



# Behaviour Policy

Last updated: September 2018

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Last updated: September 2018

## Statement of intent

Forest Park Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life and that high standards of behaviour are essential in order to learn effectively. Promoting positive reinforcement is the cornerstone of our philosophy – the pupil's self-esteem and their resulting confidence will raise achievement.

We are committed to;

- Promoting positive behaviour.
- Fostering self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining bad behaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.
- Developing relationships with our pupils to enable early intervention.
- A shared approach, which involves pupils in the implementation of the policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Last Reviewed: September 2018



\_\_\_\_\_  
Head teacher

\_\_\_\_\_  
Chair of governors

Next Review Date: September 2019

## 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- Define** what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

## 3. Key roles and responsibilities

The governing body has overall responsibility for the implementation of this policy and the procedures of Forest Park Primary School.

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Responsibility for handling complaints regarding this policy, as outlined in Forest Park Primary's Complaints Policy.

Miss S.L.Irving will be responsible for:

- the day-to-day implementation
- ensure that the school environment encourages positive behaviour
- ensure staff deal effectively with poor behaviour
- monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff, including teachers, support staff and volunteers are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Creating a supportive and high quality learning environment, teaching positive behaviour for learning and implementing this policy
- Recording behaviour incidents (see appendix 1 for consequence sheet, appendix 2 for a behaviour log).

The senior leadership team will support staff in responding to behaviour incidents.

Parents/carers are expected to:

- Support their child in following our Forest Park Primary School's Home/School Agreement.
- Take responsibility for the behaviour of their child(ren) inside and outside of school.
- Take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour in the home.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

Pupils are expected to:

- Follow our Forest Park Primary School's Home/School Agreement which requires pupils to:
- Conduct themselves around the premises in a safe, sensible and respectful manner.
- Arrive to lessons and school on time and fully prepared.
- Follow reasonable instructions given by teachers and support staff both in the classroom and on the playground.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Follow classroom rules and procedures.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

The school will ensure that pupils follow our Home/School Agreement by teaching them how to behave sensibly, such as how to:

- Line up in groups when entering or leaving the classroom or school premises.
- Sit appropriately on school chairs, carpets, hall floors, etc.
- Use appropriate voice levels and language, including manners.
- Model good behaviour to other pupils.
- Work as a team and respect others' views, beliefs and faiths when engaging in tasks.

#### **4. Definitions**

For the purpose of this policy, Forest Park Primary School defines "serious unacceptable behaviour" as any behaviour, which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of prohibited items (knives, weapons, alcohol, drugs – illegal or legal, stolen items, tobacco and items, fireworks, pornographic images or any other item/article which a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property of any person)
- Truancy
- Refusing to comply with disciplinary sanctions

- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Spitting and biting

For the purpose of this policy, the school defines “low level unacceptable behaviour” as: Behaviour, which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to

- Lateness
- Shouting in class
- Talking when others are speaking
- Swinging on chairs
- Fidgeting
- Running around the classroom or school
- Inappropriate body language with others, such as not keeping hands to oneself
- Throwing items either in the classroom or on the playground
- Failure to complete classwork and not concentrating on tasks
- Rudeness and not using manners
- Telling lies
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Purposely defacing or damaging school and other people’s property and equipment
- Not following classroom rules
- Disruption on public transport
- Use of mobile phones
- Graffiti

“Unacceptable behaviour” may be escalated as “serious unacceptable behaviour” depending on the behaviour breach.

## **5. Training of staff**

At the school, we recognise that early intervention can prevent bad behaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during playtime/lunchtime.

Teachers and support staff will receive training on this policy as part of their new starter induction. Teachers and support staff will receive regular and ongoing training as part of their development. At least two members of staff will be trained in MAPA (Management of Actual and Potential Aggression)

## **6. Smoking and drug policy**

In accordance with part 1 of the Health Act 2006, our school is a smoke free environment. This includes all buildings, outbuildings, playgrounds, playing fields and sheltered areas.

Parents/carers, visitors and staff must not smoke on school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke.

Pupils are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes.

In the interest of health and hygiene, we request that people refrain from smoking outside the school gates.

Pupils and staff are required to follow the school's Drug and Alcohol Policy.

## **7. Rewarding good behaviour**

The school recognises that pupils should be rewarded for their display of good behaviour.

### **Forest Park Primary School Rules Foundation Stage**

We look after and share all of the toys.  
We are always kind to each other.  
We always listen to each other and the teachers.  
We always try to do our best.

### **Forest Park Primary School Rules Lower School and Upper School**

Have respect for people and property.  
Keep hands, feet and objects to yourself.  
Always follow instructions.  
Work hard and allow others to work hard.

At the start of every year, we teach all the children the Forest Park School rules. In Foundation the simpler rules are used. These are then reinforced through use in every lesson and each week some assembly time is given over to celebrating successes in good behaviour. At the beginning of each subsequent half term, discussion on the rules takes place in class.

The school will use the following rewards for displaying good behaviour:

- Merit stamps – Children receive stamps on their merit log or in their merit books for following the four school rules. These need to be updated weekly on the class merit chart within class on the behaviour board.
- Certificates – class personalised.
- Privilege Rewards – These activities will be arranged throughout the year by the Behaviour Team.
- Verbal praise
- Stickers- including lunchtime
- 'Kerching' - Children receive money stamps for good work. Money stamps to be recorded using money stamps on cards or in books. Stamps to be exchanged for plastic money at time specified by the class teacher. Money to be exchanged for prizes at the discretion of the Behaviour Team at a termly 'Kerching Shop'. This will run from Reception to Year 6. Reception will run a 'Kerching Shop' on a weekly basis.
- Smiles, public and private praise
- 'Star of the Week' award – photograph displayed weekly on school board. Certificate to be sent home with Star of the Week child on a Monday. Star of the week children will be asked to celebrate their success in whole school assembly on Friday with Head teacher and Deputy Head teacher. Children will also eat at 'The Golden Table' on a Friday with members of SLT.
- 'Golden Time' – is a reward linked with the amount of merits a class has achieved as a whole, this is on timetable on a day that fits with the class, it is only for 30 minutes a week and activities are decided by staff and children. This needs to be in line with their partner class.

We want the children to have a sense of achievement and to understand that they receive rewards for good work and behaviour.

The merit systems from Foundation, Lower School and Upper School follow the same principle but with different numbers of merits needed to receive an award.

### **Foundation Stage**

Children will collect merit stamps on their merit chart, in the term after induction.

Number of merits	Awards
10	Bronze certificate and take home a treat from the golden box. Certificate to be awarded in Foundation Assembly
20	Silver certificate and take home a treat from the golden box. Certificate to be awarded in Foundation Assembly
30	Gold certificate and take home a treat from the golden box. Certificate to be awarded in Foundation Assembly
40	Platinum certificate presented by the Deputy Head teacher 'Smiley Face' badge to be awarded to pupils achieving privilege in Foundation Assembly

### **Lower School**

Children will collect merit stamps in their own merit logs and be awarded certificates following their merit system.

<b>Positive Rewards</b> Simple verbal appreciation. Formal verbal appreciation in front of peers.
<b>BRONZE PHASE</b> Bronze 1, 2 and 3 60 merit points in total to progress <b>BRONZE MERIT CERTIFICATE</b> awarded in class
<b>SILVER PHASE</b> Silver 1, 2 and 3 60 more merit points to progress 120 in total <b>SILVER MERIT</b> awarded in class by Key Stage Leader
<b>GOLD PHASE</b> Gold 1, 2 and 3 60 more merit points to progress 180 in total <b>GOLD MERIT</b> awarded in WS Assembly by Head Teacher
<b>PLATINUM PHASE</b> Platinum 1, 2 and 3 60 more merit points to progress 240 merits in total <b>PLATINUM MERIT</b> awarded in WS Assembly by Head Teacher



**PRIVILEGE BADGE TO BE AWARDED IN WS ASSEMBLY BY HEAD/DEPUTY**

Any member of staff should be in the position to award a merit at any time during school hours. The number of merits given at any one time should be limited to one.

**Upper School**

Children will collect merit stamps in their own merit books.

**Positive Rewards**

Simple verbal appreciation.

Formal verbal appreciation in front of peers.

**BRONZE PHASE**

Bronze 1, 2 and 3

60 merit points in total to progress

**SILVER PHASE**

Silver 1, 2 and 3

90 more merit points to progress

150 in total

**GOLD PHASE**

Gold 1, 2 and 3

105 more merit points to progress

255 in total

**PLATINUM PHASE**

Platinum 1, 2 and 3

120 more merit points to progress

375 merits in total

**PRIVILEGE BADGE TO BE AWARDED IN WS ASSEMBLY BY HEAD/DEPUTY**

Any member of staff should be in the position to award a merit at any time during school hours. The number of merits given at any one time should be limited to one.

These will be totalled by any staff member in the class and recorded on the merit charts, which are displayed on the behaviour board, located in the classroom. (Appendix ¾)

**8. Unacceptable behaviour**

Unacceptable behaviour will not be tolerated at the Forest Park Primary School. We all share the same belief that;

“We have the right to do our job and the children have a right to learn and play in a place free from disruptive behaviour.”

In order to achieve this we have developed a discipline plan, which has as its goal  
“TO HAVE A FAIR AND CONSISTENT WAY TO ESTABLISH A SAFE, ORDERLY AND  
POSITIVE SCHOOL ENVIRONMENT.”

Breaking any of the rules laid out in our policy will lead to consequences and disciplinary action.

## **9. Consequences**

There is no corporal punishment at the school.

Where pupils display serious aggressive and/or threatening behaviour, or illegal activity is discovered, the school will not hesitate to take appropriate action.

At Forest Park, we recognise 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 co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. 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 child. We will work with parents to create the plan and review it on a regular basis.

If a child breaks a rule then a warning is given and the child has chosen the consequence of that warning.

When an adult gives a warning, it will not be given aggressively but assertiveness is necessary. It is important to use the correct language:

**“You have not followed the rule which was ..... you have therefore chosen the consequence. That is a warning.”**

At Forest Park Primary School we believe  
'Each day is a fresh start'

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The range of consequences is as follows:

### **Foundation Stage**

Children will follow the rainbow, sunshine and cloud system. All children start every day on the sunshine, but if they choose not to follow the school rules then their picture/name will move down the chart.

If a child receives a warning then their picture/name will move down to the cloud. If they receive a second warning then they will move to the rain cloud and will have time out on the thinking mat.

Children who have excelled in their behaviour or work will move up to the rainbow where their achievement will be celebrated with the rest of the children.

If a child marks another child, damages equipment on purpose or persistently chooses not to follow the class rules they will then be sent to the Foundation Manager and their parents/carers will be informed. This will be recorded on a 'Behaviour Incident Log'.

If they have been sent to the Foundation Manager three times in a week, their parents will be informed, by a phone call or letter, inviting the parents into school to speak with Head teacher. The Foundation Manager will keep a 'Behaviour Incident Log' of any child who receives these warnings including details of conversations, meetings with parents and outcomes.

### Lower School and Upper School

- In the first instance, the teacher will tell the pupil to stop the behaviour, explaining to the pupil why their behaviour is unacceptable, there will be no additional consequences as this is a **reminder**. This may also be a non-communication warning given by a member of staff.
- If the pupil does not stop, the teacher will give a **first warning** and this will be recorded on the consequence chart with the number of the rule broken.
- If behaviour continues or it is a separate incident that day, the teacher will give a **second warning**, moving the child, advising that if they continue, they will remove the pupil from the classroom.
- If the behaviour continues or is a separate incident that day, the child will receive a third warning. Following the **third warning**, the teacher **will** move the child to their 'buddy' class for an agreed amount of time (approx. 20 mins). Children must be sent with an appropriate work task that they can complete independently.
- N.B. No more than 2 children to be sent to the same classroom, should a situation arise send to Deputy Head/Key stage Leaders or Behaviour Team.

### Foundation Stage and Lower Stage

Children will be sent to neighbouring classrooms as appropriate.

### Upper Stage buddy classrooms

Owls >< Swallows  
Foxes >< Dragonflies  
Kestrels >< Kingfishers  
Swans >< Hedgehogs

- If the child receives another warning, the **fourth warning**, they will be taken a member of SLT (Assistant Heads).
- On the **fifth warning**, the child will be taken to the Deputy Head Teacher or Head teacher. Parents/carers will be contacted by the class teacher to discuss the behaviour of their child. Deputy Head teacher or Head teacher must be informed when a parent is being contacted.
- If a pupil misbehaves on the playground or in another area of the school, the same process will be followed. An adult will supervise any pupils that are sent indoors at all times. Staff **MUST** communicate with the class teacher and vice versa for children accessing other groups within the school to ensure that the child's warnings are recorded on the consequence chart.
- **Severe clause:** If a child exhibits severe misbehaviour such as fighting, open defiance or vulgar language then 5<sup>th</sup> warning consequence is imposed. Parents must be contacted and a level 5 letter must go out to parents/carers on the day. See SLT or Behaviour Team. Record in serious incident folder. Head teacher or Deputy Head teacher must be informed of this. An incident sheet must be completed.

- If required two members of staff are trained in MAPA – this will only be used when a child is felt to be unsafe to others and themselves. All MAPA incidences are recorded by the Behaviour team.
- Leaving the premises without permission  
Should a child try to leave the premises an attempt will be made to persuade them not to leave the school grounds. A member of staff will immediately report the incident to the Head teacher/ Deputy Head teacher or a member of SLT and to the school office who will contact the child's parents/ guardians. The police will be called. Children who are known to leave the premises must have a risk assessment (see assertive behaviour folder\*)
- Warnings are marked on the individual class consequence sheet (Appendix 1), which is collected and recorded weekly by the Behaviour Manager. (Any consequences above three for the week are recorded on the database). EAL team are to have their own record of consequences in their area as well as been communicated to their class teacher. Warnings received by the child will also be made known to staff if they are accessing other areas of the school. Consequence charts will be collected and recorded on Friday afternoon by Y6 monitors. The warnings will be recorded on the behaviour monitoring spreadsheet by class staff. The database is monitored by the Head teacher/Deputy Head teacher.

At Forest Park Primary, we recognise that at primary level, pupils may not understand why their behaviour is inappropriate, and therefore, it may be unintentional.

Teachers will use their judgement when issuing consequences, taking into account whether they believe the pupil's behaviour was intentional, especially if it is the first time the pupil has displayed this behaviour.

At all times, teachers will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent any reoccurring behaviour.

#### **Outside school and the wider community**

Pupils at the Forest Park Primary School must agree to represent the school in a positive manner.

The guidance laid out in the Home/School Agreement applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Complaints from members of the public about bad behaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the school procedure.

## Forest Park Primary School Tracking system

Receiving more than six warnings in a week



Target set and letter given to parents



Progress tracked for 2 week period on database.



Letter 2 review of target –

- A. Progress made - no action required - chance week given
- B. progress not made - action plan set by Class Teacher



Review after an agreed time span

- A. Progress made – no action required
- B. If behaviour is not resolved action plan agreed with parents and SMART target set.



SMART TARGET reviewed after agreed time span.



If behaviour is still not resolved child put on SEN register for behaviour IBP written.



Outside agencies' advice sought.

## **10. Resources**

### **The School Staff:**

The most important elements in the School Behaviour Policy are the members of staff and the importance they give in rewarding good behaviour and creating orderly working conditions inside and out, at work and play, in the dining hall, when moving around school or off the school premises. All staff and regular visitors to the school will need to be conversant with the structure of the Behaviour Plan.

### **The Paperwork:**

Each class teacher will be provided with their own supply of merit books and stampers. Consequence charts, awards sheets, certificates and tracking sheets are all in the Assertive behaviour folder on Staff shared. Copies of these will also be provided in the class behaviour file.

Copies of behaviour action plans, letters to parents about these plans, classroom plan letters, and behaviour diaries are available from the Behaviour Manager. Copies of all letters sent to parents/carers are to be kept in the behaviour folder with the returned slip attached to them.

Incidents records should be kept and updated as needed. These are to be accessible in the behaviour folders in each class.

SLT and the Behaviour Team on a half-termly basis will monitor all behaviour folders.

### **The Behaviour Manager and the Behaviour Team:**

Train the staff in assertive discipline, manage resources and manage behaviour referrals. They are also available to give advice and share behaviour management strategies.

### **Outside agencies:**

May be involved, a list of these agencies available from the SEND file.

Any member of staff who witnesses a display of unacceptable behaviour, or who issues any sanction to a pupil, must report this to the head teacher using an incident reporting form.

The head teacher will keep a record of all reported incidents.

The school does not take serious unacceptable behaviour lightly. We will not hesitate to act in the best interest of the pupils within the school.

Following an allegation of serious unacceptable behaviour, the pupil will be placed in isolation in another classroom whilst an investigation by the head teacher takes place.

If, following an investigation, the allegation is found to be true; the head teacher will issue the appropriate disciplinary action.

## **11. Searching**

Staff members may use common law to search pupils, with their consent, for any item, including their pockets, backpacks, lockers and classroom trays.

Under part 2, section 2 of the Education Act 2011, teachers are authorised by the head teacher to search for any prohibited item including, but not limited to, tobacco and cigarette papers, illegal drugs, and alcohol, without the consent of the pupil, provided that they have reasonable grounds for suspecting that the pupil is in possession of a prohibited item.

A same-sex member of staff (if possible), with another staff member as a witness, will conduct searches unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.

A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

Staff members may use reasonable force, given the circumstances, when conducting a search for alcohol, illegal drugs or tobacco products.

Any staff member, except for SLT, may refuse to conduct a search.

## **12. Confiscation**

We will also confiscate any item, which is harmful or detrimental to school discipline.

These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## **13. Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. This includes confidential meetings of Foundation Staff and parents/carers. Staff also meet with high school transition leads and vulnerable children's needs are met through extra sessions.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## **14. Training**

Forest Park staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

Any staff training will be recorded through their own Performance Management files.

## **15. Monitoring arrangements**

This policy will be reviewed by the Head teacher and governing body on an annual basis, who will make any necessary changes and communicate this to all members of staff.

This policy will be made available for inspection and review by the chief inspector, upon request

## **16. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- SEND policy
- Anti-Bullying Policy
- Risk Assessment











Whilst we will continue to emphasise the positive aspects of behaviour we do recognise the need to deal with pupils who for one reason or another do not follow the school's rules. This is dealt with in a non-aggressive manner and we use our consequence system to support children and set them on the right course.

If a child chooses to break a rule, the following steps will be taken:

The first time a child breaks a rule:	1 <sup>st</sup> warning	verbal, no additional consequences
Second time	2 <sup>nd</sup> warning	child works on different table/on their own for 10 minutes, then goes back to own table
Third time	3 <sup>rd</sup> warning	child works in a different room and takes work for the rest of that lesson
Fourth time	4 <sup>th</sup> warning	child is sent to a member of Senior Leadership Team
Fifth time	5 <sup>th</sup> warning	child is sent to Head teacher/ Deputy head and parents are informed

Severe disruption (Level 5): Sent to Head teacher

Please ask your child to review this classroom plan with you and then sign and return the form overleaf, retaining this letter for your reference. Do not hesitate to contact me if you have any questions about this plan or any other matter.

Teacher ..... Date.....

### **Forest Park Primary School**

I have read the classroom discipline plan and have discussed it with my child.

Child's name: .....

Signed: ..... Parent/Carer

Signed: ..... Child

Comments:  
.....  
.....



Name \_\_\_\_\_

# Platinum

Platinum 1


Platinum 2


Platinum 3


Congratulations, You have reached privilege!

## Appendix 7

'Serious Incident' form

	<b>Forest Park Primary School</b> <b>Serious Incident Record Sheet</b>
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Investigators Name				
Date	Those involved (underline victim)	Event in time sequence (bullet point)	Actions taken so far (bullet point)	Parents/Carers informed Y/N  Outcome of meeting <del>ig</del> parent/carer views <del>ig</del> date of meeting

Informed – SLT/BEHAVIOUR TEAM

DATE: \_\_\_\_\_

Page \_\_\_\_\_







