

# Elm Green Preparatory School



## Behaviour Policy

(Includes Discipline and Exclusion Policy)

**This policy applies to all pupils in the school including those in EYFS**

Reviewed by SMT May 2025  
Ratified by Principal June 2025  
Next Review May 2026  
Previously 9C

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# ELM GREEN PREPARATORY SCHOOL

## BEHAVIOUR POLICY

### 1. AIMS

Elm Green School has high expectations for the conduct of all and strives to give positive guidance for the expected standards of behaviour. The school aims to provide a calm, safe and supportive environment where children will be taught how to behave well enabling them to thrive, to learn and to succeed both in and out of school.

The implementation of this behaviour policy by all staff members is key to ensuring that the school's statutory safeguarding responsibilities, as set out in Part 1 of 'Keeping Children Safe in Education' (KCSIE), are met. This policy aims to complement and reinforce the school's Safeguarding and Welfare of Children's Policy. This policy is based on a need for parents, staff and students to work together in partnership sharing mutual aims:-

- To provide a shared understanding of our high expectations for students' conduct and behaviour
- To ensure that these expectations are consistently, fairly and respectfully applied
- To ensure that a positive, calm and supportive ethos pervades our school
- To promote a clear set of values in a route to a happy and successful life
- To ensure that achievement should be recognised, praised and rewarded across the school
- To give a positive emphasis which allows for the growth of each student's self-esteem, self-discipline, dignity and a proper regard for authority
- To acknowledge basic human rights necessary for a child and an adult to perform effectively.
- To develop awareness of an individual's responsibilities towards themselves, others, the school community, the local community and the wider world.
- To ensure that general and targeted interventions are used promptly and effectively to support all students making reasonable adjustments for students with SEND
- To prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying)

Guidance from the DfE advice, (Behaviour in Schools – Advice for headteachers and school staff - February 2024) has been incorporated into this policy. Elm Green School acknowledges its legal duties under the Children and Families Act 2014 and the Equality Act 2010, in respect of safeguarding and in supporting students with special educational needs (SEND) and will make reasonable adjustments for these students. (See Paragraph 5.1)

### 2. THE SCHOOL VALUES

Our school does not have a written code of conduct for students, but we implicitly expect that courtesy, consideration and good manners underpin all that we do and that the school values apply to all aspects of school life. The school values are:-

To treat others as you would be treated and practise:

- Listening
- Forgiveness
- Sharing
- Peacemaking

- Honesty
- Modesty
- Kindness and helpfulness
- Care for the environment

To be our best and to do our best in all things.

Our values are displayed in all areas of the school and are regularly revisited in PSHCEE sessions and Assemblies where they are given greater clarity and made explicit. Examples of implementation are included in **Appendix 1**.

Elm Green School has a system of rewards and sanctions and it is always the school's intention to apply these in a fair and consistent manner amidst a climate of mutual respect.

### **3. REWARDS**

The school aims to promote the academic, physical, creative, social, emotional and moral achievements of all students wherever and whenever possible. Praise and reward for all aspects of school life, including good behaviour, must be given a strong emphasis by all adults. It is important that all students have opportunities to gain rewards and achieve success.

Each class, department or extra-curricular activity may have award schemes with specific criteria or standards for the award of certificates, badges etc. but it is very important that individual steps of progress are also recognised and rewarded outside of these. Informal rewards are vital and can be an enormous boost to a student's self-esteem, confidence and motivation. Examples are detailed in **Appendix 2**

#### **3.1 Sticker Charts**

Each student from Kindergarten to Year 6 has a sticker chart starting with Bronze followed by Silver and Gold. Each chart holds spaces for stickers. Stickers should be awarded when students have received a designated number of small stickers, stars or stamps collected on a chart in their classroom or directly on to their charts. These can be awarded for

- individual achievement
- class/team/group achievements
- progress
- effort regardless of achievement
- presentation
- good or improved behaviour
- reaching personal targets as agreed with a teacher
- helpfulness, thoughtfulness, kindness
- positive or encouraging attitudes
- other reasons agreed by staff specifically for an individual student

When the chart is full the student should take the completed chart to the Principal who will praise the student and acknowledge the chart's completion with a comment and signature. The student's name and chart colour will be entered in a Special Award Folder and added to a House display in the main hall.

**Staff should aim for the completion of one cycle (Bronze, silver, gold) per year.** An increasing number of stickers is needed to complete a chart as the student progresses through the school. A certificate will subsequently be presented. A choice of prizes will be offered when a student achieves a Gold Award before starting on the cycle again.

### 3.2 Golden Slips

Golden slips should be awarded to students for an exceptional piece of work or for exemplary behaviour demonstrating, for example, the School Values. Golden Slips should be completed by staff and presented by that member of staff to the student who should take it home to show parents. Students may keep them at home or in school.

When staff present a Golden Slip they should record this on the Golden Log (in the behaviour log). These slips are then recorded by a member of SMT in the Golden Book. This is taken to a celebration assembly approximately once a month. Students can also be presented with a special sticker saying 'I am in the Golden Book.'

## 4. SANCTIONS

Sanctions are necessary to maintain social order so that individual and collective learning can take place. Sanctions should be applied predictably, promptly, fairly and in a climate of respect without undermining a student's sense of responsibility or self-respect and avoiding public humiliation. We aim to maintain an environment that provides a safe structure, a sense of order and clear, positive expectations with consequences. Responses to misbehaviour can serve a range of purposes including:-

- **Deterrence** – as a general deterrent for all students or for a specific student
- **Protection** – to ensure the safety and well-being of all students
- **Improvement** – to develop students' understanding of the expectations for behaviour

A distinction between minor and more serious misdemeanours is necessary to ensure that sanctions are proportionate and consistent enabling students to know, with certainty, that misbehaviour will always be addressed.

However, staff will need to investigate, using their discretion and knowledge of the student, to determine the severity of an offence. Staff should also be mindful that misbehaviour can give cause to suspect that a student is suffering or likely to suffer harm and discussion with the Designated Safeguarding Lead (DSL) may be necessary in line with their duty in respect of KCSIE. Staff should also refer to the school's Anti-bullying Policy that details measures to prevent and respond to incidents of child-on-child abuse and all other forms of bullying.

Following a sanction, strategies and interventions should be considered to help all students understand how to improve their behaviour and meet the behavioural expectations of the school. Examples may be part of a wider approach that involves the well being and/or mental health of the student. These might include:-

- Targeted discussion with a student to explain what they did wrong, the impact of their actions, how they can do better and what may happen if behaviour does not improve
- Timetabled 'Listening Time'
- Discussion with parents
- Enquiries amongst other teachers of the student (e.g. A Round Robin)

- Enquiries into circumstances outside of school including those at home involving the DSL or SMT

The Incident Form is used to record significant behavioural issues. All Behaviour Incident Forms (excepting those regarding e-Safety incidents) are held by the Principal.

#### **4.1 MINOR SANCTIONS**

In the first instance these should be dealt with and logged by a member of staff who should inform the class teacher. (**Behaviour Log – Appendix 3**). In every case the behaviour should be discussed with the student so they understand what is wrong and what is needed to correct the behaviour. Any sanction should be applied calmly and consistently and should be logged by the adult who is dealing with the incident. Any member of staff can issue a conduct slip if a student has presented specific or repeated behaviour problems in their lessons or in the playground. **Appendix 4** details levels of offences/actions to be taken for students in the Prep.

Staff may wish to communicate conduct issues to KG and Pre-Prep class teachers due to the developmental needs of students at this stage. These events should be recorded but it is not policy to follow the guidelines set out in **Appendix 4**. Strategies used for this age group include modelling, emphasising positive behaviour, dialogue and observation.

##### **4.1a Conduct Slips (Green)**

Wording should be considered carefully and be accurate and concise.

- Complete conduct slip.
- Place in class teacher's tray and discuss as necessary
- Class teacher photocopies conduct slip and staples it into homework diary for parental signature
- Photocopy is stapled to behaviour log
- 3 Conduct slips should trigger a detention with the Principal (class teacher collates these)

##### **4.1b Detention Slips (White)**

Class or subject teachers may detain students for failure to complete homework or classwork or other misdemeanours in class. Specialist teachers should subsequently advise the class teacher. This generally means the loss of playtime or lunch time and should be recorded on the Behaviour Logs. There is no need to complete a detention slip for this. Repeated offences will also warrant a conduct slip.

A formal detention, that does require a detention slip, with the headteacher can also be given for more serious offences e.g. malicious damage to property. The detention slip should be sent with the student to the Principal or a deputy who will arrange a suitable time for the detention and any further action. A copy of the detention slip should be stapled in the homework diary and the incident should be recorded on the Behaviour Log.

##### **4.1c After School Detentions**

A detention of one hour, after school, will be issued by the Principal when 3 conduct slips have been issued by class or subject teachers over the year. Parents are advised by letter and discussions arranged as appropriate. The Principal, or a deputy, will supervise these and provide suitable tasks.

## **4.2 MORE SERIOUS OFFENCES AND SANCTIONS**

These should be reported immediately to the Deputy Head or Principal and should be recorded in the Behaviour log. A written record of the observed event should follow using the school's Incident Form (**Appendix 6**) and passed to the Principal or Deputy upon completion. In every case the behaviour should be discussed with the student so they learn what is wrong and what is needed to correct the behaviour. Any sanction should be applied calmly and consistently and should be logged by the class or subject teacher.

### **4.2a Removal from the Classroom**

In some serious disciplinary situations, a student may be required to spend a short period of time outside their classroom on the instruction of a member of staff. This may be to maintain the safety of all students and restore stability following a high level of disruption or to allow the student to regain calm in a safe space. This is to be differentiated from circumstances in which a student is asked to briefly step outside for a conversation with a member of staff before returning to the class or where this relates to a planned response for an identified student e.g. to help them to regulate their emotions. This type of removal should allow for a continuation of a student's education in a supervised setting. Parents should be informed on the same day if their child has been removed from the classroom. Data on the frequency of removal for individual students should be collated and analysed closely to consider whether additional professionals need to be consulted or involved and alternative interventions planned.

Other examples of serious offences and possible sanctions for Prep students are listed in **Appendix 4**.

### **4.2b Red Cards/SMT Availability**

All staff are issued with a red emergency request card detailing their name and/or location. Staff who need support in dealing with a problem should send a Red Card or note to the Office or a member of SMT. Staff are also issued with a timetable indicating the availability of SMT for support.

### **4.2c Fixed Term Exclusion**

A student may be excluded for a fixed term period (1-5 days) only after consultation and discussion with relevant staff and parents. Exclusion will only occur in situations of serious breaches of the School's Behaviour Policy or if the continued presence in the school of the student being excluded would seriously damage the education and welfare of other students or staff.

Students at this stage of the disciplinary process usually require more than the usual support and help. Parents will have been included in previous meetings, discussions and plans. Consideration will be given to exactly what further support is required for the student on their return to school. This will be in collaboration with parents and other adults both in and out of school.

### **4.2d Permanent Exclusion**

A student may be permanently excluded at any time if the Principal is reasonably satisfied that the student's conduct has been prejudicial to school order or school discipline or to the reputation of the school and that the continued presence of the student is incompatible with the interests of the school, e.g. serious violence, actual or threatened, against another student or member of staff. The Principal will act fairly in accordance

with the procedures of natural justice and would not permanently exclude a student other than in grave circumstances. The Principal's decision to permanently exclude a student is subject to review, following a formal meeting with the student's parents and key staff.

## **5. SUPPORT SYSTEMS FOR PUPILS**

The people responsible for Behaviour Management in EYFS are the Kindergarten teachers.

Students in transition are supported through PSHCEE structures. New students are allocated shadows and invited to Induction Days. Liaison with previous schools/nurseries and with future schools provides opportunities to exchange relevant information.

### **5.1 Examples of Reasonable Adjustments for SEND students**

Some students may need more structured support for their behaviour and a consistent individual plan may need to be negotiated in collaboration with parents, identified members of staff e.g. the class teacher, the SENCO, the Principal and relevant external agencies or professionals. Some behaviours are more likely to be associated with particular types of SEND and reasonable adjustments may therefore need to be made. However, it does not follow that every incident of misbehaviour is connected to their SEND. The school aims to provide training for staff in understanding and managing conditions such as autism, PDA, ADHD etc.

Where a student, including those with an EHCP, has SEND that may sometimes affect their behaviour, schools have a duty to anticipate likely triggers of misbehaviour wherever possible. This may help to put in place preventative measures or support that considers the specific circumstances and requirements of the student concerned, in order to prevent these. These may be-

- Including short, planned movement breaks for students whose SEND means they find it difficult to sit still for extended periods of time
- Adjusting seating plans to enable a student with a visual or hearing impairment to sit in proximity to the teacher
- Ensuring that some SEND students have an agreed 'safe space' to assist with regulation of emotional needs
- Creating a process to ensure that 'listening time' is in place
- Adjusting uniform requirements for a student with sensory issues or who has severe eczema

### **5.2 Physical Intervention**

Physical intervention may be necessary in rare and unusual situations i.e. The Education and Inspections Act 2006 enables school staff to use "such force as is reasonable in the circumstances to prevent a student from doing or continuing to:

- Commit an offence
- Cause personal injury to any person including themselves
- Cause damage to the property of any person including their own
- Prejudice the maintenance of good order and discipline at the school and among any other pupils receiving education at the school whether during a teaching session or otherwise."

Where physical restraint is used, parents of all students involved, including EYFS students, will be informed the same day or as soon as practicable.

However, other methods e.g. the use of voice should always be used first. The minimum force for the shortest possible period of time should always be used. The Principal must always be informed immediately if physical intervention has been necessary. Parents will always be informed and invited into school so a personal plan/protocol for the individual student can be agreed.

Corporal punishment will not be used or threatened against any student, including EYFS. This prohibition includes the administration of corporal punishment to a student during any activity, whether or not within the school premises and applies to all members of staff.

## **6 BEHAVIOUR INCIDENTS ONLINE**

Many online behaviour incidents among students occur outside the school day and off the school premises when parents have responsibility for their children's behaviour. However, these incidents can affect the school's culture and the school may need to impose sanctions when these are reported to the school. In situations where the online behaviour of an identifiable student poses a threat or causes harm to another student, has repercussions for the orderly running of the school or when the behaviour could adversely affect the reputation of the school, the school will investigate using the incident form that should be passed to the e-safety co-ordinator who will apply an appropriate sanction. Students should be taught that the same standards of behaviour are expected online as apply offline and that everyone should be treated with kindness, dignity and respect. Parents will always be informed when these incidents are reported.

## **7 THE PLAYGROUND**

The playground is split into zones. The top area is intended for quiet activities including the bars, hopscotch or chatting etc. and students should not play running/chasing games in this area. If students are caught running they should be stopped, sent back to walk and told to 'freeze on the spot' for a suitable time period.

### **7.1 Playground and Playtime expectations**

- All students should stay within the boundaries of the playground.
- Students should not play on the railings in front of the hall, the steps or ramps into the classrooms and walls around the flower beds. Planters and flowers beds should not be used for play.
- Students need permission to be in classrooms/cloakrooms at break or lunchtime.
- Students should eat their snacks in the playground and not in the classrooms or cloakrooms.
- Ball games are only permitted on the courts see –**Appendix 5**
- Clothing and uniform items should not be pulled as part of any game.
- Litter should be disposed of in the bins around the school site.
- All students should 'freeze' on the spot at the end of playtime and wait in silence, standing still until the relevant whistle is blown.
- Students are required to wear sunhats in hot weather.
- Students should ensure that they use the toilets during playtimes.

### **7.2 Using the Playing Field**

- The throwing of any items (twigs, stones, grass) is not permitted.
- Students are not allowed to climb on trees and fences or swing on branches.
- Play-fighting is not permissible.
- The game of Bull-dog is not allowed.

- Students must leave the field promptly when the bell is rung.

### **7.3 Playground Sanctions**

All behaviour incidents that occur in the playground/playing field must be logged on the Behaviour Log together with the sanctions applied. Incidents should also be communicated to the class teacher. Any incident of foul language/fighting should be reported immediately to SMT. Sanctions available to playground staff include:-

- Reprimands and Warnings
- Time Out on the Bench
- Bans from specific equipment/areas
- Conduct Slips

## **8 MONITORING BEHAVIOUR**

Behaviour Logs are collected by the Principal on a weekly basis. The senior management team (SMT) monitor and analyse the nature and frequency of behaviour incidents and any sanctions imposed to identify patterns and trends for individuals, classes or other groups, staff members and the whole school. Occasional questionnaires to gain staff or student perceptions and experiences of the school's behaviour culture may be administered. Significant findings are communicated to staff and may be addressed in assemblies or PSHCEE sessions. Incident Report statements are regularly reviewed by SMT to ensure a satisfactory conclusion has been reached and any necessary amendments are made to policies and practices to ensure that the school is fulfilling its statutory responsibilities.

## **9 BANNED ITEMS**

Students are not permitted to have mobile phones or wearable technology in school. Should they be brought into school they should be sent to the school office for safe-keeping and collected at the end of the day.

Students are not permitted to have knives, weapons, alcohol, illegal drugs, tobacco, fireworks, pornographic images, stolen items or any other articles that staff reasonably suspect have been or are likely to be used to commit an offence or cause harm. Possession of these items should be considered as a serious matter and a member of SMT should be consulted immediately if it is discovered that a student has any such items in their possession. In consultation with parents, they will decide the next steps.

## **10 BEHAVIOUR OUTSIDE OF SCHOOL PREMISES**

To a reasonable extent, schools have the power to sanction students for non-criminal misbehaviour including bullying or on-line behaviour outside of the school premises when this is witnessed by a member of staff or reported to the school. Any sanction should be imposed on the school premises or elsewhere if the student is under the charge of a member of the school's staff. This may include misbehaviour:-

- When taking part in any school-organised or school-related activity
- When travelling to or from school
- When wearing school uniform or otherwise identifiable as a student at Elm Green
- When the behaviour may have repercussions on the orderly running of the school
- When the behaviour poses a threat to another student
- When the behaviour could adversely affect the reputation of the school

Reported incidents should be referred promptly to a member of SMT who will, if necessary, investigate and collect information. The nature of any sanction will be determined according to the school's sanction ladder and parents will be informed of all incidents and the actions taken by the school. Incidents will be logged on the Behaviour log or incident form as appropriate.

## **11 ROLES AND RESPONSIBILITIES**

### **11.1 The Senior Management Team (SMT)**

All members of SMT are required to take an active, visible role in maintaining a positive behaviour culture engaging with students, parents and staff to ensure that the school provides a calm, safe and supported environment for everyone. Actions include:

- Maintaining and analysing records of behaviour logs, incident forms and sanctions issued
- Ensuring that a standing item regarding 'children of concern' is an agenda item every staff meeting/briefing
- Providing information about behavioural expectations to students through assemblies, PSHCEE and pastoral notes in homework diaries
- Liaising closely with the SENCo, Wellbeing Lead, parents and external professionals regarding behavioural support for relevant SEND students
- Reviewing the behaviour policy and expectations with staff on a regular basis
- Reviewing the school's associated policies e.g Safeguarding, Anti-bullying on a regular basis with staff
- Enabling staff to understand behavioural expectations and the importance of maintaining these
- Providing Induction training on the behaviour policy to all new staff (See Induction Policy)
- Providing training around behavioural, emotional and mental health issues including the specific needs of SEND students
- Providing feedback from Behaviour logs and incident logs to staff at regular intervals and in governance meetings
- Providing clear guidance of the school's Code of Conduct and expectations for staff

### **11.2 Teachers and Staff**

All staff have an important role in developing and maintaining a calm and safe environment for students and establishing clear boundaries for acceptable student behaviour. They should:-

- Uphold the school's approach to behaviour by teaching and modelling expected behaviour and positive relationships
- Apply rewards and sanctions fairly and with consistency keeping a record of these in line with the school's behaviour policy
- Explicitly communicate school expectations, values and standards through their teaching and in all interaction with students and parents
- Ensure they are knowledgeable about the Behaviour Policy and other associated policies
- Promptly seek and follow advice from SMT, SENCo and Wellbeing Lead when necessary

### **11.3 Students**

All students deserve to learn in a calm, safe and supportive environment where they are treated with respect and dignity. They should:

- Be aware of their duty to follow the school behaviour policy and uphold the school rules
- Contribute and communicate their thoughts, feelings and experiences to adults with honesty
- Endeavour to implement the school values in all aspects of school life
- Promptly report incidents or negative experiences with the peer group to an adult in school

#### **11.4 Parents**

Parents and carers have a vital role in fostering good behaviour. Students benefit from parental encouragement and support to participate fully and positively in their day-to-day schoolwork and the wider life of the school and local community. For the behaviour policy to be effective we expect parents to:

- Learn about the school's behaviour policy via the website or ask for paper copies of any policy
- Co-operate with the school and reinforce our school values and expectations at home.
- Model expected standards of behaviour and positive relationships at home
- Contact the school to clarify the details of any behaviour incident reported by their child to ensure accuracy
- Celebrate their child's successes at home
- Seek help and advice from staff on how to help and support their child through problems or difficulties
- Make an appointment to discuss any concern avoiding a hasty word at the start or end of a school session when the staff's responsibility and priority is to their class.
- Attend scheduled reviews and consultations with staff

### **12 ASSOCIATED POLICIES and DOCUMENTS**

This policy should be read and applied in conjunction with the school's Anti-bullying, Complaints, Collective Worship, PSHCEE, Safeguarding and Welfare of Pupils, Equal Opportunities and Induction policies, e-Safety Policy. Staff should also have regard to the Staff Handbook and Parents' Information Booklet.

A copy of this policy may be downloaded from the Parents' Section of the website

[www.elmgreen.essex.sch.uk](http://www.elmgreen.essex.sch.uk) or can be obtained from the School Office.

This policy is reviewed at least annually and is included in the School's policy review schedule.

#### **SAFEGUARDING STATEMENT**

Elm Green Preparatory School is committed to maintaining a safe and secure environment for all pupils in accordance with its Safeguarding, Child Protection and Promoting Pupil Welfare Policy.

#### **EQUAL OPPORTUNITIES STATEMENT**

The aims of the School and the principles of excellent pastoral care will be applied to all children in accordance with the School's Equal Opportunities Policy.

## **Appendix 1 - Implementing school values**

Students are expected:

**To act with courtesy and consideration to others at all times. This means, for example**

- that you will try to understand other peoples' points of view and treat others as you would like to be treated yourself - never use physical or verbal abuse
- that you will always speak politely to everyone and remember your good manners
- that you will use a low voice and avoid shouting even if you feel upset or angry
- that you will move gently and quietly about the school without barging, shouting or running
- that you will welcome visitors with courtesy

**To make it possible for everyone to learn and for the teacher to teach. This means**

- listening carefully, following instructions, helping others when you can
- being silent when you are required to be
- entering and leaving the classroom in a calm and orderly manner

**To take care of the school environment and the wider community. This means**

- that you act responsibly by disposing of your own or any other litter in the bins provided around the school
- that you keep your classroom and cloakroom clean and tidy. Look after your own and the school's equipment and tidy away when you have finished an activity
- that you respect the fabric of the school buildings, facilities, equipment and gardens reporting any damage to your class teacher in the first instance

**To promote the good name and reputation of the school. This means**

- that you come to school and leave it in an orderly manner. Remember that the school's reputation depends on the way that you behave in and out of school.
- that you take care of your school uniform and wear it smartly. Shirts should be tucked in and ties should be tied so the badge shows clearly.

## **Appendix 2 - Informal Rewards – Examples include:-**

- Verbal praise and encouragement
- Attention from other adults e.g. Departmental Head, Deputy Head or Principal
- Communication with parents via written correspondence or phone calls
- Positive attention from another student
- Positive attention from the class e.g. applause
- Smiles or other gestures of approval e.g. thumb up
- Positive written comments on work
- Sharing successful work or achievement with another class
- Earning extra time on a preferred activity
- Allocation of responsibility e.g. class monitors
- Whole class or group rewards of a popular activity

### BEHAVIOUR LOG

CLASS.....

TEACHER.....

MONTH.....

DATE	NAME of CHILD CHILDREN	DETAILS OF THE BEHAVIOUR	ACTION TAKEN	SIGNED



**ELM GREEN PREPARATORY SCHOOL  
BEHAVIOUR SANCTION LADDER**

Level	Type of Offence	Action to be Taken
1	If I behave poorly in class.....	I will be spoken to by the teacher
	If I distract others.....	I will be given a warning
	If I don't have equipment.....	I may have to miss playtime to finish work
	If my homework is not completed.....	I may get a uniform/equipment slip
	If I am unkind .....	I may have items confiscated
2	If I ignore instructions.....	
	If I am rude.....	I will get a conduct slip as well as a sanction from the teacher
	If I am hurtful with my words or actions....	
	If I use inappropriate language.....	
	If I break my e-safety agreement.....	
3	If I keep doing things from level 1.....	
	If I keep breaking rules from level 2.....	I will get a Principal's detention for an hour after school
	If I get 3 conduct slips.....	I may lose privileges
	If I damage things on purpose.....	I may have to be isolated on the playground
	If I make racist, religious or culturally inappropriate comments.....	
4	If I keep breaking rules from level 3.....	I will have to go on report with my teachers and parents
	If I hurt people with words or actions repeatedly.....	I may be excluded from certain activities and situations
5	If my behaviour gets even worse.....	I will be isolated immediately
	If I am violent or dangerous with my actions.....	My parents will be contacted
	If I repeatedly refuse to follow instructions.....	I may be excluded
	If my classroom behaviour is very poor.....	

**All incidents must be logged on the behaviour log**

## Appendix 5 – Court Rules

- We must wear trainers on the tennis court
- We must try to select teams fairly
- We must find an adult IMMEDIATELY when problems arise
- We must report an injury to an adult IMMEDIATELY
- We must have permission to retrieve a ball from the field in winter
- We must donate a ball if brought from home
- We must leave the court if an adult tells us to
- We must 'freeze without talking' when the bell goes
- We are not allowed 'Out of Bounds' to retrieve a ball
- We are not allowed to play 'Dodge-Ball' on the court
- We are not allowed to 'Slide Tackle' each other
- We are not allowed to swap our court times – only adults
- We are not allowed to pull items of uniform



**ELM GREEN PREPARATORY SCHOOL  
INCIDENT REPORT SHEET**

**ANTI-BULLYING/BEHAVIOUR/e-SAFETY INCIDENT** (delete as appropriate)

**NB** It is not always necessary to complete all boxes on all pages

Date of Incident:	Member of staff investigating:
<b>SECTION ONE – STATEMENT FROM PERSON RAISING CONCERN</b>	
Name:	Form:
Who was involved?	
What happened?	
When and where did it occur?	
Name of witness:	
Signature of pupil raising concern: Date: Time:	



**ELM GREEN PREPARATORY SCHOOL  
INCIDENT REPORT SHEET**

**ANTI-BULLYING/BEHAVIOUR/e-SAFETY INCIDENT** (delete as appropriate)

**NB** It is not always necessary to complete all boxes on all pages

Date of Incident:	Member of staff investigating:
<b>SECTION TWO- STATEMENT FROM OTHER PERSON(S) INVOLVED IN INCIDENT</b>	
Name:	Form:
Signature: Date: Time:	



**ELM GREEN PREPARATORY SCHOOL  
INCIDENT REPORT SHEET**

**ANTI-BULLYING/BEHAVIOUR/e-SAFETY INCIDENT** (delete as appropriate)

**NB** It is not always necessary to complete all boxes on all pages

Date of Incident:	Member of staff investigating:
<b>SECTION THREE – STATEMENT FROM WITNESS ....</b>	
Name:	Form:
Who was involved?	
What happened?	
When and where did it occur?	
Signature of witness Date: Time:	



**ELM GREEN PREPARATORY SCHOOL  
INCIDENT REPORT SHEET**

**ANTI-BULLYING/BEHAVIOUR/e-SAFETY INCIDENT** (delete as appropriate)

**NB** It is not always necessary to complete all boxes on all pages

**SECTION FOUR – SUMMARY FROM INVESTIGATING MEMBER OF STAFF**

Name:	Date of Incident:
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Signature: .....	Date: .....
	Time: .....

Action Required:

Follow Up Plan

Referral (to whom):

SMT Signature: .....	Name: .....
Date: .....	Time: .....



## **Process for Dealing with Alleged Bullying Incidents**

An Incident Report Sheet should be completed promptly i.e. within 3 days. SMT should be advised if this is not possible

### **1. Allegation received from student, staff or parent**

Use special pro-forma on day of report or soonest opportunity and alert member of SMT. Delete other categories of incident

### **2. Alleged bully, victim and witnesses must be interviewed separately**

Student should write their own statement wherever possible. If this is not possible the staff member investigating the incident should scribe using the student's own words. All forms must be signed.

### **3. A courtesy call should be made to parents**

Staff may wish to consult with a member of SMT before phoning. Explain that the incident is being dealt with and try to give an indication on time frame for feeding back to parents.

### **4. Check contents and complete summary section**

A further call should be made to parents with an update before the agreed date for feedback or an explanation of any delay should be given.

### **5. Inform a member of SMT of proposed action**

Agree sanctions or support and provide a copy of all paperwork to Principal

### **6. Contact all relevant parents to confirm outcomes**

Implement agreed proposals

### **7. Parent interview with a member of SMT may sometimes be necessary**