



BEHAVIOUR FOR SUCCESS POLICY

UNCRC Article 2: The Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from.

UNCRC Article 19: Every child has the right to protection

UNCRC Article 29: All children have the right to be the best that they can be.



Headteacher's Signature: Ms L Shaw

Chair of Governors' Signature: Mr A Murphy

Reviewing Committee: Full Governing Body

Date reviewed and ratified:

Term of Review: Annually

Date of next review:



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This policy is linked to the following mandatory school policies: Keeping Children Safe in Education – September 2020 guidance, Safeguarding and Child Protection, Preventing Radicalisation and Extremism, SEND, Code of Conduct, Whistle Blowing, Health and Safety, Behaviour, Anti-Bullying policy, Home School agreement and Mental Health Promotion at Belmont School.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Belmont School's Vision

Development of the whole school learning community promotes personalised and independent learning throughout the learning journey for pupils and adults. Pupil voice informs all school development priorities – every child, every day make us 'Stronger Together'.

The aims of building positive relationships and behaviour for success

At Belmont School, we strive to create a welcoming, caring learning community where relationships are based on mutual respect. As a community, we acknowledge the essential role that positive and respectful relationships have in developing an environment that enables everyone to feel safe, valued, happy and able to succeed.

High expectations for respectful behaviour and positive attitudes towards learning provide the foundations for our children to become confident, resilient and self-assured learners who take pride in their work and school, value their education and respect the views and ideas of our diverse learning community. Positive and respectful relationships are essential to creating a learning community that is free from cynicism and that promotes equal opportunities for all.

Within our school, we aim to create a safe and orderly learning environment that is free from discrimination, stereotyping and derogatory language. We strive to create an open culture where we work together to tackle any forms of bullying, where children understand how to keep themselves and others safe and trust adults to take rapid and appropriate action to resolve any concerns that they have.

The role of all adults in teaching and modelling positive and respectful relationships

All adults who work within our learning community understand the importance of demonstrating and teaching the behaviours we are striving for and recognise that children will learn from our own actions. All adults at Belmont School are committed to four core principles in their own behaviour:



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- ✓ Adults role-model positive and respectful behaviour at all times, both in their interactions with other adults and children, ensuring that the dignity of others is always maintained.
- ✓ Adults show a firm commitment to developing a community founded on mutual respect. This is led through the modelling of their own interactions and in their teaching and learning.
- ✓ Adults understand, embed and actively promote opportunities for children to understand their rights as outlined in the UN 'Convention on the Rights of a Child'.
- ✓ Adults have a duty to act quickly and appropriately whenever they witness behaviour that does not follow our expectations as a school.

Promoting positive learning behaviours and aspirations

At Belmont School we capture our positive relationship and behaviour ethos in our commitment to develop Behaviour for Success through our Beliefs:

At Belmont everyone:

- **Has the right to learn (Articles 28 , 29)**
- **Has the right to feel safe (Articles 3, 19, 36)**
- **Has the right to feel valued (Articles 12,13,14)**
- **Has the right to have a voice (Articles 12, 13, 14, 15)**
- **Has the right to tolerance and empathy (Articles 12, 13, 14, 29, 30)**

All in our community are expected to behave in a way that enables Belmont Beliefs to be carried out.

Developing a culture where children believe in themselves and have ambition to achieve will undoubtedly result in greater engagement and a desire to learn, enabling our children to make strong progress. Our commitment to developing children's positive relationships enables us to work together as a community to create and maintain an environment in which all of us can thrive intellectually, emotionally, spiritually, culturally and physically.

We make clear our expectations of positive behaviour and discourage unsociable behaviour by promoting mutual respect. We encourage children to take responsibility for their own actions and behaviour and importantly, we praise good behaviour and effort. We encourage children to discuss, reflect and consider the consequences of their actions.

In the Early Years, we use visual prompts to support pupils in developing positive learning behaviours. Children will be reminded to: show active listening; use gentle hands; use thoughtful words; show good sitting; and have a go. Children will have regular opportunity to reflect on the Characteristics of Effective Learning through directed teaching task linked to the PSED curriculum.



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A shared understanding of expectations

It is important that expectations for positive learning behaviour and mutual respect are clear for all pupils. This shared understanding is developed through visual reminders in the form of collaborative class charters and re-enforced through all adults sharing their expectations and reminding pupils of these where necessary. It is the responsibility of all adults to teach and model the positive relationships and learning behaviours they expect. We recognise the importance of ensuring that every pupil voice is valued and pupils learn to express their own views whilst listening to and showing respect for each other's.

Creating an environment of irresistible learning

As a school we recognise the essential role that exciting, inspiring and relevant learning activities play in engaging our pupils and helping to ensure that positive learning behaviour choices are made. We recognise the importance of planning and delivering learning experiences that actively engage and cater for all pupils, which have a pace and provide opportunities for all pupils to progress and feel successful in their learning.

Ensuring calm and safe movement through school

All adults have a responsibility to ensure that any groups or individual pupils moving around our school do so in a safe, calm and respectful manner. We recognise the important role adults play in modelling and teaching this behaviour; using regular stopping points; the use of quiet voices; showing respect for other pupils, staff or visitors; and deploying additional adults to support this.

Expectations for all adults:

- ✓ We expect **all adults** to quickly and consistently challenge negative behaviour anywhere and anytime and acknowledge positive behaviour anywhere and anytime.
- ✓ We expect that **all adults** ensure that conditions for learning enable children to feel safe and give them the best opportunity to be successful and make positive choices (effective personalised provision and inclusion).
- ✓ We expect that **all adults** ensure a consistent approach in the actions taken, logging and follow-up where behaviour is not acceptable.
- ✓ We expect that **all adults** develop children's understanding of the UNICEF articles and that **all adults** model positive behaviour.

Rewarding and encouraging positive relationships and learning behaviour

- Instant verbal praise or written comment on work where appropriate.
- Positive acknowledgements for achievement, effort, attitude and all other positive aspects of learning.



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- Belmont school has 4 houses, Blizzard, Cyclone, Hurricane and Tornado. When pupils are admitted to Reception class they are allocated to a house. House points are totalled each month and announced in the monthly celebration assembly. Older pupils have interhouse competitions which add these points.
- Weekly Key Stage assemblies that recognise those children with specific learning awards and announce the class with the best attendance.
- When pupils show exceptional Behaviour for Success in their learning or attitude then they are awarded a certificate. Each month a boy and a girl are nominated from each class and presented with the certificates in the monthly celebration assembly; An A4 certificate for their Record of Success and two smaller ones; one to take home and one to be displayed on the Behaviour for Success tree in lower school hall. Classes collectively can also be nominated. Non-class based staff can also nominate pupils or classes.
- Conversations with parents and families to praise positive learning behaviour and relationships.
- Displaying children's work in the classroom to acknowledge their achievements.
- Belmont Record of Success - All pupils are provided with a folder where special work or achievement of their choice is inserted twice each term. Each pupil is presented with this record on leaving Belmont school. Big Write is also a very important feature of the learning at Belmont. Each child has a special book where all Big Write learning is recorded. One sample of writing a year should be included in the Record of Success (ROS).
- Team/table points & stickers.
- Class charters agreed.
- Our PSHE lessons and assemblies promote learning and discussion about tolerance and respect for different opinions and ideas and the importance of British Values.
- Lunchtime certificates are given to the class that follows and adheres to Article 31 – the right to play and relax.
- Pupil of the year: at the end of each school year each class from Reception to Y6, with the guidance of their teacher, will nominate a boy and a girl as pupils of the year. These pupils will receive a medal in the last assembly of the year and the nominees will receive a certificate (see Appendix 1 for further guidance).
- Davies Cup – an end of year award that is presented with a trophy on Belmont day where staff nominate and vote for one pupil from across the school who embodies the spirit of Belmont.
- Visiting the Head Teacher or Senior Management Team for praise.

Promoting Rights Respecting relationships and behaviour

As a Rights Respecting School, we recognise in particular Article 28 **'The right of every child to a good quality education'**, Article 19 **'All children have the right to be protected from being hurt or mistreated in body or mind'** and Article 29 **'Your education should help you to**



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learn to live peacefully and respect other people' from the UN Convention of the Rights of the Child.

Our achievement of the Gold Rights Respecting School Award highlights the central role Rights Respecting behaviour plays in the development of positive relationships at Belmont School.

Our expectations as a learning community

As duty bearers, we work hard to ensure children's rights are respected at all times. It is an expectation that all adults within our community provide expectations that are consistent and promote inclusive and tolerant approaches to relationships with others and positive approaches to learning inside and outside the classroom.

Children's charter must include the following:

- To work to the best of their abilities, and allow others to do the same.
- To treat everyone with respect.
- To follow the instructions of all the school staff the first time they are given.
- To take care of property and the environment in and around school.
- To co-operate with other children and adults.

Staff charter must include the following:

- To clearly define and model our expectations of good behaviour and positive relationships.
- To treat all children fairly and with respect and dignity.
- To raise children's self-esteem and develop their ambition.
- To provide a challenging, interesting and relevant curriculum.
- To create a safe, pleasant and stimulating environment, physically and emotionally.
- To use rewards, rules and sanctions clearly and consistently.
- To develop a class charter with children so that children are very clear about how they are expected to behave.
- To form positive and mutually respectful relationships with parents and families, so that all children can see that the key adults in their lives share a common aim.
- To deal with any incidents promptly and appropriately.
- To recognise that each child is an individual and to be aware of his/ her needs.
- To commit to developing every child's spiritual, moral, cultural and physical education.
- It is the responsibility of adults to ensure that the consequences of choosing not to follow these expectations are shared and understood.
- It is the responsibility of adults to ensure that they apply these consequences consistently and fairly, communicating clearly and calmly with children and using their judgement in situations where a different approach may be required.



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Parents' and families' charter must include the following:

- To make children aware of and model appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster positive and mutually respectful relationships with the school.
- To be aware of the school rules and expectations and to support the school in the implementation of this policy.
- To alert the school appropriately as soon as there are any concerns.

Consequences of choosing not to show positive relationships and behaviours

Behaviour that does not develop positive relationships or that hinders a child, or other children's right to learn and be safe, will always be addressed. It is the responsibility of adults to communicate clearly that this behaviour is a choice and that children always have the opportunity to make the right choices. They will also support them in achieving this.

The use of smiling and sad faces or lists on the board to denote which children are 'succeeding' in following classroom expectations and which children are not, are not reflective of an inclusive classroom where there is the expectation that every child can make positive choices about how to approach their relationships and behaviour. **Therefore, must not be used as a strategy for behaviour management.**

To ensure a consistent approach across school we follow the same approach to consequences in KS1 and KS2. The principles of these approaches are adapted for children in the Early Years.

Pupils who are unable to show positive learning behaviours or respectful relationships have an impact on their own and others learning. This impact results in the loss of time that should be focussed on learning. As a school, we acknowledge that our learning time is precious and that, where a pupil is choosing to lose learning time, this learning time must be made up at a time when the pupil(s) would be outside for their break or lunchtime. In the EYFS, pupils will make this time up during lunchtime or during their free flow provision time. Where pupils are not showing positive learning behaviour, all adults have a responsibility to act:

- Where a child is not demonstrating the expected behaviour then a series of strategies need to be employed that are appropriate for the age/stage and individual pupil (following support plans where applicable). Adults will first (where appropriate) provide a non-verbal and discrete cue to the child, such as an eye or hand signal that indicates that their behaviour is not appropriate.
- There is an expectation that following each strategy, the pupil is given time to make changes to their behaviour.
- Where a child continues to not demonstrate expected behaviour after several strategies of support have been taken OR where the initial behaviour is of sufficient concern – a CPOMS log will be made. In this log staff should give examples of strategies



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used by simply numbering strategies in CPOMS log (e.g. 1. verbal conversation 2. moved in class 3. time out in class offered).

- The SLT team will be checking incidents regularly. This will enable review of pupils who are repeatedly requiring several strategies to be used to address behaviour but this is not reaching a CPOMS log – this will enable these pupils to be picked up.

Please note that all staff will be using CPOMS to log behaviour incidents.

Behaviour incident recording

All staff have a responsibility to record a behaviour 'incident' on CPOMS where it is deemed that this is required. It is important that staff take responsibility to ensure an 'incident' record is completed accurately on the relevant pupil's record, with any additional children involved linked to the 'incident', if appropriate. All 'incidents' should provide a clear and factual report of the events.

Staff have a duty to ensure that incidents are recorded in a timely manner and before leaving school at the end of that day. Staff must ensure that the key trait of the behaviour is accurately logged under the relevant options in CPOMS and ensure that they log the behaviour action:

- class teacher informed
- parent informed
- phase leader informed

Teachers and Phase Leaders should look to take appropriate actions to resolve these incidents and complete the record accordingly; ensuring that parents and relevant teachers are notified. The Headteacher, Deputy Headteacher, Assistant Headteachers and SENDCo will automatically be notified of any 'incidents' recorded.

Visitors to the school building who do not have access to CPOMS (such as agency staff) can complete a Behaviour Incident Form, which is available from the Staffroom (see appendix 2). These forms should be completed as soon as possible and handed, in person, to the Phase Leader as soon as possible.

Time-in with an adult

- Senior leaders will review all CPOMS entries daily and will ensure that where pupil behaviour requires a response that pupils have Time-in with an adult at lunchtime. This will be added as an action to the incident logged on CPOMS to indicate where pupils will have Time-in with an adult.
- If an incident has occurred on a morning and a member of staff feels that a pupil needs an immediate Time in with an adult for that lunchtime then this member of staff will discuss this privately with a senior member of staff.



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- In KS1 – Time in with an adult will continue to be during break time (timetabled by the phase leader). Where there are more significant concerns relating to behaviour in KS1 – these will be dealt with on an individual basis.
- Parents/carers of any pupil who have had Time in will receive verbal notification given at the point of collection on the same day. This will give further information as to the incident and will be communicated by the teacher/adult leading dismissal. If a pupil has permission to walk home then the teacher will ensure that a phone call is made to home and the information clearly shared.
- All Time-in incidents are recorded and tracked on CPOMS. Where a pupil has 3 incidents within a term then a meeting will be made with the pupil's parents/carer and class teacher to discuss. Where there have been 5 incidents of Time-in within a term, a further meeting will be arranged with the parents/carer, class teacher and Phase Leader. Any further Time-in incidents in the term will result in a meeting with parents/carers and a senior leader.

Failure to complete homework/home learning

At Belmont School we value the important role home learning plays in supporting children's progress. Where children have failed to complete a home learning task, they will be given another opportunity to bring this work in. Loss of Learning is not used as a consequence of not completing learning sent home. Teachers will keep a record where home learning has not been completed and this information will be passed to the Phase Leaders who will look at how children and families could be supported further.

Extreme, dangerous or abusive behaviour

If there is a critical incident where a child/children or an adult/adults are at risk of harm then any/all staff need to act accordingly to ensure that they are meeting their duty of care; this can be taking immediate action to protect or remove others from danger, using a child or adult to locate additional members of staff to support from nearby classrooms or areas of school, using the internal telephone system to request support.

When working alone with pupils and you require additional support

If you are working alone with a class or group of pupils and require additional support to enable you to use a strategy to support a child/a group of children (asking this member of staff to supervise your class whilst you focus on the child/children) - please use a child to request support and an additional adult from nearby classrooms/ areas of school or use the internal telephone system.



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Alerting senior staff to behaviour incidents that require investigation or those which are of a concern

Where a behaviour incident is of concern or requires attention that day, it is the responsibility of the member of staff who has witnessed/dealt with this incident to ensure that that a member of the Senior Leadership Team is notified quickly so that action can be taken. Even if recording follows later in the day, it is important that senior staff are alerted as soon as possible.

In exceptional circumstances, adults may have to intervene to prevent a child's extreme behaviour from causing harm to themselves, another child or an adult. It is every adult's duty of care to ensure that children are safe (see Care and Control Policy).

Every member of staff responding to a significant incident must ensure:

- They take responsibility for working with the adults in the classroom to restore order. This may include the removal of the pupil(s);
- Escalate to SLT (Head/ Deputy/ Assistant Head) if incident is of significance; a child or children has/ have been physically restrained; if a formal sanction such as an exclusion needs consideration;
- Coordinate a meeting with Parents;
- Liaising with the adults in the classroom, if there needs to be a 'de-briefing' for children/adults who may have witnessed or have been involved in an incident. Incidents need to be recorded on CPOMS, or for visitors who do not have access to CPOMS, a paper Behaviour Incident form completed and handed to the Phase Leader.
- Planned CPD will support staff to deliver restorative conferencing if appropriate.

Ensuring positive relationships and behaviour at lunchtime

It is an expectation that all adults working within our community follow a consistent and positive approach to relationships and behaviour and Lunchtime Supervisors and Sports Coaches will adopt the approaches outlined in this policy (please see playground supervision guidelines).

Lunchtime

If a member of staff would like child/children to remain inside at lunchtime, they must ensure that each child is given an Orange Band to wear and that they take responsibility for the supervision of any children at all times. Staff will need to make Lunchtime Managers aware



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of any children who are staying in class, and staff will take responsibility for ensuring that every child has their lunch and has sometime outside on the playground.

Anti-Bullying Statement

At Belmont School, we define bullying as *'behaviour which intentionally hurts or harms another person, either physically, mentally or both'*. Usually in cases of bullying, one party feels more powerful than another. Bullying includes using threatening or intimidating behaviour, name calling, violence, threatened violence, isolation, ridicule or indirect action such as spreading unpleasant stories about someone. Where bullying exists, the victims must feel confident to approach any adult within the school who will take quick and appropriate action according to our Anti Bullying Policy. It is our aim to consistently challenge attitudes about bullying behaviour, including online bullying, and ensure that children understand how to keep themselves and others safe and trust adults to take rapid and appropriate action to resolve any concerns that they have.

Equal Opportunities

The policy will be applied fairly and consistently across our learning community regardless of age, gender, religion, cultural diversity or disability.



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Appendix 1: How to choose the pupil of the year (by the end of June)

Pupils should be given guidance by their class teacher about how to nominate a pupil for Pupil of the Year. The class and school rewards and attitude and conduct throughout the year should be considered. Reasons why the pupil should be nominated must be given. Older pupils should write their nomination and give it to the teacher. These nominations should be anonymous. The teacher should take the nominations and discuss and agree the 6 nominees and the boy and girl pupil of the year for each class, with other adults in the year group.

The 6 nominees in the older classes should be made known to the pupils. **DO NOT TELL THE CLASS THE NAMES OF THE PUPILS OF THE YEAR.**

Younger pupils should be encouraged to discuss and nominate 3 boys and 3 girls in each class together using the criteria above. The teacher should take the nominations and discuss and agree a boy and a girl in each class with other adults in the year group. **DO NOT TELL THE CLASS THE NAMES OF THE PUPILS OF THE YEAR.**

The names of nominees and pupils of the year should be given to the HLTA's for them to collate and organise awards and procedures.



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Appendix 2 - Belmont School Behavioural Incident Form – Green Form

FOR VISITORS USE ONLY
 Belmont School Behavioural Incident Form (page 1)
 Please record name (s) of ALL pupils and adults involved (full names given) and class(es):

Name:

Class:

Categorisation of incident	Location	Period of School Day
Accident	Classroom	Breakfast Club
Concern re. on-going incident linked to bullying	Corridor	Lunchtime
Disruptive Behaviour	Library	Break time
Defiance	Music Room	School day eg. lesson time
Verbal abuse - towards pupil	Hall	After school club
Verbal abuse: - towards adult	Multiuse Room	Date:
Use of racist language	Playground	
Use of homophobic language	Toilets	Time:
Use of derogatory language	Cloakroom	Incident form filled in by:
Use of language offensive of disability	School grounds	
Assault – towards pupil	School trip	
Assault – towards staff	Other:	Full name(s) of all staff involved:
Red card - Incident that requires immediate response	Physical Intervention needed Separate physical intervention form must be completed.	
Exclusion (SLT only to authorise)	Verified bullying (investigated by SLT)	
Factual report of incident/behaviour		
Please recorded the outcomes of your investigation:		
Resolved status		



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Following your investigations, please identify key outcomes *Full names given and class(es) recorded

Can you identify a pupil(s) who instigated the incident?

Can you identify any pupil(s) who were affected by the incident?

***Following on from your investigations, please ensure recording of details above eg. categorisation of incident are accurate**

Have all class teacher (s) been made aware?

Have all parents/ carers been made aware?

Brief summary of any actions that will be taken (eg. loss of learning time etc.):

Please ensure the form (over leaf) is completed for any incidences that require further investigation/action

Further investigation/action required

Please identify what further investigation is needed?

Referred to (please tick):

Name of SLT

Assistant Head

Deputy Head

Headteacher

Factual report following investigation

Following your investigations, please identify key outcomes:

Following on from your investigations, please ensure recording of details above eg. categorisation of incident are accurate

Have all class teacher (s) been made aware?

Have all parents/carers been made aware?