



Behaviour Policy

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Introduction

Clifford Road Primary School and Nursery belongs to every member of the school community. We are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Every child and every adult has the right to feel valued and part of the school. They have the right to feel respected and to be treated fairly and appropriately. Each individual is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our Core Values

At Clifford Road we believe that:

- Achievement comes in many forms and it is important to celebrate achievement in all.
- Behaviour can change and every child can be successful.
- Positive, targeted praise is more likely to change behaviour than blaming and punishing.
- Reinforcing good behaviour helps children feel good about themselves.
- An effective reward system to identify those children going above and beyond and celebrating success helps to further increase children's self-esteem.
- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment.
- When the adults change, everything changes. Adult behaviours create children's responses and behaviours.

This policy aims to:

- Create a culture of exceptionally good behaviour: for learning, for community, for life by ensuring that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents;
- Ensure that all learners are treated fairly, shown respect and to promote good relationships through a consistent and calm approach to and use of consistent language for managing behaviour;
- Help learners take control over their behaviour and be responsible for the consequences of it;
- Build a community that values kindness, care, good humour, good temper, obedience, politeness and empathy and consideration for others.
- Ensure that all adults take responsibility for behaviour and follow-up any issues personally;
- Provide simple, practical procedures for staff and learners that:
- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

At Clifford Road Primary, we support children through the teaching of the skills required to comply with this policy both during curriculum lessons, THRIVE activities, other communal activities such as assemblies, during break times, lunches, clubs and activities before and after school.

We will:

- Teach specific social skills e.g. sharing, turn taking, listening to each other, how to address people politely, etc.;
- teach strategies for children to solve conflicts peacefully;
- teach specific co-operative and collaborative skills to enable children to work effectively as a member of a group;
- agree boundaries of acceptable behaviour with all pupils and regularly remind children of these;
- enable children to recognise, understand and respond to a range of feelings;
- develop vocabulary to enable children to express feelings verbally rather than physically;
- promote equal opportunities and instil a positive attitude towards differences;
- promote an ethos of peer support;
- ensure the atmosphere in the classroom environment is conducive to learning;
- ensure children are aware of the consequences of their words and actions towards themselves and others.

Rights and responsibilities

Pupils' Rights	Pupils' Responsibilities
• To be able to learn to the best of their ability. • To be treated with consideration and respect. • To be listened to by the adults in the school. • To know what is expected of them. • To feel safe. • To be treated fairly.	• To treat others with consideration and respect. • To do their best and let others learn. • To follow instructions from teachers and other staff. • To support and encourage each other. • To take responsibility for their own actions. • To care for and take pride in the environment of the school. • To sort out difficulties appropriately, seeking adult help if needed.
Staff Rights	Staff Responsibilities
• To be treated with respect by pupils, parents and colleagues. • To be able to teach without unnecessary interruption. • To work in a supportive and understanding environment. • To feel safe.	• To treat pupils with consistency and respect at all times. • To foster good relationships, leading by example. • To work as a team, supporting and encouraging each other. • To involve parents when children are consistently finding it difficult to meet expectations of behaviour. • To create a safe and stimulating environment in which all children can learn.
Parents' Rights	Parents' Responsibilities
• To be sure their children are treated fairly and with respect. • To be able to raise concerns with staff and be told when their child is experiencing difficulties. • To know their children are safe.	• Ensure children attend regularly and on time. • Promote good behaviour, politeness, courtesy and consideration for others. • Be aware of the strategies of the school and reinforce these at home. • Inform the school of any concerns • Work with the school to promote good behaviour, challenge inappropriate behaviour and to uphold the principles of this policy.

Our Rules

Our rules and behaviour beliefs are based on the work of Paul Dix and his book 'When the adults change, everything changes'. We have three rules to follow:

- **Be Honest** - I will be truthful and take responsibility for my actions;
- **Be Respectful** - I will listen and talk politely to adults and other pupils. I will respect the feelings, wishes and rights of others.
- **Be Kind** - I will be kind and look after myself and others, following appropriate instructions from adults.

These rules are explicitly taught and modelled by all members of our school community. However, we also understand that for some children, following our behaviour expectations are beyond their current developmental level. In this case, these children will have access to bespoke behaviour plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour.

SLANT

To ensure we are promoting good learning behaviours in class and around the school we have adopted the **SLANT** approach, standing for: **S**it up, **L**isten, **A**sk and answer questions, **N**o talking, **T**rack the speaker.

Benefits of the SLANT strategy:

Sit up: In order to create an optimal learning environment, it is crucial to guide our pupils in adopting the right posture. This can include not swinging on chairs, not kneeling or sitting with feet up on the chair or slouching. This promotes alertness, ensuring that information is processed effectively.

Listen: Active listening is a cornerstone of effective learning. Pupils are encouraged not only to hear but to truly listen to what is being presented. Attentive listening enhances comprehension and retention of the material.

Ask and answer questions: Encouraging pupils to participate in discussions, ask questions, and provide thoughtful answers can invigorate the classroom atmosphere. Engaging in question and answer sessions promotes critical thinking and a deeper understanding of the subject matter.

No talking: Respect for the speaker's turn to communicate is a fundamental aspect of effective communication. Encouraging students to wait their turn promotes a respectful and conducive learning environment.

Track the Speaker: Recognising that attention spans vary amongst pupils we emphasise the importance of visually tracking the speaker, whether it be the teacher or fellow pupils delivering presentations. This intentional focus on the speaker helps pupils remain attentive and prevents distractions or daydreaming.

How will staff behave:

At Clifford Road we believe that it is the everyday habits of adults that provoke a change in pupils' behaviour and as such we apply the following principles in all interactions with pupils:

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE behaviour that goes above and beyond expectations
- CREATE conditions for excellent behaviour through our language around behaviour

We understand the importance of adult behaviour and its impact. Staff receive regular training on behaviour. Every year the policy is reviewed and updated and shared with staff, parents, children and governors. Regular training and discussions are had to support staff to deal with behaviour in the most appropriate way.

Visible Adult Consistencies

These are the visible behaviours exhibited by staff and which are consistent, and can be expected by children. Through these consistencies, adults will build respectful relationships with pupils.

- Children are greeted daily by their teacher and/or teaching assistant. This enables everyone to start the day positively and with a smile. Members of the Leadership Team and/or support staff will also meet and greet children and parents on the playground and at the doors to school every morning.
- At the end of the day, teachers will take their classes out on to the playground to see them off in a calm manner. Members of the leadership team will also be on the playground to say goodbye to children.
- Staff will 'pay first attention to the best conduct' and will endeavour to catch children 'doing the right thing' in order to praise and recognise desired behaviours. This encourages children to be role models and makes expectations on behaviour clear for all.

Use of Mobile Phones by Children

Clifford Road Primary School and Nursery maintains a strict stance on the use of mobile phones by pupils to ensure a safe, respectful and distraction-free learning environment. In line with the Department for Education's 2026 guidance, our school is a mobile-phone-free environment.

- Pupils are not permitted to use mobile phones on the school site during the school day.
 - If a mobile phone is brought to school for specific reasons (e.g., safety when walking to and from school), it must be switched off and handed to the class teacher or the school office at the start of the day.
 - Phones will be stored securely and returned to the pupil at the end of the school day.
 - Any phone used without permission during the school day will be confiscated and returned to a parent or carer.
 - The school accepts no responsibility for loss, damage, or theft of mobile phones brought onto the premises.
- This approach supports our core values of honesty, respect and kindness, and ensures that learning remains the central focus throughout the school day.

Whole School Approach to Good Behaviour

From the moment they start school, our pupils are encouraged to talk about their behaviour both positive and negative. By encouraging and supporting this dialogue on an on-going basis, we hope to enable children to articulate why certain events or behaviour happens. All children are encouraged to consider moral issues and behaviour and to develop positive responses, through assemblies, class discussions and throughout the curriculum.

Children will be encouraged to take responsibility for, and pride in, their behaviour within the classroom on a day-to-day basis.

School Council Members and Young Leaders act as role models to other children.

Whole school approach to reward behaviour

At Clifford Road, we promote positive behaviour at all times.

In the Nursery and Reception classes the children receive stamps and stickers for their achievements -10 stickers = a rainbow reward certificate (red, orange, yellow, green, blue, purple, gold, prize)

From Year 1 to Year 6, we aim to identify behaviours that go above and beyond everyday expectations.

Class teachers will identify this in the first instance by awarding those children a **bronze** sticker.

Where children are regularly going above and beyond behaviour expectations or do something of that significantly identifies their good choices, they will be awarded a **silver** sticker by their Phase Leader.

Children that are consistently going above and beyond behaviour expectations will be awarded a **gold** sticker by the Headteacher.

Any child who achieves a gold award will have access to a treat with the Headteacher, this will be done on a half termly basis. We will review this regularly to accommodate the number of children receiving this award.

All children who receive Silver or Gold stickers will have their names entered in to a draw. At the end of the school year there will be a draw for one child per year group to receive a book voucher.

All the children attend a weekly Achievement Assembly, where we celebrate the achievements of children from each class.

Whole School Approach to Managing Poor Behaviour Choices of Individuals

The delivery of consequences of any behaviour that falls short of our expectations should always:

- Make it clear which rule is not being followed and how that unacceptable behaviour affects others; (Ensuring consistency in language and predictability for pupils, results in all children being treated fairly).
- Avoid being applied to a whole group for the activities of individuals;
- Prevent before sanctions
- Be consistently applied by all staff using a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message, referring to 'Honest, Respectful, Kind' in all conversations about behaviour and leaving the conversation to allow the child 'take up time' in order to ensure that children and staff feel supported and secure at all times.
- Be in proportion to the offence, should address the behaviour that is unacceptable and not be made personal to the child.
- Follow up every time, retain ownership and engage in reflective dialogue with learners
- Never ignore or walk past learners who are behaving badly.

Unacceptable Behaviours

Our Behaviour Ladder of Response

When behaviours occur that do not align with our expectations the following steps will be taken by the adults in charge:

Step 1 The adult will speak to the child and explain which rule is not being followed (Be Honest, Be Respectful, Be Kind) and the impact this has on those around them.

Step 2 If the child chooses to continue the behaviour, they will be asked to work away from the group.
If this occurs at playtime or lunchtime, the child will be asked to stand with an adult that is on duty.

Step 3 If after time away, the child's behaviour choices are still affecting the learning and/or wellbeing of those around them, the child will be asked to move to another classroom. They should take work with them to complete.

If this occurs at playtime or lunchtime, the child will be asked to stand by the railings outside 6W, in sight of the teachers on duty (playtime) or sat on time out in the hall, supervised by the staff working in there (lunchtime) – it is important that time away is completed on the day of the incident and not carried over to the following day.

If this becomes a regular occurrence, the Phase Leader and/or SENDCo will look at strategies that are being implemented to support.

Step 4 Continuing poor choices mean that the learning in the class is being disrupted (**at lunchtime – behaviours are considered to be unsafe for the other children if the child were to remain on the playground**) and they need to report immediately to the phase leader. Phase leader will record details of date, time and reason; **this will also trigger an immediate ABC log to be completed.**

Step 5 Parents informed (chat in playground or phone call home) the rule that was not being followed and the impact of choices made by the child should be discussed and the parents asked to reinforce this with the child at home.

Step 6 Headteacher speaks to the child after being briefed by the class teacher or Phase Leader about the behaviour choices of the child, the steps taken so far and the impact the behaviour is having on the learning and wellbeing of others.

R – Red Card – Where the child needs to be removed from the classroom because of extreme or dangerous behaviour, this can be used at any point necessary. It should be taken by a child to the office where a member of the leadership team will be alerted and will respond.

The issuing of a Red Card will require an ABC log to be completed.

As children move along the ladder, the steps are recorded on Arbor. See Appendix 2.
The outcomes of these records will be monitored and followed up weekly in a way that is appropriate and proportionate to the behaviours.

For example:

- ABC forms completed over an agreed period of time in order to understand the behaviours and plan for the way forward.
- Parents contacted to inform them of the behaviours
- Parents called to school to discuss strategies and support in order to understand and resolve the behaviours
- Internal Exclusion
- Short Fixed Term Exclusion (1-2 days)
- Longer Fixed Term Exclusion (3-5 days)
- Permanent Exclusion

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
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Details of our school's approach to preventing and addressing bullying can be found in the Anti-Bullying Policy.

Occasionally, some children may behave in an extreme way that is out of character for them. Unacceptable behaviours may be referred straight to a member of Senior Leadership Team to be dealt with. Where necessary, incidents will be recorded on my concern. Unacceptable behaviours may include:

- Violence (i.e. physical contact made with the intention to harm)
- Defiance / rudeness towards any adult
- Persistent taunting, teasing and bullying behaviour
- Homophobic and racist comments
- Stealing
- Spitting
- Swearing

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND and follow the Ladder of Response, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care plan (EHCP), the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies
- As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

When dealing with individual pupils with SEND this will be done in partnership with parents, the SEND Lead and members of the Senior Leadership Team.

The Thrive Approach

The Thrive Approach is a dynamic, developmental, trauma-sensitive approach to meeting the emotional and social needs of children and young people.

It supports them in becoming more self-assured, capable and adaptable. It can also address any troubled, or troubling, behaviours providing a firm foundation for academic attainment.

Thrive uses a developmental framework to clarify the connections between emotional and social development, behaviour and learning.

In this model, social and emotional development can be depicted as six building blocks or strands of experience, each with accompanying tasks and opportunities. The stages cover emotional and social development from birth to age 18

- Being (0-6 months)
- Doing (6-18 months)
- Thinking (18 months to 3 years)
- Power and Identity (3-7 years)
- Skills and Structure (7-11 years)

- Interdependence (11-18 years)

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs coordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. These pupils may have a bespoke 'Ladder of Response' that details additional support, strategies, expectations and who to contact for support at each step and where possible, we use our most experienced staff to build relationships with each individual child.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that pupil. We will work with parents to create the plan and review it on a regular basis.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as a last resort and by experienced, trained staff only. The school will record all incidents of extreme behaviour through incident logs or within the child's individual records.

If a child leaves the school site (absconding), the following actions are taken:

- Parents are called immediately
- Two members of staff will accompany/follow the child and encourage safe return to school where possible. They will be in contact with the school via walkie talkies or by telephone.
- Police may be notified if there is a risk of immediate harm
- Individual risk assessment updated
- Possible fixed-term exclusion on grounds of personal safety

Exclusions will occur following extreme incidents at the discretion of the Headteacher. A fixed-term exclusion will be enforced under these conditions:

- Staff need to consider further, reasonable adjustments to allow the safest environment for learning and have time to implement these.
- The child needs time to reflect on their behaviour and begin the process of rebuilding (including restorative conversations).
- To give the school time to liaise with outside agencies and further support.

If these conditions are not met, other options may include an internal exclusion, either with the Headteacher or another member of the Leadership Team, based in another part of the school. Alternatively, in agreement with parents, a part-time timetable, phased return or 'soft-start' may be used.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Power to use Reasonable Force

Physical Attacks on Adults

At Clifford Road, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves and call for additional support if needed. Staff who defend

themselves will have the full support of the Leadership Team and the Governing Body, as long as their actions are in line with this policy and do not use excessive force.

Only staff who have been trained in physical restraint should restrain a child unless there is an immediate risk to that child or another person. All staff should report incidents directly to the Headteacher and/or Designated Safeguarding Lead and reported on My Concern. We appreciate these incidents can also cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults, we still need to show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

The legal provisions on school discipline provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property and to maintain good order and discipline in the classroom. Wherever possible, staff are encouraged not to use force; however, certain circumstances may necessitate some use of physical force as a last resort.

The school can use reasonable force to:

- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom/school where allowing the pupil to leave would risk their safety or lead to behaviour that disturbs the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight; and restrain a pupil at risk of harming themselves or others through physical outbursts

Only the Headteacher or staff who have completed the Behaviour Safe Advanced Physical De-escalation Training Techniques training within the last two years should carry out the handling of pupils involving reasonable force. Parents of pupils who have had to be handled using reasonable force, will be informed of such by the Headteacher.

In extreme circumstances, where there is a risk of extreme harm, any member of staff are legally able to use reasonable force to prevent serious injury to the child.

All incidents when restraint is used must be recorded with:

- Names of pupils involved
- The time of the incident
- The place the incident occurred
- The names of the staff involved
- A detailed chronology of the incident

A risk assessment should be undertaken if this is a first incidence without prior reasonable warning, if a risk assessment exists, this should be reviewed in the light of the latest incident.

Parents will be informed if their child has been restrained; in the case of where we feel restraint may be likely, parents will be shown the techniques that staff will use and a risk assessment will be agreed and shared.

We work closely with the County Inclusive Support Service (CISS) and refer to them for advice and support where children's behaviours give us cause for concern.

Exclusions

At Clifford Road, we follow the Suffolk County Council Exclusions Policy. External exclusion is used as a last resort when all other channels have been exhausted and all school levels of support and sanction (including internal exclusion) have been tried.

It will be considered when:

- A child puts themselves or others at risk of physical harm (including absconding from the school site)

- In circumstances of Long-term or repeated serious misbehaviour that is not responding to strategies in place and which jeopardise the learning and well-being of others. The pupil may be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEND policy.
- School property is substantially damaged as a consequence of a child's actions.

Fixed Term Exclusion

The Headteacher has the power to exclude a child for up to 15 days per term (up to 45 days in an academic year). If a period is for more than 5 days, then the Local Authority must be informed.

Parents will be informed by phone/email and in writing. An appointment to resolve the matter will also be arranged at the same time. Parents will also be informed of their rights to make representation to the Governing Body and the Local Authority.

The Governing Body will be informed of all exclusions on the day or the day following exclusion. For exclusions of more than five days, the Governing Body reserves the right to reinstate the pupil.

Permanent Exclusion

When a child is to be permanently excluded, the parents will be informed in detail of the reasons for exclusion. Parents will also be informed of their rights to make representation to the Local Authority/Governing Body.

The Headteacher will notify the Local Authority and Governing Body. A Governors meeting will be held to confirm the decision or reinstate the pupil.

Parents will be informed of their right to appeal.

The role of the parent at Clifford Road

At Clifford Road Primary, active parental involvement is welcomed, appreciated and deliberately encouraged in order to:

- Ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day;
- Understand and reinforce the school language as much as possible;
- Share in the concern about standards of behaviour generally;
- Support the work of the school as staff seek to support the whole family.

We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor digressions.

Application and scope of this policy

This Behaviour Policy is applicable to our entire school community and will only be effective if everyone is empowered to use it with confidence and consistency. There may be occasions when special rules need to be applied, e.g. in the dining room, at play and lunch times or when off site, etc. but the same principles of promoting good behaviour will always apply.

Monitoring & Evaluation

The school's Leadership Team will monitor the effectiveness of the policy at least once a year and report back to the Governing Body. The Leadership Team will also monitor the visible consistencies around the school and the use of language and personal follow-up. All concerned parties will be kept informed of any review and action that will need to be taken.

ABC Record

Name:

Date:

Date and time of day	<u>Antecedents</u> - What happened just before? - Contributory factors? - Who? - Where? - What situation?	<u>Behaviour</u> Accurate description of the behaviour How long did it last?	<u>Consequences</u> - What did you or others do? (ignore, discuss?) - How did you react? - How did the person react? - What happened after?

Appendix 2

Whole school expectations for logging behaviour

As part of our ongoing commitment to streamline behaviour management and maintain consistency across the school, we are moving to a **centralised system for logging all behaviour incidents via Arbor**.

Thanks to Julia, the behaviour section in Arbor has been updated to align with our current **Behaviour Ladder**. This includes:

- Options for logging behaviour incidents
- Fields for recording ABCs (Lead up, Behaviour, Consequence)

◆ How to Log a Behaviour Incident in Arbor:

1. **Log into Arbor** and go to your **Home Page**.
2. Navigate to **My Calendar** and select the session where you would normally take the register.
3. Click on the **orange Behaviour tab**.
4. Select **Log Incident**.
5. Complete the required information:
 - If logging the same behaviour sanction for multiple students, tick the **'Create as separate incidents'** box to log efficiently by lesson.
6. Click **Next**, then **Review and Log** the incident on the second page.

★ Important:

While you may continue using the old **paper logging sheets during the school day**, all behaviour incidents **must be entered into Arbor by the end of each day**. This ensures we maintain a **centralised, accurate, and up-to-date record** of all incidents—regardless of severity.

Thank you for your continued cooperation as we transition to this updated system. Please speak to Claire, Katie if you need further support.