

# Behaviour Policy



CAPELLA HOUSE

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## **1. INTRODUCTION**

Teachers have statutory authority to discipline children, whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. (Section 91 of the Education and inspectors Act 2006). The power to discipline also applies to all paid staff (unless the head teacher says otherwise) which includes anyone with responsibility for children.

Teachers can discipline pupils anytime the pupil is in school or elsewhere under the control of the teacher, including on school visits in the wider community. They can also discipline pupils for misbehaviour outside the school.

Teachers can confiscate pupil property where necessary which is returned within an agreed timescale to pupil or parent (depending on the item).

All staff working at Capella House School have a duty of care for our pupils.

## **2. BEHAVIOUR PRINCIPLES**

Capella House School's behaviour is underpinned by the following principles which are in line with all the schools within the Auriga Academy Trust, and that are actively promoted by the staff.

These principles have been carefully chosen in an attempt to create the most productive learning environment which will enable all students to have full access to the curriculum and experience positive social development in all aspects of the school day.

### **Behaviour Principles:**

1. Everyone in our school has a right to be listened to and taken seriously (Article 12).
2. Everyone has the right to get on and work, without distraction or disturbance.
3. Everyone has the right to be safe and unafraid (Article 19).
4. Everyone has the right to be treated kindly.
5. Everyone has the right to have an enjoyable break time.
6. Everyone has the right to have their property respected.

### **3. BEHAVIOUR & SAFETY MANAGEMENT**

A consistent approach to behaviour management is an essential prerequisite to a well ordered school. At Capella House School, all staff make a commitment to the implementation and effectiveness of acceptable codes of conduct. This creates a stable environment in which each pupil knows what is expected of them and in which they can feel secure.

Capella House School, therefore, requires all staff to follow accepted procedures and to recognise that only by their personal example will they gain the respect necessary to effectively maintain good discipline. Behaviour management depends on the fostering of good personal and professional relationships between staff and pupils; it is only through such relationships that conditions can prevail to enable students' productive personal development, excellent educational practice and success and self-image to improve.

Positive behaviour management is an integral part of the school curriculum, which teaches appropriate and relevant social skills to all pupils in an attempt to present a positive learning environment and experience for all pupils. Those aptitudes and skills are presented to pupils through our school values which are embedded and encouraged throughout the school day by the consistent use of DOJOS.

There has been a growing awareness that sanctions or punishments may suppress behaviour but the behaviour will often reappear or be replaced by a more challenging behaviour. For young people to accept responsibility for their own actions, wherever possible, they need to be involved in discussions about their own behaviour.

We acknowledge that challenging behaviour is likely to serve a communication function for the pupil and therefore, our pupils need to be supported to develop alternative more appropriate ways of communicating. We have in place a range of communication aids and approaches to meet individual needs.

A positive learning environment for the pupils and staff will contribute to more positive behaviour.

Behaviour management takes account of relevant cultural issues.

At Capella House School, we cater for children with their own individual needs. Each pupil is unique and a "one rule fits all" policy is not considered to be the most effective method of behaviour management. For example - staff should be aware that a pupil on the autism spectrum may present behaviour that is challenging but the reasons for the behaviour may be different to other pupils and the strategies used to manage and resolve them will need to take into account their autism, (Pittman, 2007).

#### **4. POSITIVE BEHAVIOUR MANAGEMENT**

##### **4.1 The aims of the policy are to:**

1. Promote and recognise the excellent behaviour demonstrated by the majority of our students.
2. Ensure that the impact of inappropriate behaviours on the teaching and learning of other pupils is minimised.
3. Outline the procedures to manage, record, review and reflect upon behaviour throughout the school day.
4. Uphold our school values.
5. Take a holistic view of pupil behaviour.

##### **4.2 Staff are expected to:**

- Establish and maintain clear and consistent expectations and boundaries;
- Show respect and promote positive behaviour and achievement;
- Discuss with children their behaviour;
- Encourage self-discipline and independence;
- Celebrate children's efforts and achievements;
- Maintain a well organised learning environment and provide appropriately challenging or supportive learning opportunities;
- Listen to the pupils' views without discrimination;
- Model high standards of presentation, respect and behaviour;
- Implement the anti-bullying, behaviour and discipline procedures;
- Implement the positive handling plans;
- Ensure that individual pupils are able to experience success;
- Ensure that individual pupils are able to feel happy and safe in their school environment.

##### **4.3 Pupils are expected to:**

- Be polite and kind to all;
- Show respect to staff;
- Listen to all adults and follow instructions;
- Attend regularly and on time for the start of the school day and for every lesson;
- Develop and sustain positive attitudes to learning;
- Live a healthy lifestyle with regards to sleep, diet and exercise;

- Follow the school's Uniform Policy;<sup>1</sup>
- Under no circumstances hit, kick or hurt other pupils or staff;
- Stay in class as agreed and engage in learning (stay on task) throughout the day;
- Represent The Trust and the school in a positive way at all times, including on visits and when travelling to and from school;
- Follow this Behaviour and Safety policy at all times.

#### **4.4 Parents are expected to:**

- Support their child/children in celebrating positive behaviour and learning success;
- Keep the school informed about any issues that arise at home that might affect their child's ability to work or their behaviour;
- Encourage respect for the child's school, staff and their classmates;
- Support the school's behaviour and anti-bullying policies;
- Liaise and act jointly with the school to address any issues.
- Ensure that their child is ready for learning at school, by supporting the school's uniform and homework policies<sup>2</sup> and by ensuring their child has had their basics needs covered, such as food and sleep.

#### **4.5 Rewards:**

At Capella House School pupils are given positive recognition for good behaviour.

Every day is a new day and in that way we try to ensure that pupils' self-esteem is preserved.

Rewards for appropriate behaviour need to be immediate and relevant to the pupil. All classes use a day to day reward system that they implement alongside Dojos.

Positive management strategies may vary from phase to phase within the same school and include a variety of strategies agreed by all school staff and senior leaders.

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<sup>1</sup> While Capella House does have a uniform which pupils are encouraged to wear, we recognise that due to individual needs pupils may have to wear other clothing

<sup>2</sup> Please see above. Equally, at Capella House School homework is only given for individual pupils where applicable.

## **5. MANAGING CHALLENGING BEHAVIOUR OF ASC STUDENTS:**

For all children but particularly pupils with autism, behaviour is a form of communication and it is unlikely for the behaviour to be deliberate or personal.

### **5.1 Preventive strategies:**

- Visual structure and manipulation of the environment are the prime strategies for managing behaviour.
- Every child is unique (get to know their characteristics, special interests and triggers; read their pupil passport).
- Be calm.
- Avoid creating situations or making them more serious (Think about body language, tone of voice and the words you use e.g. Approach slowly, stand in a relaxed pose, speak clearly and slowly, lower your pitch and volume).

### **5.2 Social interaction**

Pupils with autism are unlikely to just pick up the behaviour rules of a classroom and hence lack the knowledge of what is acceptable behaviour. They are unlikely to be inhibited by the reaction of others to their behaviour.

- Do not get into a confrontation.
- Offer a compromise.
- Redirect to what they should be doing.

### **5.3 Social communication**

Language used in schools can be confusing for pupils with autism and this can lead to challenging behaviour. All permanent staff have had autism specific training or experience and are expected to:

- Use a calm voice, minimal language, repeat the same instruction and/or use AAC as when needed.
- Tell them/ show them what you want them to do (instead of telling them to stop what they are doing).

### **5.4 Flexibility of thought and behaviour**

Pupils with autism like routine and structure to make their day predictable; confusion can cause challenging behaviour. Pupils can also find transition and unstructured times difficult. Allow pupils to:

- Use visual timetables and schedules to make the school environment predictable. (Explain changes in advance whenever possible).
- Use the environment creatively to provide greater clarity.
- Leave class early to avoid the busy transition times, or be given choices of activity for less structured times.

## **5.5 Sensory needs**

Pupils with autism can have sensory needs that can cause discomfort, pain and anxiety. It is important for staff to identify these needs of the pupils they are working with and make changes to the school environment that can reduce the daily stress and anxiety experienced by many pupils. Some pupils will need a safe place to go to if they are beginning to get anxious or overwhelmed.

- Modify the environment and make sure the demands made on the pupil are appropriate.

Please be aware that some pupils will be very sensitive to touch so use physical restraint only when there is no other alternative and it is necessary to preserve staff's and/or students' safety.

## **5.6 Teaching acceptable behaviour**

Pupils with autism are unlikely to change their behaviour without the support and intervention of the adults who work with them.

Staff will model acceptable behaviour to students and will use AAC systems to support students' understanding.

## **6. SANCTIONS**

Sanctions will be only used in the event of a child behaving in such a manner that staff requires these to reinforce expectations and acceptable behaviour.

Sanctions, where necessary, must take into account all mitigating circumstances and be explained to the pupils. Where possible they should be adapted to suit the incident and hopefully promote a positive outcome without loss of self-esteem for the student. This could also lead to referral for an additional intervention if required which may include outside agency support – for example, ELSA, Primary Mental Health Team, CAMHS, Counselling, Play/Art Therapies, and Educational Psychology Service.

### **6.1 Internal and External Exclusions:**



In certain circumstances we may internally exclude a pupil for an agreed period of time whilst an investigation is carried out or in response to the outcome or the behaviour.

In exceptional circumstances, the Headteacher, and the Head of Site (in the absence of the Headteacher) within Capella, have the authority to exclude a pupil for either a limited (fixed) period of time or permanently. These measures would be regarded as a last resort and would only be considered when every other sanction has failed or when the Health & Safety of others is at risk, either through verbal or physically threatening behaviour.

These circumstances include but are not limited to:

- Assaulting another student or any member of staff;
- Threatening another student or any member of staff;
- Being in possession of an offensive weapon;
- Committing a criminal offence including criminal damage to property;
- Refusing to accept the authority of the school.
- Changes in needs/ mental health/medical needs mean that the school is no longer able to meet needs safely (environmental problem)

When a pupil is excluded, an appropriate work schedule should be organised by the teacher, the completion of which should be supported by the parent/carer or other professionals.

## **7. REPORTING/ RECORDING CHALLENGING BEHAVIOUR**

Capella House School, as the other schools from the Auriga Academy Trust, uses the Team Teach Philosophy and Principles; 95% of the interventions centre around de-escalating difficult behaviours. On occasions (5%), a pupil's behaviour is such that physical intervention is required. All permanent staff and an increasing number of agency staff have formal Team Teach training. The Team Teach Philosophy and Principles are expected to be upheld in all interventions. Refer to the training booklets and the Trust Positive Handling Policy.

Some incidents will be new, unforeseen or at an increased level of risk. On these occasions, the most senior member of staff at the scene of the incident will assume responsibility for dynamically assessing the risks and deciding upon a course of action. The entire incident will be reviewed by SLT.

### **7.1 Recording Incidents:**

Behaviours and incidents are recorded using a behaviour log (the online recording programme). Entries should be made at the earliest convenience and are categorized to facilitate the analysis. Senior Leaders will use the data provided to monitor and discuss

individual pupils/classes weekly and will do the appropriate with staff at least once termly. The aim is to ensure that there is an appropriate follow up, interventions are agreed and implemented and outcomes are met. Additional guidance is provided during induction and is available in printed form as an appendix to this policy.

### **7.2 Homophobic, Racist and Sexualised incidents recording:**

Both homophobic and racist incidents are to be recorded using our behaviour spreadsheet under Major Incidents as well as completing the appropriate form. In both cases, the victim and perpetrator must be clearly identified – these incidents must be referred directly to the Headteacher for Secondary staff and to the Head of Site for Primary staff. The Head of site will immediately communicate the incident to the Headteacher.

### **7.3 Reporting, Analysis & Monitoring:**

Entries on the behaviour spreadsheets are analysed on a regular basis by the Senior Leadership Team. The analysis is also monitored termly by the appropriate sub-committee of the Local Governing Body of each school.

Information obtained from the data helps to inform teachers and leaders of the types of behaviours evidenced across the school and the difficulties for individual pupils. Discussions then follow regarding behaviour modification and the development of self-regulated behaviours.

We have access to the following supportive interventions:

- Pupil Focussed Forum
- Pastoral group interventions
- Positive Handling Plans
- Student Profile – Behaviour Targets
- EHCP Outcome Reviews
- Educational Psychology support
- Communication passports

## **8. INCIDENTS OUT OF SCHOOL**

Pupils are expected to behave appropriately outside school and many visits are undertaken each term to support and enhance the curriculum and pupils' opportunities for learning in the community. Behaviour issues should be dealt with along the lines of this policy out of school and incidents recorded on our online recording programme.

A Risk Assessment will need to be undertaken before any visits out of school (advice can be given by the person responsible for Health & Safety in each school) and approved by the Headship Team. Refer to the 'Procedures for Educational Visits'.

It is not unusual for members of the public to show concern or alarm when witnessing an incident which may contain an element of positive handling of challenging behaviour. In this event, a card is provided to give to members of the public and to avoid their intervention in the situation. (Staff should always carry these cards when out of school on a visit or journey.)

An example of the wording on the card is as follows:

*Capella House School  
Egerton Road  
Twickenham  
TW2 7SL Tel: 020 31469887*

*If you would like to discuss this incident please contact the school.  
Head Teacher: Dominic Sunderland*

## **9. STAFF TRAINING**

New staff will be introduced to the principles of the School's Behaviour and Safety Policy as part of their induction/mentoring process. Team Teach training will be planned and given. Other in-service training needs on behaviour management will be identified through the school improvement plan, surveys and performance management interviews with senior leaders. Staff can also request peer observations, to promote the sharing of knowledge and expertise.

## **10. STAFF SUPPORT**

The stress for staff dealing with pupils who present challenging behaviour is recognised. In order to protect other children, staff can become at risk themselves. We need to support staff physically and emotionally.

All staff will:-

- Be given the opportunity to undertake INSET on behaviour management;
- Contribute to planning behaviour programmes;
- Support colleagues dealing with stressful situations;
- Be supported in their work with challenging behaviour incidents – with someone to take over when needed;
- Not attach blame regarding pupil's behaviour;
- Give time for de-briefing to colleagues after a major incident;
- Have access to confidential counselling;
- Access to the employee assistance programme.

## **APPENDIX A – REWARDING PUPILS at CAPELLA HOUSE SCHOOL**

### **REWARDS at the PRIMARY CENTRE**

Individual classes and indeed individual staff have their own systems of progressive incentives including:

- Praise and social recognition
- DOJOS
- Work on display
- Responsibility within the class/school e.g. a job
- Use of home school book
- Showing of work to the Headship Team or other chosen teacher
- Weekly postcards home to share pupils' achievement with parents/carers.
- Stickers
- End of term diplomas

### **REWARDS at the SECONDARY CENTRE**

- Praise and social recognition
- DOJOS
- Weekly rewards
- Letters Home
- Positive Statements 'Remember to ...'
- Jack Petchey Nominations and Award
- Attendance rewards
- Restorative Justice Strategy.

## **APPENDIX B - RESPONSES TO INAPPROPRIATE BEHAVIOUR**

On occasion when it becomes necessary to respond to challenging behaviour; there is a wide range of practices which can be considered appropriate. In applying these, there should be a consideration of the individual pupil, their needs and circumstances as well as being informed by the School Charter. Sanctions applied should have meaning for the pupil.

A list of inappropriate behaviours and possible staff actions (sanctions) follow:

<b>Level</b>	<b>Specific behaviours</b>	<b>Level</b>	<b>Specific Actions</b>
	<ul style="list-style-type: none"> <li>● Gum chewing/eating in Class</li> <li>● Equipment/Diary</li> <li>● Disruption</li> <li>● Off Task</li> <li>● Wrong place / wrong time</li> <li>● Use of inappropriate language</li> <li>● Failure to do Homework</li> <li>● Appearance/Uniform</li> <li>● Excessive Jewellery</li> <li>● Excessive Make-up</li> <li>● Mobile/MP3</li> <li>● Electronic device in use without permission</li> <li>● Play Fighting</li> </ul>	<b>Actions by staff at class/ playground level</b>	<ul style="list-style-type: none"> <li>● Stop &amp; Think/Reminders</li> <li>● Reward point not given</li> <li>● Break Detention</li> <li>● Time Out</li> <li>● Work out of class</li> <li>● Lunch Time Detention</li> <li>● Removal of Privilege</li> <li>● Supervise HW Completion</li> <li>● Removal of Make-up</li> <li>● Removal of Mobile Phone</li> <li>● Removal of Jewellery</li> <li>● Written communication home</li> <li>● Discussion – Staff</li> <li>● Phone Call Home - Staff</li> </ul>

<b>Level</b>	<b>Specific behaviours</b>	<b>Level</b>	<b>Specific Actions</b>
Persistent Low Level	<ul style="list-style-type: none"> <li>● See above list but now persistent and staff action at class level not effective.</li> <li>● Rudeness</li> <li>● Swearing</li> <li>● Inappropriate Touch Self</li> <li>● Persistent Non Compliance</li> <li>● Persistent Disruption</li> <li>● Absconding</li> <li>● Bullying</li> <li>● Intimidation</li> <li>● Spitting in general</li> </ul>	<b>Logged on online programme &amp; referred to SLT or Head of Site</b>	<ul style="list-style-type: none"> <li>● After School Detention</li> <li>● On Report</li> <li>● Break Detention</li> <li>● Lunch Time Detention</li> <li>● Removal of Privilege</li> <li>● Removal from Lesson</li> <li>● Parent/Carer invited to Meeting - SLT</li> <li>● Work out of class</li> <li>● Phone Call Home - SLT</li> <li>● Letter sent home - SLT</li> <li>● Removal of Make-up</li> <li>● Removal of Mobile Phone</li> <li>● Removal of Jewellery</li> <li>● Verbal Warning</li> </ul>

			<ul style="list-style-type: none"> <li>● Discussion - KS Leader</li> </ul>
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Level	Specific behaviours	Level	Specific Actions
High level or incident	<ul style="list-style-type: none"> <li>● Verbal Aggression directed at Staff</li> <li>● Verbal Aggression to Peer</li> <li>● Physical Aggression to Staff</li> <li>● Physical Aggression to Peer</li> <li>● Smoking</li> <li>● Fighting</li> <li>● Damage to Property</li> <li>● Graffiti</li> <li>● Swearing at Staff</li> <li>● Bullying</li> <li>● Sexualised Behaviour to Staff</li> <li>● Sexualised Behaviour to Peer</li> <li>● Spitting at staff</li> <li>● Spitting at peers</li> <li>● Repeated Play Fighting</li> <li>● Absconding from school site</li> <li>● Repeated Persistent Disruption</li> </ul>	Logged on online programme and referred to SLT or Head of Site	<ul style="list-style-type: none"> <li>● After School Detention</li> <li>● On Report</li> <li>● Work out of class</li> <li>● Break Detention</li> <li>● Lunch Time Detention</li> <li>● Internal Exclusion</li> <li>● Removal of Privilege</li> <li>● Withdrawal from trip/visit</li> <li>● Removal from Lesson</li> <li>● Removal of Make-up</li> <li>● Removal of Mobile Phone</li> <li>● Removal of Jewellery</li> <li>● Verbal Warning</li> <li>● Discussion - Headship Team</li> <li>● Phone Call Home Headship Team</li> <li>● Parent/Carer invited to Meeting - Headship Team</li> <li>● Letter sent home - Headship Team</li> <li>● Parent/Carer Onsite Support</li> <li>● Incident Review</li> <li>● Fixed Period Exclusion</li> <li>● Reintegration Interview</li> <li>● Permanent Exclusion</li> </ul>

Level	Specific behaviours	Level	Specific Actions
Incidents which may lead to physical intervention	<ul style="list-style-type: none"> <li>● Fighting</li> <li>● Damage to Property</li> <li>● Injury to Self</li> <li>● Injury To Staff</li> <li>● Injury to Peer</li> <li>● Criminal Behaviour</li> <li>● Substance misuse</li> <li>● Possession of a weapon</li> </ul>	Physical interventions by Team Teach Trained Staff	<ul style="list-style-type: none"> <li>● Small Child Escort</li> <li>● T-Wrap</li> <li>● T-Wrap to chair</li> <li>● Single Elbow (1 Person)</li> <li>● Single Elbow (2 People)</li> <li>● Single Elbow (2 People) to chair</li> <li>● Figure of Four</li> <li>● Double Elbow</li> <li>● Double Elbow to chair</li> <li>● TT – Other</li> </ul>

Level	Specific behaviours	Level	Specific Actions
Racist & Homophobic	<ul style="list-style-type: none"> <li>• Name calling</li> <li>• Abuse of family/origin</li> <li>• Jokes</li> <li>• Ridiculing differences</li> <li>• Graffiti</li> <li>• Refusal to sit next to/talk to</li> <li>• Comments during lessons</li> <li>• Abuse of personal property</li> <li>• Jostling/pushing</li> <li>• Punching/Kicking</li> <li>• Use of weapon</li> <li>• Incitement of others</li> <li>• Bringing in of racist material</li> <li>• Wearing of racist badges/insignia</li> </ul>	Reported on online system and referred directly to the Headteacher	<ul style="list-style-type: none"> <li>• Incident – discussion</li> <li>• Incident – Reprimand</li> <li>• Incident - School sanction</li> <li>• Incident - Internal exclusion</li> <li>• Incident – Referral for external agency involvement</li> <li>• Incident – Referral to SPA</li> <li>• Parental/carers involvement – victim</li> <li>• Parental/carers involvement - perp</li> <li>• Incident - Fixed term exclusion</li> <li>• Incident – Permanent Exclusion.</li> </ul>

### Withdrawal of Privilege

Great care is needed to ensure that a privilege is not really a right which cannot be ethically withdrawn. An example of a sanction may be the loss of a playtime. When keeping a student during their break or lunchtime, staff should ensure that they supervise the student in their classroom, or gain support from the Senior Leadership Team if required.

## APPENDIX C – CPOMS

CPOMS is a Safeguarding software and is an online database which can be used to record safeguarding concerns and monitor/analyse patterns as well as to identify safeguarding issues. It is accessed online via <https://capellahousesch.cpoms.net>. All staff should have access to Capella. Log in details can be made available from the Trust Administrator.

There is only one step to logging an incident in CPOMS

After logging into CPOMS, click on 'Add Incident' and complete the online concern form

The screenshot shows the 'Add Incident' form in the CPOMS system. The interface has a dark purple header with navigation links: CPOMS Website, CPOMS User Guide, Contact Support, CPOMS FAQ, REMIND ME, HIDE NAMES, and BLANK SCREEN. Below the header is a secondary navigation bar with links: Dashboard, Planner, Admin, Account Settings, CPOMS Staff, Add Incident (highlighted), and LOGOUT. The main content area is titled 'Add Incident' and contains several sections:

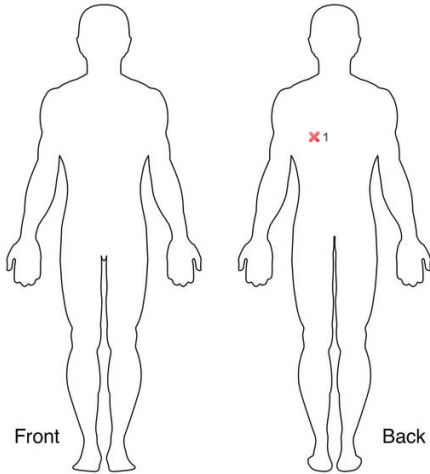
- Student:** A dropdown menu with the placeholder text 'Begin typing a student's name'.
- Incident:** A large text area for describing the incident.
- Categories:** A list of checkboxes for selecting categories: Attendance, Cause for Concern, Child Contact, Child Protection, Communication, Concern Category, Home Issues / Parenting Issues, Medical Issues, Safeguarding, and Verbal & Aggressive Incidents.
- Linked student(s):** A dropdown menu with the placeholder text 'Begin typing a student's name' and a subtext 'Type a student's name to link them to this incident.'
- Body map:** A dropdown menu.
- Date/Time:** Two input fields for date and time, with the date field showing 'Wed 19 December 2018' and the time field showing '2:03PM'.
- Alert Staff Members:** A dropdown menu with the placeholder text 'Begin typing a staff member's name' and a subtext 'Type a colleague's name to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.'

At the bottom of the form, there is a small button labeled 'When should I start?'.



Dashboard
Planner
Admin
Account Settings
CPOMS Staff
Add Incident
Logout

Body map




FrontBack

Date/Time

Wed 19 December 2018
2:03PM

Dashboard
Planner
Admin
Account Settings
CPOMS Staff
Add Incident
Logout



FrontBack

Date/Time

Wed 19 December 2018
2:03PM

Alert Staff Members

Begin typing a staff member's name

Type a colleague's name to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.

Who should I alert?

Files

Click to browse or drag a file to upload

Agency Involved

Add Incident

CPOMS © 2018, CPOMS Systems Limited. v5.12.2 | View our cookie policy

Add a category by choosing from the category options.  
You will only need to complete a body map form if the concern is related to a  
bruise/mark or other.

## APPENDIX D- Behaviour recording online programme

At Capella House School, behaviour is recorded on a system created by our current headteacher. Incidents are categorized under two groups; minor and major incidents. It also provides an overview of each students' incidents that updates every time a new incident is logged in.

CHS Behaviour Recording Primary - Term 2 ☆ Saved to Drive  
File Edit View Insert Format Data Tools Add-ons Help Last edit was made yesterday at 14:59 by Dominic Sunderland

100% 11 B

	A	B	C	D	E	F	G	H	I	J	K	L	
1	Date	Pupil	Year Group	Staff member	Subject	Location	Avoidance	Disruption	Rudeness	Defiance	Physical Minor	Damage Minor	
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													
13													
14													
15													
16													
17													
18													
19													
20													
21													
22													
23													
24													

Waiting for docs.google.com

CHS Behaviour Recording Primary - Term 2 ☆  
File Edit View Insert Format Data Tools Add-ons Help Last edit was made yesterday at 14:59 by Dominic Sunderland

100% 11 B

	A	B	C	D	E	F	G	H	I	J	K	
1	Date	Pupil	Year Group	Staff member	Subject	Location	Bullying	Racism	Homophobia	Aggression/ Physical Major	Sexual	
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												
16												
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18												
19												
20												
21												
22												
23												

18

+ Minor Major Data Analysis