure effective transition or support.
- To form good relationships with parents/carers so that all children can see that the key adults in their lives share a common aim.
- To be consistent but aware of pupils' individual and special needs.³
- To record incidents of unexpected behaviour on The Bliss Charity School's 'Incident Form – Behaviour and Online Safety' (see Appendix 2).
- To use the best practice guidance (section 3) to create, manage, support and reinforce behaviour positively.
- To only use physical restraint to keep the pupil/others safe and to adhere to the *Team-Teach* positive handling procedures when doing so.

9. The Role of Senior Leaders

- To be role models, exhibiting exemplary personal behaviour and demonstrating best practice in behaviour management.
- To assist other members of staff with following and applying this policy consistently, offering peer support and mentoring/coaching on behaviour management.
- To plan opportunities to share, communicate and discuss behaviour expectations in the school curriculum and calendar.
- To assist and supervise other staff members in recording incidents of unexpected behaviour on The Bliss Charity School's 'Incident Form – Behaviour and Online Safety'.
- To log and monitor incidents of unexpected behaviour on the school's 'Incident Log – Behaviour and Online Safety' (see Appendix 3).
- To supervise detentions/exclusions as required, ensuring pupils have an opportunity to reflect on their unexpected behaviour and consider the consequences of their actions by completing some reparatory work (e.g. apology letter, setting behaviour targets) to improve/resolve the situation.
- To enforce this Behaviour Policy outside of the school premises when the pupil is:
 - *Taking part in any school-organised or school-related activity;*
 - *Travelling to or from school;*
 - *Wearing school uniform;*
 - *In some other way identifiable as a pupil at the school;*
 - *Behaving in way that could have repercussions for the orderly running of the school or the school's reputation.*
- To search pupils and confiscate items if there is a reasonable suspicion that prohibited items are on the school site.⁴
- To work with parents/other agencies in managing and improving 'extreme' unexpected behaviour.

³ The specific/special needs of pupils will be used to determine the appropriate level/nature of the consequence/sanction - adjustments will be made on an individual, case-by-case, basis so no child is discriminated against unfairly.

⁴ Prohibited items include weapons, drugs, alcohol, smoking/vaping items, stolen goods, fireworks, pornographic materials, articles that have been used/are likely to be used to commit an offence, electronic devices that may be used in cyber-bullying incidents and items banned by the school.

- To support members of school staff who have been subject to malicious accusations and arrange suitable pastoral support.

10. The Role of the Governing Body

- To ensure this policy adheres to the latest statutory guidance and legislation.
- To ensure this policy meets all regulations concerning equal opportunities.
- To support the headteacher, senior leaders and school staff in implementing and applying this policy.
- To liaise with the headteacher to ensure that the policy is implemented fairly and with sensitivity.
- To consider all representations from parents regarding this policy.
- To monitor behaviour and hold school staff and senior leaders to account for the highest standards of behaviour.
- To assist school leaders and parents/carers in resolving 'extreme' cases of unexpected behaviour in the best interests of the pupil and the school.
- To evaluate the effectiveness of the school's behaviour strategy.

11. Inclusion

This Behaviour Policy will be implemented in accordance with The Equality Act 2010 and the Public Sector Equality Duty (PSED), which requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- Foster good relations between people who share a protected characteristic and people who do not share it.

The specific/special needs of pupils will be used to determine how this Behaviour Policy is applied. Expectations and sanctions will be adjusted to meet the needs of individuals on a case-by-case basis so no child is discriminated against unfairly.

This Behaviour Policy will be carried out in accordance with the SEN Code of Practice 2014.

12. External Agencies

External agencies (e.g. behaviour support specialists) may be consulted to help the school provide the best support for children who have persistent behavioural difficulties. This will be done in collaboration with parents/carers. Local Authority procedures will also be adhered to in cases of external exclusion.

13. Other Policies

The school's Anti-Bullying Policy⁵ should be read alongside this document, as should the Policy on Restrictive Physical Handling and the Online Safety Policy.

14. Review

The governing body will monitor and review this policy every year.

15. Guidance

This Behaviour Policy has been written in accordance with the *Department for Education (DfE)* document 'Behaviour and discipline in schools: Advice for headteachers and school staff (January 2016)'.

⁵ In-line with the recommendations from the *Anti-Bullying Alliance*, the Anti-Bullying Policy is a stand-alone policy.

Signature: (Chair of Governors)

Print Name: Mrs. S. Hornagold-Prosser

Date: 26th September 2022

Signature: (Headteacher)

Print Name: Mrs. L. White

Date: 26th September 2022

Behaviour and Anti-Bullying

Pupil conduct and behaviour at The Bliss Charity School is positive and the children all get along really well with each other the vast majority of the time. However, there will be occasions when pupils ‘fall out’ and someone becomes upset. When this happens, it is important for both children – and parents/carers – to respond in the correct way so that any issues are resolved as quickly as possible.

Children ...	Parents/Carers ...
<ul style="list-style-type: none"> • Follow the school’s ‘RESPECT Rules’ at all times and use the attitudes and skills from our metacognition programme to help you get along with others. Remember to treat classmates and other pupils how you would like to be treated yourself. • Remember that ‘falling out’ is part-and-parcel of growing up. While no-one likes being upset, you and the person/people who has upset you are probably still friends really and this disagreement will more than likely just be a temporary one. Try not to overreact as it may ruin your friendship. • Be open and honest about anything you may have done (there usually are two sides to every story). • Recognise the difference between someone being nasty to you once and bullying. Think about our anti-bullying assemblies and remember our STOP message: Several Times On Purpose. • Trust the adults in school to deal with your concerns – things can always be sorted out once adults in school know what is going on. Again, remember our STOP message: Start Telling Other People. <div style="text-align: center; margin: 10px 0;">  </div> <ul style="list-style-type: none"> • Don’t wait to tell someone! Tell someone in school <u>the moment</u> it happens – don’t wait until you go home as this just slows things down. If you tell an adult in school immediately, they can investigate it properly while other children are still around and things may have been seen/heard – and remembered – by others. • Be brave enough to deal with situations on your own. Can you use any of our metacognition skills and attitudes? For instance, resilience and empathy may be needed if someone is just being ‘a bit irritating’, whereas risk-taking, self-management and communication are needed to report more serious concerns to an adult in school yourself. • Use the ‘Wellbeing Wheels’ on the playground and in the classroom to help deal with situations and feelings that may lead to negative behaviour. 	<ul style="list-style-type: none"> • Remember that ‘falling out’ is part-and-parcel of growing up. While it is not nice to see your child upset, it is important not to overreact. The best thing to do is to share the information your child has reported to you the next day with the class teacher. Class teachers are the best people to talk to about behaviour issues. If the situation does not get resolved satisfactorily, a senior leader can be involved alongside the class teacher. • Be open to the possibility that your child may have done something too (there usually are two sides to every story) and that you may not have all the facts. Children can misunderstand situations and sometimes only report things from ‘their point of view’. • Recognise the difference between an isolated incident of spitefulness and bullying (see below). At Bliss, bullying is defined as ‘<i>deliberately hurtful behaviour repeated over a period of time, where it is difficult for those being bullied to defend themselves</i>’. Thankfully, genuine cases of bullying at our school are very, very rare. Applying our STOP message (see below) helps both children and adults see what bullying is and what bullying is not. • Trust that the adults in school have the ability – and the experience – to deal appropriately with unexpected behaviour. School staff will always try to resolve incidents they become aware of and, if the incident is deemed serious enough to include home, a phone-call will be made to discuss the issue with the parents/carers of all involved. • Encourage your child to report any concerns they have directly and immediately to adults in school – children need to report any issues they have ‘in the moment’ and not wait until they get home. It is much more difficult for school staff to deal with things ‘after the event’ • Empower your child to deal with situations independently through the development of our metacognition skills and attitudes. For instance, resilience and empathy may be needed if someone is just being ‘a bit irritating’, whereas risk-taking, self-management and communication are needed to report more serious concerns to an adult in school themselves.

The Bliss Charity School													
Incident Form – Behaviour and Online Safety													
Type of Incident: <input type="checkbox"/> Unexpected behaviour <input type="checkbox"/> Online Safety <input type="checkbox"/> Unexpected behaviour and Online Safety	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 65%;"> Is this a bullying incident? <small>Apply STOP: <u>Several Times On Purpose</u></small> </td> <td style="width: 10%; text-align: center;">YES</td> <td style="width: 10%; text-align: center;">NO</td> <td style="width: 15%; text-align: center;">NOT SURE</td> </tr> <tr> <td> Is this a hate incident? <small>Racism/LGBT/Extremism</small> </td> <td style="text-align: center;">YES</td> <td style="text-align: center;">NO</td> <td style="text-align: center;">NOT SURE</td> </tr> <tr> <td> Is this a safeguarding incident? <small>If YES, follow the school's safeguarding procedures.</small> </td> <td style="text-align: center;">YES</td> <td style="text-align: center;">NO</td> <td style="text-align: center;">NOT SURE</td> </tr> </table>	Is this a bullying incident? <small>Apply STOP: <u>Several Times On Purpose</u></small>	YES	NO	NOT SURE	Is this a hate incident? <small>Racism/LGBT/Extremism</small>	YES	NO	NOT SURE	Is this a safeguarding incident? <small>If YES, follow the school's safeguarding procedures.</small>	YES	NO	NOT SURE
Is this a bullying incident? <small>Apply STOP: <u>Several Times On Purpose</u></small>	YES	NO	NOT SURE										
Is this a hate incident? <small>Racism/LGBT/Extremism</small>	YES	NO	NOT SURE										
Is this a safeguarding incident? <small>If YES, follow the school's safeguarding procedures.</small>	YES	NO	NOT SURE										
Where did this incident take place? <input type="checkbox"/> In-school (classroom) <input type="checkbox"/> In-school (break/lunch) <input type="checkbox"/> In-school (before/after) <input type="checkbox"/> Outside of school	<div style="width: 30%; background-color: #90EE90; padding: 5px;"> Incident Rating: <i>Minor</i> <ul style="list-style-type: none"> Repetitive low-level disruption in lessons. Repetitive low-level flouting of school rules. Consistent absence of good behaviour-for-learning. Accessing online content that is not age-appropriate. </div> <div style="width: 30%; background-color: #FFFF00; padding: 5px;"> Incident Rating: <i>Moderate</i> <ul style="list-style-type: none"> Significant, deliberate disruption. Unexpected behaviour that results in injury/damage. Rudeness/aggression towards other children and/or adults. Risky online behaviour. </div> <div style="width: 30%; background-color: #FF4500; padding: 5px;"> Incident Rating: <i>Extreme</i> <ul style="list-style-type: none"> Malicious, aggressive behaviour, leading to injury/damage. Foul language. Bullying. Racism Extreme views Unsafe behaviour online. Cyberbullying. Online hate incident. </div>												
Details of the incident, including any investigation and actions that followed ...													
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;"></td> <td style="width: 20%; padding: 5px;"> Things to report ... <i>Who was involved? Include victim, perpetrators and witnesses.</i> <i>Summary of evidence gathered.</i> <i>Adults involved in reporting, investigating and taking action on this incident.</i> <i>Details of actions taken and by whom.</i> <i>Consequences and communications that followed the investigation.</i> </td> </tr> </table>			Things to report ... <i>Who was involved? Include victim, perpetrators and witnesses.</i> <i>Summary of evidence gathered.</i> <i>Adults involved in reporting, investigating and taking action on this incident.</i> <i>Details of actions taken and by whom.</i> <i>Consequences and communications that followed the investigation.</i>										
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What sanction was given? <input type="checkbox"/> N/A <input type="checkbox"/> In-school punishment <input type="checkbox"/> Internal exclusion <input type="checkbox"/> External exclusion	Intended impact of actions taken ... <small>Include monitoring arrangements and success timescale</small>												
Date:	Your name:	Senior Leader:											

Appendix 3

Incident Log - Behaviour and Online Safety (MASTER) - Excel

HOME											
Clipboard		Font		Alignment		Number		Styles		Cells	
19											
A	B	C	D	E	F						
Date	Type of incident	Is this a bullying incident?	Is this a hate incident?	Is this a safeguarding incident?	Where did this incident take place?						
1		Apply STOP Criteria Several Times On Purpose	Racism LGBT Extremism	If YES, this must be reported in-line with the school's safeguarding procedures							
2											
3											
4											
G		H			I						
Incident rating		Brief outline of the incident and any investigation			Who was involved?						
1	Minor Moderate Extreme	Include summary of evidence gathered			Include victim, perpetrators and witnesses. Record adults involved in reporting, investigating and taking action on this incident.						
2											
3											
4											
J	K		L		M						
What sanction was given?	Details of actions taken and by whom		Intended impact of actions taken		Evaluation						
1	Include consequences and communications that followed the investigation		Include monitoring arrangements and success timescale								
2											
3											
4											