



We want every child to be happy, caring and successful.

Policy Statement for Attitudes & Behaviour

INTRODUCTION

At Cedars Primary we recognise that good behaviour and discipline are key foundations of good education. We expect a high standard of behaviour from all members of our school. We aim to assist each pupil to grow up with a clear understanding of what is right and wrong, appreciating the needs of others and the society around them.

We encourage the development of appropriate attitudes and behaviour through a consistent and agreed approach. We strive to provide a community based on respect and consideration, to which all are proud to belong. Staff provide positive role models through their relationships with pupils, families and each other. At Cedars Primary School, we acknowledge the vital role that parents play in developing positive attitudes and good behaviour, and it is expected that parents will act as good role models, at all times when on school premises.

The underlying principles, which form the basis of our policy, are that we value and care for each individual in our school and that good behaviour is a collective responsibility for everyone in the school.

AIMS

- To develop a caring, purposeful and positive learning environment where high quality teaching and learning can take place
- To enable children to feel secure at school
- To help children to appreciate and value their own work and that of others
- To foster attitudes of respect and consideration
- To develop a corporate sense of responsibility

A POSITIVE APPROACH TO BEHAVIOUR MANAGEMENT THROUGH TEACHING AND LEARNING

Research shows that classroom management and quality teaching are critical in promoting a positive ethos and good behaviour. Schools need to be clear about their philosophy and expectations. At Cedars Primary the moral values that underpin all of the choices made by the school and its pupils are translated into 'The Cedars' Way' (see Appendix A). These are displayed in every classroom, the two halls and the playground. They are used and owned by the whole community and reinforced during assemblies, lessons, circle time and discussions.

Management of children's behaviour is carried out through high expectations and positive responses to good behaviour and by building close relationships with pupils. Effective relationships are built when individuals feel valued and listened to. The school uses the Restorative Practice model which is based upon: relationships developing learning about what is important to others; adult language and practice placing relationships at the heart of all learning; and children, through their relationships, learning about the needs and well-being of others and to value what is

important in those relationships to which they belong (see Appendix G). Circle Time provides strategies for developing social skills and enhancing self esteem. Circle Time sessions are timetabled for every class, and may be used for specific initiatives and for staff development.

Teachers ensure that the organisation of their teaching areas and the delivery of the curriculum include all pupils and enables them to develop the appropriate attitudes and behaviours.

Particular emphasis is given to:

Personal Independence

- Being able to function independently of parents
- Taking responsibility for their personal belongings
- Being able to organise themselves with the necessary materials
- Taking responsibility for their own actions
- Being punctual and attending regularly

Relationships with Adults and Peers

- Being polite
- Being able to speak confidently, appropriately and effectively
- Valuing the rights and opinions of others
- Being able to work and play co-operatively

Application and Concentration

- Showing a positive attitude to themselves and school
- Developing essential learning skills: listening, disregarding distractions, contributing actively to lessons
- Asking for help as appropriate
- Perseverance
- Understanding the quality, standard and purpose of the work required
- Being motivated to attain the objectives and targets agreed

Motivation for Learning

- Being able to develop natural curiosity to ask questions, to observe and to investigate
- Being able to respond to stimulation and pursue an interest
- Being able to occupy their own time in a purposeful and fruitful way

Independence in Work Management

- Being able to complete tasks and activities without constant reference to the teacher or other adults
- Knowing what to do when tasks are completed
- Knowing where to go and what to use for help or additional support
- Being able to research and extend own learning
- Knowing how to move about school and use shared spaces and resources appropriately

Managing Equipment

- Being responsible for the use, storage and tidying away of books and resources

- Taking care of their school building and grounds
- Using appropriate protection for clothes and surfaces when using paint, glue etc.
- Following Health & Safety rules

THROUGH ORGANISATION & MANAGEMENT

At Cedars Primary School we establish clear guidelines and expectations for our pupils, and are exemplars to them. It is our intention to create a community of shared values, high expectations for success and equality of opportunity.

To this end we plan and promote:

- **A broad, creative and enriched curriculum**
Appropriately planned to foster all pupils' achievements
- **Effective classroom management**
Through sustaining a supportive and secure environment and delivering well prepared, stimulating and differentiated lessons
- **Clear and understood rules – 'The Cedars' Way'**
Based on the values of the school
- **Consistency and fairness in the application of rewards and sanctions**
Through the use of the school's system and the monitoring of its application
- **The involvement of all staff in behaviour management** (see Appendix C)
All our teachers value and acknowledge the need to talk through difficulties with children. When incidents occur in which children are hurt in any way or experience serious difficulties in meeting the expectations for their behaviour we investigate carefully. We believe firmly in communicating to the child that it is the behaviour not the child as an individual who is being criticised. We talk through the steps which led up to the behaviour in question and endeavour to help the child to understand their own actions and the reactions of others. Although this can be a time consuming task, it is one we see as being vital in the growth and development of children's social and behavioural skills.
- **Working in partnership with parents**
Who will be kept fully informed of our expectations and asked to play an active role in the implementation of this policy.

THROUGH CONSISTENT REWARDS AND SANCTIONS

To encourage and promote good behaviour and to reward all forms of academic and social achievement we seek to make effective use of a clear and structured system of rewards (see Appendix E). This enables children's successes to be communicated to all parents, children, staff and the wider community.

Sanctions come into play when dialogue and positive reinforcement have failed. It is essential that sanctions are used sparingly in a structured, thoughtful way which is transparently fair and consistent (Appendix F).

For children with specific social, emotional and mental health difficulties Individual Learning Plans or Personal Behaviour Plans will be drawn up in line with the school's policy and the Code of Practice for Special Educational Needs.

EXCLUSION

In exceptional circumstances, exclusion will be used as a very last resort and for very specific reasons. The school follows the '*DfE Exclusion from maintained schools, academies and pupil referral units in England, Statutory guidance for those with legal responsibilities in relation to exclusion, September 2017*' before imposing either a set period of exclusion or a permanent exclusion

Fixed Period Exclusion

Some behaviour is totally unacceptable in our school. The following behaviours are regarded as Serious Incidents and are recorded on individual incident sheets (see Appendix J)

- Verbal or physical intimidation or abuse
- Any "bullying behaviour" (see Appendix B)
- Stealing
- Refusal to do as instructed by a member of staff
- Behaviour which constitutes a serious health and safety risk to children and/or adults in the school
- Deliberately damaging school or other children's property
- Bringing onto the premises offensive, dangerous or illegal substances or items
- Serious "cyber bullying" by text, email or social networking sites

Each time a child has a serious incident, recorded by the Headteacher or Deputy Head, the parents will be notified, by telephone or via a meeting if possible. For those pupils who are involved in serious incidents, the Headteacher or Deputy Head will investigate and make a judgement about the severity of the incident and impose either a Serious Incident Letter (see Appendix I) or a fixed term exclusion for a period of between 1 and 5 days. If a fixed term exclusion is imposed, this will be followed up by an interview with the Headteacher and the child's parents. Within any one academic year we do not expect the majority of our pupils to have any serious incidents

Lunchtime Exclusion

These will be used when a child's behaviour at lunchtime is not acceptable to the adults taking care of him or her (see Appendix D). The parents/carers will be asked to collect their child from school at 12:00 (Foundation 2)/12:15pm (Years 1-6) and return them at 12:55pm (Foundation 2)/1:10pm (Years 1-6).

Permanent Exclusion

This will normally be used when all other avenues have been thoroughly explored, and when the school has no further strategies to try. For some extreme or uncontrolled behaviour that seriously compromises the safety of staff or pupils, the Headteacher may impose an immediate and permanent exclusion in line with DfE procedures.

Physical Intervention

In very exceptional circumstances, a member of staff may need to use physical intervention to prevent a child from putting themselves or others at risk. There are three levels of intervention:

- Simple physical presence, e.g. standing in a doorway to prevent exit.
- Guiding or touching a child to persuade them to comply, e.g. taking a child by the arm to lead them away.
- Restrictive Physical Intervention: using restraint to control a child.

In these circumstances, authorised staff will use reasonable force to prevent children from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the school. Staff should not put their personal safety at risk and should exercise caution. Detailed records of all instances of restraint are kept in the Headteacher's office.

EQUALITY

Cedars Primary is committed to the provision of equality of opportunity for all pupils. We recognise that, nationally, research indicates that certain pupils are at particular risk of disaffection or exclusion.

MONITORING THE EFFECTIVENESS OF THIS POLICY

The practical application of this policy will be reviewed annually or when the need arises by the Headteacher and Senior Leadership Team.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

| | | | |
|---------------------------------|----------|--------------|-------------------------------|
| Headteacher: | L.Munday | Date: | 31 st October 2017 |
| Chair of Governing Body: | S.Laird | Date: | 31 st October 2017 |

Cedars Primary Attitudes and Behaviour Policy

APPENDICES

- Appendix A The Cedars' Way
- Appendix B Bullying
- Appendix C Achieving Consistency – Staff Responsibilities
- Appendix D Lunchtime Behaviour Overview
- Appendix E Cedars Primary School System of Rewards
- Appendix F Cedars Primary School System of Sanctions
- Appendix G Restorative Practice
- Appendix H Guidance for Classroom Behaviour Record Book
- Appendix I Serious Incident Letter
- Appendix J Serious Incident Record Sheet

**CEDARS PRIMARY
ATTITUDES AND BEHAVIOUR POLICY**

The Cedars' Way

"We want every child to be happy, caring and successful."

We are gentle
We don't hurt others

We are kind, courteous and helpful
We don't hurt anybody's feelings

We listen politely
We don't interrupt

We are honest
We don't cover up the truth

We work hard
We don't waste our own or others' time

We look after property
We don't waste or damage things

We are safe
We don't put ourselves or others at risk

**CEDARS PRIMARY SCHOOL
ATTITUDES AND BEHAVIOUR POLICY****BULLYING**

Bullying is the wilful and conscious desire to hurt, threaten or frighten someone. Bullying is not tolerated at Cedars Primary School. Staff, pupils and parents must have confidence that action will be taken and that if that action is not effective further steps will be taken. Racism is seen as a serious form of bullying and records must be kept in line with MK guidance on racial harassment.

How? By verbal intimidation; name calling; taunting; threatening; harassment racial/sexual etc.

Where? To and from school, in the playground, between lessons, in class during group work, in toilets and cloakrooms.

Why? Bullies often have low self esteem. They may seek to make themselves feel better by belittling others. Some get pleasure from causing others fear, pain or humiliation. Much bullying behaviour is learnt; from adults, friends, family or the media

Addressing Bullying**Strategies to combat bullying**

- Model the appropriate behaviour
- Teaching social skills in a conscious and systematic way through the PHSE curriculum
- Follow school policy on attitudes and behaviour consistently.
- Use circle time to address issues
- Ensure pupils know it is right “to tell”
- Offer a range of options as to whom and how to report bullying
- Raise self esteem of the bully and victim
- Do not tolerate any racist language or actions
- Intervene in inappropriate play
- Be aware of individual needs
- Be aware of the areas where, and the times when, pupils may be vulnerable

Procedures to follow with bullying

- Follow up every case
- Reassure pupils that they did the right thing in reporting
- Record the accounts of victim, alleged bully and witnesses
- Refer to a senior colleague
- Refer any serious or ongoing incidents to the Headteacher
- Keep parents informed
- Be seen to act fairly and consistently
- Do not give up
- For serious incidents including racism the Headteacher may take further steps and/or involve governors or other agencies

**CEDARS PRIMARY
ATTITUDES AND BEHAVIOUR POLICY**

STAFF RESPONSIBILITIES (FOR ALL STAFF)

In order to ensure consistency throughout the school we will ensure:

- ❖ A clear policy for Attitudes and Behaviour
- ❖ The involvement and support of parents is actively sought
- ❖ **‘The Cedars’ Way**’ is clearly understood by both adults and children
- ❖ Clear and consistent expectations are stated and reinforced
- ❖ Strategies and opportunities to raise self-esteem of staff and pupils are offered
- ❖ Positive attitudes are encouraged and maintained
- ❖ That staff provide good role models for behaviour
- ❖ Good Class and School organisation
- ❖ Appropriate and well planned work and activities
- ❖ Effective use of time
- ❖ Opportunities to develop pupil independence are provided
- ❖ Pupils experience success

In order to achieve Aspects of the Policy staff will:

- ❖ Provide examples of good behaviour, treating each other and pupils with respect and care
- ❖ Teach right from wrong
- ❖ Use strategies to raise self esteem (staff and pupils).
- ❖ Praise good behaviour
- ❖ Teach listening skills and appropriate body language
- ❖ Ensure appropriate organisation of tasks, pupils, time and the environment
- ❖ Reinforce **‘The Cedars’ Way**’ and ways to attain its principles
- ❖ Use Circle Time effectively
- ❖ Use the whole school system of rewards and sanctions consistently and fairly
- ❖ Adopt a restorative approach when dealing with incidents of unacceptable behaviour
- ❖ Follow policies and guidance for Inclusion in order to meet the needs of “Children Beyond” normal rewards and sanctions

**CEDARS PRIMARY
ATTITUDES AND BEHAVIOUR POLICY**

LUNCH TIMES

The policies and practices for lunchtimes are seen as an essential and integral part of the whole school approach on behaviour.

Routines to support positive and manageable lunchtimes

- Lunchtime Supervisors set up the hall and playground in advance e.g. tables & chairs, playground equipment
- 12:00pm – Teachers give children required lunch bands. Class Teachers bring Foundation 2 pupils to the hall. Children have set places. Children who have a hot dinner line up to be served. Children who have a packed lunch begin eating. Children raise their hand indicating they have finished and wish to leave. Foundation 2 Lunchtime Supervisors walk children through the school building back to the Foundation 2 area for play time.
- 12:15pm - Teachers give children required lunch bands. Class Teachers bring Years 1 and 2 pupils to the hall. Children have set places. Children who have a hot dinner line up to be served when told to by a Lunchtime Supervisor. Children who have a packed lunch begin eating. Children raise their hand indicating they have finished and wish to leave. Year 1 and 2 children walk through the school building back to their cloakrooms and then out onto the playground for play time.
- 12:25pm – Year 6 children enter the hall independently. Children can sit in a place of their choosing. Children who have a hot dinner line up to be served (receive their lunch bands at this time).
- 12:40pm - Year 3 and 4 children are called from the playground to the hall by a Lunchtime Supervisor. Children enter the school independently and walk to the hall. Children can sit in a place of their choosing. Children who have a hot dinner line up to be served (receive their lunch bands at this time).
- 12:45pm - Year 5 children are called from the playground to the hall by a Lunchtime Supervisor. Children enter the school building independently and walk to the hall. Children can sit in a place of their choosing. Children who have a hot dinner line up to be served (receive their bands at this time).
- The Duty Senior Teacher oversees the children in the hall, on the playground and making their way to the hall through the school building particularly on the second sittings.
- Lunchtime Supervisors circulate the tables reinforcing, encouraging and praising good behaviour.
- Consistent expectations on manners:
 - Sit in place, hand up for help, lean over lunchbox to eat, avoid dropping crumbs or litter, use please and thank you, eat quietly and politely, talk quietly, Foundation 2, Years 1 and 2 children put up hands and ask to leave when finished.
- A purple Cedars Primary polo shirt is worn by lunchtime supervisors to identify them clearly to children.
- Play Leaders may be recruited to find and help lonely children and mediate in

low level disputes.

- Injuries are referred to the medical room.
- Lunchtime supervisors organise and lead inclusive play activities. They should also look for problems that could escalate into more serious ones.
- Catch children being good!

Incentives

- Lunchtime monitors – helpful children can assist with stacking chairs and clearing away. Others could be chosen to help clear away resources.
- Reward Stickers/Tree of Praise of Leaves – awarded to children for specific instances of good behaviour or effort for sharing in Celebrations Assembly. Celebrate these with class teacher to show they are valued.
- Head and Deputy stickers– nominate children who you feel have been consistently well behaved or have tried to improve.

Dealing with poor behaviour

In the first instance, poor behaviour is to be verbally reprimanded (a ‘**polite reminder**’). If the poor behaviour continues ‘**time out**’ (5 minutes). If this is refused or argued with, the child should be sent to a member of the Senior Leadership Team who is on duty. For serious incidents, pupils should be sent to the Headteacher or the Deputy Headteacher. When a child is sent in, they miss the rest of that break time and the following morning playtime and/or lunchtime depending on the severity of incident (HT, DH or Senior Leader to decide). Sending in should therefore be seen as a serious event not just a telling off.

Instances of behaviour that go beyond verbal reprimand or time out are to be recorded in the pupil’s Class Behaviour Book. Key Stage Leaders will monitor this.

Examples of Behaviour and Sanctions

Remember, encouragement of good behaviour will often avoid the need for this.

| Verbal Reprimand (Polite Reminder) | Time Out (5 Minutes) | Sent to a member of the Senior Leadership Team | Sent to Headteacher/Deputy Head |
|---|---|--|--|
| Rough behaviour— 1st instance. Kicking of balls. Slight rudeness to member of staff or other children. Going into areas not allowed. | Rough behaviour— persistent offending. Kicking of balls— persistent offending. Slight rudeness to member of staff or other children – repeat offending. Going into areas not allowed – repeat offending. | Aggressive behaviour towards other children. Answering back, refusal to follow instructions. Wilful misuse of equipment. | Fighting. Persistent or strong verbal abuse of staff member. Wilful destruction of property. Bullying. Racial or other offensive language. |

**CEDARS PRIMARY
ATTITUDES AND BEHAVIOUR POLICY**

Cedars Primary School System of Rewards

At Cedars Primary we encourage all staff and parents to play an active role in acknowledging and rewarding appropriate attitudes and behaviours. Class teachers will monitor the incentives awarded in order to ensure consistency and fairness. Every child should experience a degree of success and recognition.

| INCENTIVE | AWARDED BY |
|---|--|
| Praise: private and public. | All staff, other pupils and visitors |
| Written comments “stamps and smiley faces” in pupils’ work books, home/school communication/ reading diaries etc. | Teachers, TA’s, Parent helpers |
| Class Teacher special award stickers | Teachers |
| Dojo Points and Whole Class Treat | Teachers, TA’s |
| Informal notification to parents, compliment slip, a chat or telephone call | Teachers |
| Sharing of achievements and examples of good work or behaviour in assemblies and with other teachers | Teachers, TAs |
| Lunchtime stickers/ Tree of Praise Leaves | Lunchtime Supervisors |
| Certificate of Achievement | Headteacher (nominations from Class Teacher) |
| The Cedars’ Way Award | Headteacher (nominations from Class Teacher) |
| Sitting on chairs next to Class Teachers in Celebration Assembly/Year 6 to help with Celebration Assembly | Headteacher (nominations from Class Teacher) |
| Golden Time – 30 minutes weekly (<i>Foundation 2- from the Spring 2 Term</i>) | |
| Celebration & Circles Book | All staff, other pupils and visitors |
| Writer of the Week | Teachers and TAs |

| | |
|---|---|
| Head Teacher/ Deputy Headteacher special award stickers | Headteacher/Deputy Head (nominations from Class Teacher, TAs) |
| Afternoon Tea with the Headteacher – weekly for Certificate of Achievement and ‘The Cedars’ Way Award winners | Headteacher (nominations from Class Teacher) |

**CEDARS PRIMARY
ATTITUDES AND BEHAVIOUR POLICY**

Cedars Primary School System of Sanctions

The Attitudes and Behaviour policy and system of sanctions must clearly uphold the school's ethos and 'The Cedars' Way'. Unless sanctions are used effectively, breaking rules can in, for some pupils, become an incentive to gain attention.

Sanctions should be used sparingly and be relevant to the specific incident of inappropriate behaviour. Class teachers will keep appropriate records of behaviour and the use of sanctions, including detailed records for pupils with IEP's and Behaviour Plans. Whole school records are kept of serious incidents and any exclusions.

| SANCTION | AWARDED BY |
|--|---|
| FOUNDATION and KEY STAGE 1 | |
| IN EACH LESSON | All staff and other pupils |
| Ignoring | |
| First time 'The Cedars' Way' is broken: A calm but firm "public reprimand": polite reminder. (<i>Shouting at pupils is rarely appropriate</i>) | Teachers and TA's |
| Second time 'The Cedars' Way' is broken: Name written on the board | Teachers and TA's |
| Third time 'The Cedars' Way' is broken: Loss of 5 minutes Break Time/Lunchtime | Teachers and TA's |
| Fourth time 'The Cedars' Way' is broken: Withdrawal from an activity or group with a 'Red Card' to a member of the Senior Leadership Team (<i>Behaviour recorded in the Class Behaviour Book</i>) | Teachers & Key Stage Leaders (who must take responsibility for supervision) |
| IF A FULL CYCLE OF SANCTIONS REPEATS ITSELF IN SUBSEQUENT LESSONS THAT DAY: referred to the Headteacher | Teachers |

| | |
|--|--|
| <p>Parents informed informally through direct contact or a telephone call</p> <p>KEY STAGE 2</p> <p>IN EACH LESSON</p> <p>First time ‘The Cedars’ Way’ is broken: Name written on the board</p> <p>Second time ‘The Cedars’ Way’ is broken: Loss of 5 minutes Break Time/Lunchtime and withdrawal from an activity or group with a ‘Red Card’ to a member of the Senior Leadership Team <i>(Behaviour recorded in the Class Behaviour Book)</i></p> <p>IF A FULL CYCLE OF SANCTIONS REPEATS ITSELF IN SUBSEQUENT LESSONS THAT DAY: referred to the Headteacher</p> <p>Parents informed informally through direct contact or a telephone call</p> | <p>All staff and other pupils</p> <p>Teachers and TA’s</p> <p>Teachers and TA’s Teachers & Key Stage Leaders (who must take responsibility for supervision)</p> |
| <p>WHOLE SCHOOL</p> <p>Withdrawal from play or lunchtime – for inappropriate playground behaviour or to complete work or homework</p> <p>Serious Incidents will be referred immediately to the Headteacher/Deputy Head</p> <p>Serious Incident Letter home</p> <p>Seclusion – children who are disruptive in lessons will be placed in an area away from other children for a limited period</p> <p>Fixed term exclusion</p> <p>Permanent exclusion</p> | <p>Teachers & Key Stage Leaders (who must take responsibility for supervision)</p> <p>Headteacher / Deputy Headteacher</p> <p>Headteacher/Deputy Headteacher</p> <p>Teachers, TAs & Key Stage Leaders (who must take responsibility for supervision)</p> <p>Headteacher</p> <p>Headteacher</p> |

**CEDARS PRIMARY
ATTITUDES AND BEHAVIOUR POLICY**

Restorative Practice

The Restorative Framework values relationships that are: respectful, firm and fair and restorative.

Language to help make respectful relationships

- Show an interest in the person and in their important relationships
- Realise the words we use to describe people will be heard by those people even though they are not present
- Realise the words we use internally will be shown on our faces and in our actions
- Maintain a separation between the words used for people and the words used for actions. Actions may be a problem, but a child is not a problem.
- Words such as 'is' or 'has' may confuse the difference between a person and their difficulties or problems. Use words such as 'shows' or 'demonstrates'.
- Use words that demonstrate awareness and sensitivity for social differences such as: gender, race, religion, age, ability, culture, ethnicity and sexuality.

Language to help make restorative relationships

- Use words to describe what may be achieved from a restorative conversation – set the scene for the conversation
- Manage conversations in a sequence that moves from hearing the story to understanding effects and considering responsibilities
- Believe in each person's capacity for personal and social responsibility
- Affirm that no one knows for sure how they are affecting anyone else
- Value each person's willingness to engage with the process
- Focus on the future and what may need to be done to put things right

Informal interventions

Questions to promote dialogue:

- What have you thought about since the incident?
- How do you feel about what has happened?
- What has been the hardest part of this for you?
- Who has been affected by the incident?
- How have they been affected?
- What needs to happen to make things right?
- What can we do to make sure this does not happen again?

**CEDARS PRIMARY
ATTITUDES AND BEHAVIOUR POLICY**

Classroom Behaviour Record Book

This book should be used to record incidents of inappropriate behaviour that occur in and out of the classroom.

Entries can be made by any member of staff and should be signed and dated.

Please record what has happened, who was involved and what action was taken.

These are open documents, and entries should be written with this in mind.

Behaviour Books should be reviewed half termly in key stage meetings. Entries are to be monitored by the Senior Leadership Team for patterns in inappropriate behaviour and consistency in behaviour management across the school.

Serious Incident Letter

Date.....

Dear Parent/Carer,

At Cedars Primary we have high expectations for the attitudes and behaviour of everyone in our community. We recognise the importance of an effective partnership between home and school in developing good behaviour. In order for us to work effectively together good communication is essential.

Unfortunately, I have to inform you that your child was involved in an incident in school today in which:

.....
.....
.....
.....

We see this as a serious incident, and it has been recorded as such, in line with school policy.

This is the serious incident involving your child this academic year. I hope that you will talk with your child to stress the seriousness of the situation and explore how they may have acted more appropriately. Please return the slip below to acknowledge receipt of this letter. Your views or comments would be very welcome.

Yours sincerely,

Mrs Munday
Headteacher.

.....
.....

To Mrs Munday

Name of child **Class**

.....
I received your letter dated

Parents
comments.....

.....
Signed..... (parent /carer)

APPENDIX J

CEDARS PRIMARY SCHOOL SERIOUS INCIDENT RECORD SHEET

Name..... Class.....

| | | |
|----------------------------------|---------------------------------------|--------------------|
| Date/Time | Incident: | Children Involved: |
| | | |
| Letter sent home: Phone call: | Signature: Other people contacted: | |

| | | |
|----------------------------------|---------------------------------------|--------------------|
| Date/Time | Incident: | Children Involved: |
| | | |
| Letter sent home: Phone call: | Signature: Other people contacted: | |

| | | |
|----------------------------------|---------------------------------------|--------------------|
| Date/Time | Incident: | Children Involved: |
| | | |
| Letter sent home: Phone call: | Signature: Other people contacted: | |

| | | |
|----------------------------------|---------------------------------------|--------------------|
| Date/Time | Incident: | Children Involved: |
| | | |
| Letter sent home: Phone call: | Signature: Other people contacted: | |

| | | |
|----------------------------------|---------------------------------------|--------------------|
| Date/Time | Incident: | Children Involved: |
| | | |
| Letter sent home: Phone call: | Signature: Other people contacted: | |

Common Language

We are so proud of our excellent behaviour today ... we have followed 'The Cedars' Way'

We have made good choices today and are proud to say we have followed 'The Cedars' Way'

To support xxx to be able to follow 'The Cedars' Way they require different lessons, different lunchtimes and other children to help them

Sometimes xxx will have different consequences for their poor choice of attitude and behaviour to help them to understand how to follow 'The Cedars' Way' in the future

