

# Bitterne CE Primary School



## Behaviour Policy

Headteacher  
Jen Johnson

Signed by Chair of Governors – Amanda Humby

<b>Reviewed by</b>	Leadership Team and Full Governing Board	<b>Authorised by</b>	FGB
<b>Last Review</b>	July 2023	<b>Date</b>	October 2023
<b>Next Review</b>	October 2024	<b>Review Cycle</b>	Annually

## 1. Purpose:

At Bitterne CE Primary, we pride ourselves on our school ethos underpinned by our Christian values of Love, Trust and Forgiveness. In order to achieve our vision for children, it is essential that we teach them appropriate social behaviours and behaviours for learning. The purpose of this policy is to set our clear and consistent approach to managing behaviour in school, with recognition of age appropriate expectations, in order that our children leave our school ready to be successful citizens in our global society.

### Our Christian Values:

Christian Value	Our Aim:
<b>Love</b> God is Love and that those who live in love live in God and God lives in them. (1 John 4:16)	To ensure all have a sense of belonging and a set of values that foster equality and empathy with others.
<b>Trust</b> Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres. (1 Corinthians 13:6-7)	To live, work and learn in harmony by developing relationships that are valued and are reliable.
<b>Forgiveness</b> Forgive us our sins, as we also forgive everyone who sins against us. (Luke 11:4)	To take what we have done wrong with the utmost seriousness and have a deep desire not to do it again.

## 2. Our Aims:

### Overriding principle:

- Everyone is expected to show 'Love', 'Trust' and 'Forgiveness' to others.

When teaching children about behaviour and behaviours for learning, we aim to:

- Promote and embed a positive and safe learning culture and environment
- Teach and embed our Christian values of Love, Trust and Forgiveness in our school community
- Ensure our children feel safe, secure and happy
- Enable our children to develop and possess self-respect, self-worth, self-discipline and self-regulation
- Enable children to learn well and achieve to their full potential. Children's learning should not be disrupted by the behaviour of others
- Instil positive behaviours for learning through teaching and celebrating success of our learning skills: Challenge, Creative Thinking, Curiosity, Evaluation, Independence, Resilience, Teamwork
- Behave in a manner appropriate to a situation
- Instil respect for all members and aspects of the community
- Develop regard for authority and understand how to behave successfully in modern day Britain
- Ensure children leave Bitterne CE Primary School possessing the skills and attributes required to be a successful global citizen

### **3. Roles and Responsibilities:**

#### **The Headteacher, with the support of the Senior Leadership Team will:**

- Lead the school to achieving its vision and aims for all children, instilling our core Christian values of Love, Trust and Forgiveness
- Create a safe, secure and happy environment for all members of the school community
- Set high clear and consistent expectations of all children and adults in the school with regards behaviour and attitudes to learning and communicate this effectively with all members of the school community.
- Ensure the children understand the positive rewards as well as the sanctions for inappropriate behaviour
- Ensure rewards and sanctions are carried out in line with the behaviour policy
- Promote the physical, social, emotional, mental and spiritual well-being of all the members of our school community
- Provide support for parents / carers needing additional help at home with behaviour – make referrals to outside agencies as required
- Monitor behaviour across the school and report to Governors and external agencies as required

#### **Teachers will:**

- Create a safe, respectful and calm learning environment for the children in the school
- Promote our Christian values – Love, Trust, Forgiveness – in the curriculum learning
- Lead on behaviour in their classrooms implementing the behaviour policy accurately and effectively
- Promote the physical, social, emotional, mental and spiritual well-being of all children in the class
- Ensure children understand the positive rewards offered by the school as well as the sanctions for inappropriate behaviour
- Praise children for making good choices
- Hold children to account when their behaviour falls short of what is expected
- Inform parents of children's behaviour in line with the policy
- Maintain effective tracking systems of pupil's behaviour
- Report any concerns to SLT regarding persistent negative behaviour
- Implement individual behaviour plans consistently if required
- Provide evaluative feedback to SLT regards approach to behaviour management

#### **Children will:**

- Commit to following the school rules showing themselves to be an effective part of the Bitterne CE Primary team
- Live our Christian values of Love, Trust and Forgiveness
- Celebrate their success and that of others
- Be accountable for their behaviour and always try to be the best version of themselves
- Communicate in a positive and respectful manner with all members of our school community, treating others as we would like to be treated ourselves
- Seek help if they are struggling to manage their emotions; trust in other members of the school community that they are there to support them
- Continue the high standards of behaviour in school when they are out of school, knowing that they are representing our values in the wider community
- Identify their emotions through Zones of Regulation

**Parents / Carers will:**

- Bring their child to school ready to learn – on time and with a positive attitude
- Be informed about their child’s behaviour and attitude to learning
- Support the school in implementing the behaviour policy with their child; hold their child accountable for their behaviour in school
- Seek clarification if unsure about how a situation has been managed
- Monitor their child’s behaviour out of school, including behaviour online, and report any concerns that affect children in school
- Seek support from school staff if they are struggling with behaviour at home
- Behaviour in a polite and appropriate manner when on school site

**Governors will:**

- Monitor the impact of the behaviour policy across the school
- Monitor suspensions and exclusions
- Hold the headteacher to account for the behaviour management of the children

**4. School Systems:****Our School Rules:**

<p>Be respectful  (Love, trust and forgiveness)</p>	<p>Use good manners – say ‘please’ and ‘thank you’ Treat all members of our school and wider community with respect – communicate politely and with kindness Treat our school environment with respect – look after and take pride our environment and resources and take responsibility to clearing up after ourselves Show respect for ourselves and conduct ourselves in a manner in which we feel proud</p>
<p>Be responsible</p>	<p>Make good and sensible choices Be accountable for behaviour Be accountable for learning Model positive behaviour</p>
<p>Work hard  (Love for oneself and learning about our world)</p>	<p>Listen carefully to everyone Be an active learner, contributing to the learning in the class Develop the personal characteristics in line with our learning skills Tackle all learning with all a positive attitude Try your best Strive to achieve more Ask for help when needed Take pride in your work</p>
<p><b>We have a zero-tolerance policy regarding:</b></p> <ul style="list-style-type: none"> <li>• Bullying behaviours</li> <li>• Swearing</li> <li>• Physical harm to the environment and people in it</li> </ul>	

## Our Behaviour and Attitudes for Learning Skills:

Challenge	Children strive to do and achieve more. They attempt harder learning activities or try new skills in order to better themselves.
Creative Thinking	Children think outside the box. They problem solve and generate solutions to challenging situations.
Curiosity	Children have inquisitive minds and a desire to learn and know more. They question, investigate, analyse and draw conclusions.
Evaluation	Children reflect on their learning. They critically analyse their performance and that of others in order to make improvements.
Independence	Children take responsibility for their learning. They select the resources that they need to be successful.
Resilience	Children persevere and demonstrate the attitude of never giving up. They work hard; accept that they can learn from mistakes; and keep trying when faced with challenges.
Teamwork	Children cooperate and collaborate well. They communicate effectively; listen to others point of view and work together towards a collaborative goal.

## School Expectations – the norm:

Moving around the school	<ul style="list-style-type: none"> <li>• Children will walk at all times when in the school building</li> <li>• Children will move quietly around the school</li> </ul>
In our learning areas:	<ul style="list-style-type: none"> <li>• Children will listen carefully when the adult is talking</li> <li>• Children will be responsible for leaving the classroom / shared areas tidy, with clear tables/surfaces at the end of every session</li> <li>• Children will take care of the school resources</li> <li>• Children will work hard in their learning activities</li> </ul>
Collective Worship: Collective Worship is a special time in our school when we gather to promote our Christian values of Love, Trust and Forgiveness. All members of the school community are expected to have respect for this time in the school day and behave in a manner fitting this special time.	<ul style="list-style-type: none"> <li>• All children, unless withdrawn for religious reasons, are expected to attend Collective Worship. This may take the form of joining the full school Collective Worship or attending as a small group.</li> <li>• Children must enter silently in an orderly fashion. If a song is playing, children may join in but they must not talk.</li> <li>• Children should not get up and leave collective worship – respect needs to be shown for our special gathering time in school.</li> <li>• Children must leave Collective Worship in the same orderly fashion in which they arrived.</li> </ul>
In the playground:	<ul style="list-style-type: none"> <li>• Use the equipment carefully and put it back when finished with</li> <li>• Play kindly – no rough games</li> <li>• Enjoy time with your friends</li> <li>• Seek support from peer mediators if needed</li> </ul>
Transitions:	<ul style="list-style-type: none"> <li>• Children will put their belongings away quickly and quietly in the morning and move to their classrooms</li> </ul>

	<ul style="list-style-type: none"> <li>Children will line up in alphabetical lines – on the playground and for movement around the school (teachers may adjust individual children’s positions to ensure success)</li> </ul>
Lunch times:	<ul style="list-style-type: none"> <li>Children will walk to the lunch hall in a calm and orderly manner</li> <li>Children will use good table manners in the hall</li> <li>Children will maintain a suitable noise level in the hall</li> <li>Children will clear up after themselves</li> </ul>

## 5. Rewards and Sanctions:

Our rewards and sanctions are implemented consistently and with fairness across the school. Our process, that is shared and lived with the children, is outlined in Appendix 1. We recognise that there is a need for age appropriate rewards and sanctions and this is depicted in our behaviour charts in Appendix 1.

### Rewards:

Promotion of positive behaviour is central to our philosophy for effective behaviour management. It is vital for children to know and be recognised for their positive behaviour and attitude to learning. At Bitterne CE Primary School we reward children through:

- Positive verbal praise
- House points
- Stickers
- Stickers for specific learning skills
- Headteacher / Deputy Headteacher Awards for wonderful work
- Communication with parent carers through phone calls and postcards
- Class Reward Points
- Teacher Star of the Week (certificate given)
- Children’s Star of the Week (certificate given)
- Special Lunch Table
- Bitterne’s Bonanza – a reward time for all pupils who have met our standards for behaviour
- Governor Award

### Sanctions:

Children will lose behaviour points for unacceptable, negative behaviours. The number of points lost equates to a consequence. The list below outlines the sanctions:

1. Loss of behaviour points - If a child loses more than the allocated points for their year group, they will not attend the Bitterne’s Bonanza and will spend time reflecting on their behaviour and completing community service around the school
2. Loss of free time / privileges – break and lunch / job roles / representation of school at outside events
3. Time spent in their partner class reflecting on behaviours
4. Being held to account by teacher, phase leaders, a member of the senior leadership team
5. After School Detention
6. Internal Suspension – the child will work away from their classroom supervised by a leader in the school

7. External Suspension – for extreme circumstances, a child will be sent home from school to work at home
8. Permanent Exclusion

## **6. Tracking and Monitoring Behaviour:**

- Teachers are responsible for maintaining accurate tracking records of behaviour using the school format
- At specific identified points in the behaviour process, teachers will record using CPOMs
- Teachers, in partnership with SLT, will identify children who are at risk of not attending the Bitterne Bonanza and will put in place support as required.
- The senior leadership team will monitor behaviour across the school, report to Governors and implement strategies to ensure improvement

## **7. Supporting Adults and Children**

### **Intervening Early – Cover Card:**

The school runs an early intervention system whereby adults endeavour to help children to make good choices prior to deterioration in behaviour. All classes will have a 'cover' card which teachers can send to an identified member of the SLT who will step in and cover the class for up to 15 minutes. The teacher will then take time with the child who is struggling to listen, to support and to prepare for learning once more. It should be noted that this is not a punishment but a vehicle to support children.

### **Restorative Practice:**

In line with our Christian values of Love, Trust and Forgiveness, whenever any incident occurs, children and adults will engage in Restorative Practice conversations. Through these conversations we seek to inquire and understand reasons for behaviour, seek and give forgiveness and move forward in a positive manner.

### **Inclusion (Support for Children):**

As a school, we recognise, that due to extenuating circumstances, a child may experience struggle in managing their behaviour and emotions. In these circumstances, we react quickly and implement a behaviour plan if required. The plan will identify targets for improvement, success criteria, the support the child requires to achieve the targets, individual rewards and sanctions and success monitoring. These plans may be temporary or longer term depending on the need but the aim is to support the child to reintegrate back into the whole school behaviour system as soon as possible.

The school also offers ELSA and counselling (where funding is available) to support children.

### **Pupil transition**

As children enter Year R they will gradually be introduced to the 'Positive Behaviour Policy' over a period of the first half term. During this time, the teachers will explain the rewards and sanctions and will familiarise the children with the systems and expectations of the school.

As children move through the school, they will be taught about the expectations and changes in rewards and sanctions as they engage with changing age adapted expectations.

During this time, if a child requires additional support with their behaviour, they will be supported with a short-term individual behaviour plan to achieve success.

## **8. Physical Intervention:**

Please refer to the Physical Intervention and the use of Reasonable Force Policy for more detail.

Physical intervention is always used as a last resort.

In summary, all members of staff have the power to use reasonable force to prevent a pupil committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. (Page 23, para 74/75 DfE Guidance Behaviour in Schools September 2022)

If physical intervention is necessary to support a child in distress on a regular basis, this will be identified in their individual behaviour plan and signed and agreed by a parent/carer.

## **9. Outside school premises**

Where the school is contacted by a member of the wider community with an incident of inappropriate behaviour, by a pupil of the school, outside of the school, and online a member of the senior leadership team will discuss the incident with the child's parents at the earliest opportunity. If appropriate, the PCSO will be informed and a meeting arranged with the child, parent and member of SLT to discuss the incident. The member of SLT will then ring the member of the wider community and inform them of the action taken.

## **10. Clubs**

Club leaders will use their own strategies for appropriate and inappropriate behaviour, during after school club activities. The club leader takes overall responsibility for behaviour at their club and should have a clearly defined policy that is shared with children and parents. The school will support the club to manage behaviour if required and, following consent for sharing for parents / carers, will share an individual behaviour plans used in school for specific children.

## **11. Child-on-Child Abuse**

Child-on-Child Abuse could follow a number of forms such as bullying up to sexual violence or abuse. No child-on-child abuse will be tolerated. Sexual banter between children will not be normalised or allowed.

If there are concerns regarding child-on-child abuse, the school will investigate fully in line with guidance in Keeping Children Safe in Education 2023 and apply appropriate sanctions.

Reference: Safeguarding, Child Protection and Anti-Bullying Policies.

## **12. Online Behaviour**

Children are not permitted to use mobile phones in school. Behaviours online out of school will not be allowed to affect behaviour in school and as such, the school will support



investigation, education and sanctions of children's behaviour on line. The school will educate the children in how to be a good online citizen in order to keep themselves and others safe online and of the consequences of not acting in an appropriate manner.

### **13. Confiscation of items and Searching**

If a child brings an item to school that stops others from learning e.g. a mobile phone or causes safety issues to others or themselves then the child will be asked to hand the item to the teacher and a chance will be given. The item will then be handed to the office, Head/Deputy Head Teacher, who will then ring the child's parents and ask them to collect the item at the end of the school day. However, for weapons and knives and extreme or child pornography, these will always be handed over to the police. (Page 11 para 36 DFE Behaviour Guidance)

*Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in paragraph 31 or any other item that the school rules identify as an item which may be searched for. (Searching, Screening and Confiscation Advice for Schools July 2022)*

*School staff have the power to search without consent for prohibited items are:*

- *knives or weapons*
- *alcohol*
- *illegal drugs*
- *stolen items*
- *tobacco and cigarette papers*
- *vapes and e-cigarettes*
- *fireworks*
- *pornographic images*
- *any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;*
- *any item banned by the school rules which has been identified in the rules as an item which may be searched for. (DFE Searching, Screening and Confiscation Guidance July 2022 page 7 para 1 and 2)*

If a child refuses to hand an item to their teacher, they will be asked to discuss this with the Head/Deputy Head Teacher and parents will be informed.

If any adult in school believes a child is cyber-bullying, they may ask the child to show the adult the messages sent. The DFE – Preventing and tackling bullying – states:

*When an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the head teacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.*

However, if information on the phone relates to an offence, then the member of staff will hand the phone to the police.

### **14. Parental / Carer Behaviour**

Parents and carers are an important part of our school community and the principles of acceptable behaviour apply to parents when on the school site too. The school will take appropriate action where parents are rude, abusive or threatening to school staff or other

parents. For more serious incidents, the school may contact the police and the city legal department for advice. The school also does not tolerate inappropriate behaviour between parents when in school. If any parent feels threatened by the act of another parent in or out of school the head teacher or deputy head teacher should be informed. Where inappropriate parental behaviour to a child is observed, actions will be taken which will include informing Children's Services.

## **15. Legislation**

This policy was developed in accordance with:

- The Education and Inspections Act 2006 and in reference to 'School Discipline Pupil Behaviour Policies-Guidance for schools'  
[http://www.legislation.gov.uk/ukpga/2006/40/pdfs/ukpga\\_20060040\\_en.pdf](http://www.legislation.gov.uk/ukpga/2006/40/pdfs/ukpga_20060040_en.pdf)
- Keeping children safe in education September 2023  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1161273/Keeping\\_children\\_safe\\_in\\_education\\_2023\\_-\\_statutory\\_guidance\\_for\\_schools\\_and\\_colleges.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2023_-_statutory_guidance_for_schools_and_colleges.pdf)
- Behaviour in Schools September 2022  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101597/Behaviour\\_in\\_schools\\_guidance\\_sept\\_22.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf)
- Searching, Screening and Confiscation DFE Advice for Schools July 2022
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1091132/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)
- The Equality Act 2010 details the school's duties in respect of safeguarding and in respect of pupils with special educational needs (SEN)  
<https://www.gov.uk/guidance/equality-act-2010-guidance>

## **16. Associated Policies:**

The policy should be read in conjunction with the following school policies:

- Safeguarding Policy
- Child Protection Policy
- Anti-Bullying Policy
- IT Policy
- Physical Intervention (restraint) Policy
- Exclusion Policy
- SEND Policy
- Equal Opportunities Policy

## **17. Appendices:**

## Appendix 1.1 Key Stage 2 Behaviour Chart

### Bitterne CE Primary School – Behaviour Chart – Key Stage 2

Have you respected and valued our school rules and Christian Values today?



Love

Trust

Forgiveness

<p><b>Our School Rules</b></p> <p>Be Respectful Be Responsible Work Hard</p>	<p style="text-align: center;"><b>Rewards</b></p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Verbal Praise</td> <td style="text-align: center;">House Points</td> <td style="text-align: center;">Stickers</td> </tr> <tr> <td style="text-align: center;">Stickers for specific learning skills</td> <td style="text-align: center;">Headteacher Awards</td> <td style="text-align: center;">Deputy Headteacher Awards</td> </tr> <tr> <td style="text-align: center;">Phone calls home</td> <td style="text-align: center;">Postcards home</td> <td style="text-align: center;">Teacher and Children's Star of the Week</td> </tr> <tr> <td style="text-align: center;">Special Lunch Table</td> <td style="text-align: center;">Class Reward</td> <td style="text-align: center;"><u>Bitterne's Bonanza!</u></td> </tr> </table>	Verbal Praise	House Points	Stickers	Stickers for specific learning skills	Headteacher Awards	Deputy Headteacher Awards	Phone calls home	Postcards home	Teacher and Children's Star of the Week	Special Lunch Table	Class Reward	<u>Bitterne's Bonanza!</u>
Verbal Praise	House Points	Stickers											
Stickers for specific learning skills	Headteacher Awards	Deputy Headteacher Awards											
Phone calls home	Postcards home	Teacher and Children's Star of the Week											
Special Lunch Table	Class Reward	<u>Bitterne's Bonanza!</u>											

Restorative conversations are held to support you to make good choices and to show our Christian values of Love, Trust and Forgiveness.

<b>Sanctions</b>	
Warning	A teacher will hold you to account for your behaviour. You need to take responsibility and improve your behaviour. Your teacher will give you advice on how to improve.
Loss of 1 point	You have continued to show inappropriate behaviour. You have now lost a point.
Loss of 2 points	You will now spend 10 minutes in your partner class reflecting on your behaviour and how you will improve.
Loss of 3 points	You will now speak to your phase leader (Mrs Bridle) who will hold you accountable for your behaviour. You will be required to make up learning time following this. Your parents / carers will be informed.
Loss of 4 points	You will now have a half-day internal exclusion and are not welcome to learn in your classroom. You will complete the work set by your teacher under the supervision of a member of the senior leadership team. Your parents / carers will be informed.

**Swearing** will never be tolerated - immediate loss of 3 points. You will be held to account by a member of the senior leadership team. Your parents / carers will be informed.

**Physical Harm**

Hurting another member of our school will never be accepted. An adult will investigate. If accidental, restorative practice will be used to seek forgiveness.  
If deliberate - immediate loss of 4 points, you will be internally excluded and parents will be informed.  
If a child has provoked another child, they will lose 2 points.

## Appendix 1.2 Key Stage 1 Behaviour Chart

### Bitterne CE Primary School



Key Stage 1						
Have you respected and valued our Christian values today?						
Love		Trust		Forgiveness		
<b>Our School Rules</b> <ul style="list-style-type: none"> <li>• Be respectful</li> <li>• Be responsible</li> <li>• Work Hard</li> </ul>		<b>Rewards</b>				
		Verbal Praise	House Points	Stickers	Headteacher Awards	Deputy Headteacher Awards
		Phone calls home	Postcards home	Star of the Week	Special Lunch Table	Bitterne's Banzana!
Sanctions						
Reminder		Your adult will remind you how to make the right choice.				
Verbal warning		This is your final verbal warning to make the right choice.				
Loss of 1 point		You continue to make the wrong choices and have now lost a point.				
Loss of 2 points		You will now have a 10-minute time out in another class. You will complete a reflection form.				
Loss of 3 points		You will now speak to your Phase Leader about the wrong choices you made.				
Loss of 4 points		Internal exclusion - you will work away from your class for 30 minutes and speak to a member of the Senior Leadership Team.				
<b>Swearing:</b>			<b>Physical Harm:</b>			
	Swearing will not be tolerated. Loss of 3 points.				Hurting another member of our school will not be tolerated. Deliberate: loss of 4 points. Provoked: loss of 2 points.	

# Appendix 1.3 EYFS Behaviour Chart

## Bitterne CE Primary School - Behaviour Chart - EYFS

Have you respected and valued our school rules and Christian Values today?



**School Rules**  
Be Respectful  
Be Responsible  
Work Hard

Love

Trust

Forgiveness



**Rewards**

- Star of the week
- Stickers
- Postcards home
- Headteachers award
- Phone calls home
- Bitterne's Bonanza



Sanctions	
<b>Warning</b> Class teacher will explain the rules and how you can show them.	You are not being responsible/respectful/ hard working. You need to ... so that you can be responsible/respectful/ hard working.
<b>Loss of 1 point</b>	You are still not following the rules you have now lost a point.
<b>Loss of 2 points</b>	You are still not following the rules You have lost 2 points and need to go to Mr Webley's classroom and create a sorry card to reflect on what you have done.
<b>Loss of 3 points</b>	You are still not following the rules you have lost 3 points and need to go to SLT and create a sorry card or read a social story to reflect on what you have done.
<b>Loss of 4 points</b>	You are still not following the rules you have lost 4 points and need to go to SLT for the rest of this session. (AM1, AM2, PM)

**Unkind words**

-3 points

**Hurting others**

-3 points

## Appendix 2.1 – Reporting of Loss of 3 Points (Orange Form)

<b>Bitterne CE Primary School Behaviour Sanction Reporting Loss of 3 Points</b>	
Child's Name:	Class:
Date:	Time:
<b>Loss of 3 points due to:</b>	
1)	
2)	
3)	
Suggested Consequence:	
SLT name:	
Actions/ consequences implemented by SLT:	
Parents informed by class teacher: Scanned to CPOMs by class teacher	(Date and sign)

## Appendix 2.2 – Reporting Loss of 4 Points (red form)

### **Bitterne CE Primary School Behaviour Sanction Reporting Loss of 4 Points**

Child's Name:

Class:

Date:

Time:

**Loss of 4 points due to:**

1)

2)

3)

4)

Suggested Consequence:

SLT name:

Actions/ consequences implemented by SLT:

Parents informed by class teacher:  
Scanned to CPOMs by class teacher

(Date and sign)