

## TSAT'S 7 PRINCIPLES OF BEHAVIOUR AND CULTURE



Cedar Children's Academy

Date of policy: [April 2026](#)

Date of review: [September 2027](#)

At Cedar Children's Academy we have the highest expectations for the conduct and behaviour of our pupils. Our school is a positive and safe environment where everyone is treated respectfully. We want every member of our school community to "Be their Best Selves" and to be able to thrive academically and socially, developing a strong sense of right and wrong whilst being able to show compassion for others when appropriate. Learning is our core business and therefore disruption in lessons is not tolerated and proportionate action is taken when needed. Pupils are taught how to be successful in all aspect of school life, including behaviour and conduct.

The purpose of this policy is to:

- Encourage good behaviour and respect for others
- Secure an acceptable standard of behaviour of pupils
- Promote, among pupils, self-discipline and proper regard for authority
- Prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Ensure that pupils complete any tasks reasonably assigned to them in connection with their education
- Otherwise regulate the conduct of pupils

This policy is available on our website and is shared with parents/carers at the start of each academic year or when their pupil joins the school.

### **School systems**

At Cedar Children's Academy we have clear rules that are clearly displayed around the school and are referred to frequently. The children are taught what each rule means, why it is in place and how it may apply in a range of contexts across the school and how they may be enforced in some situations for behaviour away from school (see section relating to this).

#### **CEDAR RULES**

- We work hard and allow others to do this
- We follow instructions straight away
- We respect people and property
- We have kind hands and feet
- We keep ourselves and others safe

In addition to our school rules, we use our behaviour curriculum to set clear routines and expectations for the behaviour of pupils, so that everyone is clear on what successful behaviour looks like. Our behaviour curriculum also sets expectations for all parties across all aspects of school life, not just in the classroom. For example, children will be taught our expectations for moving around the building, entering

classrooms, conduct in assemblies, conduct at lunchtime (whilst eating and transitions). This list is not exhaustive. Further information on school routines is available for staff and is available upon request.

On return from a school break, 'The Cedar Way' (See appendix 1), is revisited with the children in order to reinforce the high expectations and positive behaviours that all staff expect children to display.

### **Responses to behaviour**

We positively reinforce the behaviour that we expect as this prepares pupils for their learning and contributes to our school being a safe and calm place. Sometimes a pupil's behaviour will be unacceptable, and they will be supported to understand that there are consequences for their behaviour and that a reasonable and proportionate sanction will be used.

As a Rights Respecting School, Cedar Children's Academy is committed to promoting the values of respect, responsibility, and active citizenship. All children are taught about their rights and the importance of being good citizens who contribute positively to our school community. This includes understanding that everyone has a responsibility to act when they witness unkind or unsafe behaviour. Pupils who witness other children breaking the school rules and choose not to report this to an adult will be considered bystanders and will receive an appropriate sanction. This approach reinforces our shared responsibility to create a safe, respectful, and supportive environment for all members of our school community.

### **Positive recognition and rewards**

The majority of children keep the school rules on a daily basis which is what we expect. We use a range of rewards to recognise and encourage when children go "above and beyond". These include:

- Verbal praise
- Stickers
- Contact with parents (telephone calls/postcards/notes home)
- Sent to a member of SLT for praise/recognition
- Certificates
- Letter home from the Headteacher
- Nominated as a Cedar Champion and wearing a golden tie
- Links to parental reward systems at home

Our main reward system is the use of Class Dojo.

### **Class Dojo**

Class Dojo is an online tool that teachers will use in class to reward pupils for following the school rules. Each child will have their own avatar which will display the points they

earn. Children can only earn points, and these will never be deducted. Certificates will be awarded when children reach key milestones (100 Dojos, 200 Dojos etc.) and parents/carers can sign up to the Class Dojo app to see the number of Class Dojo points their child has earned that day. At the end of the week, children will have the opportunity to 'spend' their class dojo points at the shop. See Appendix 2 as an example of items for sale at the shop. As an incentive for all pupils, when all children in the class have reached a milestone (50 dojos) then they can vote on a class reward. Year group leaders will ensure class rewards are fair both across their year group and across the school.

### **Examples of class rewards:**

- Extra playtime
- Watching a film
- Cooking
- Class party
- Arts and crafts
- Free time
- Computing time
- Picnic

### **Class Dojos must be given for the following:**

- 100% attendance for the week (1 dojo)
- Child has read at least four times a week (1 dojo)

### **Cedar Champions**

Once a term, teachers from Year R upwards, are asked to nominate pupils to be recognised as Cedar Champions. These are pupils who always keep the rules (meet the minimum expectation), consistently show our Cedar attributes (considerate, enthusiastic, determined, assured and resilient) and who often go above and beyond these expectations to contribute positively to our school community. There is no limit to the number of times a pupil can be nominated for this during their time at Cedar. These pupils will then wear a golden tie for a term, receive a letter and certificate home and attend a Cedar Champions Party.

### **Other Consequences and Sanctions**

**All children are expected to complete the work set for them.** If the required amount/quality of work is not completed in lesson time, children will be asked to complete this in break or lunchtimes. Staff will make sure that the time spent doing this is reasonable and proportionate and that the work was adequately pitched for the pupil. Children kept in at lunchtime will always be entitled to eat their lunch, although this may not happen until the work is completed. They will always be allowed access to the toilet during breaks and lunch if required to stay in and complete work.

When children choose to behave in an inappropriate or unacceptable way, they are breaking a school rule and will incur a sanction. Staff will be explicit about the rule that has been broken. In classrooms, the following sanctions apply:

	<b>EYFS (Nursery and Reception)</b>	<b>KS1 (Years 1 and 2)</b>	<b>KS2 (Years 3,4,5 and 6)</b>
Stage 1	Warning	Warning	Warning
Stage 2	3 minutes time out (away from group)	5 minutes of break/lunch lost	10 minutes of break/lunch lost
Stage 3	5 minutes time out (away from group)	10 minutes of break/lunch lost	20 minutes of lunch lost
Stage 4	Sent to a different EYFS class for 10 minutes - parents/carers informed	Sent to a different classroom for 20 minutes and 20 minutes loss of lunch – parents/carers informed	Sent to a different classroom for 30 minutes and 30 minutes loss of lunch - parents/carers informed
Stage 5	Go to Yr 1 or Yr 2 class for up to 30 minutes. Meeting with parents/carers	Sent to a member of SLT. Internal suspension for rest of session (AM or PM). Loss of breaks for that session. Meeting with parents/carers (CT and a member of SLT)	Sent to a member of SLT. Internal suspension for rest of session (AM or PM). Loss of all breaks/lunch. Meeting with parents/carers (CT and a member of SLT)

Once children have completed their sanction, they start afresh.

### **Serious behaviours**

We consider the following to be serious breaches of the behaviour policy and they will therefore likely be subject to more serious sanctions. A member of SLT must be informed of these breaches as soon as they occur:

- Racism
- Homophobic, biphobic and transphobic language/attitudes
- Other discriminatory or derogatory language or attitudes
- Sexual language/behaviour

***The incidents above are all logged and are sometimes reported to other agencies and groups e.g. Governors, the Local Authority and Ofsted (during an inspection). In some cases, schools may need to contact other agencies (e.g. social care, police)***

- Bullying (including cyber bullying)
- Persistent and ongoing disruption to lessons
- Aggressive/violent behaviour (including fighting) (child-on-child)
- Throwing objects where safety is compromised
- Leaving classroom/designated area without permission or reason
- Leaving school site without permission
- Ongoing and repeated defiance to staff
- Violent behaviour, including hitting out at adults
- Swearing/Offensive Language to other pupils or adults
- Serious misbehaviour off site (including online behaviour)
- Bringing a weapon/dangerous object into school to cause fear or harm
- Using a dangerous weapon against another person (e.g. scissors, knife)
- Bringing other prohibited items into school (e.g. stolen items, alcohol, illegal drugs, vapes/cigarettes)
- Serious Vandalism/Damage to property
- Malicious allegations against staff
- Threats to staff on social media
- Threats or malicious comments to/about pupils on social media that are negatively impacting school life
- Inappropriate use of electronic devices whilst on school site

Repeat incidents of serious misbehaviour are likely to incur more serious sanctions, bearing in mind the age of the child and the time that has passed between incidents.

The above list is not exhaustive.

### **Electronic Devices**

Whilst on school sites pupils may have their own and school electronic devices. This includes but is not limited to mobile phones, smart watches, iPads and laptops. Once on school site, pupils must turn off their mobile phone and give this to either their class teacher or the school office for safe keeping in locked storage. Pupils should only bring a mobile phone to school with the consent of their parent and if they travel alone. Smart watches are only allowed for telling the time. The school has clear expectations for conduct when working on laptops and iPads and breaches of this will result in sanctions in line with this policy.

### **Sanctions that may be applied for serious incidents**

- A longer lunchtime detention this could be in the classroom or in another part of the school. They may be sent to the reflection room, which is run by SLT to reflect on the behaviours displayed. In this time the children will complete a form to support them in reflecting and moving forwards.
- After school detentions for KS2 pupils (these may be issued to KS1 pupils in exceptional circumstances). These will either be 30 minutes or an hour. Parental permission for these is not required, but 24 hours' notice will be given, unless, with the school's agreement, the parent/carer chooses for it to happen

earlier. These will only be issued by SLT. Where possible parents/carers and pupils will be warned that this is a likely sanction for further misbehaviour.

- Loss of privileges e.g missing out on class rewards, whole school events or representing the school at an event
- Cleaning up of any mess that the child may have deliberately made
- Placed on Behaviour Contract for a specified period. Children returning from suspension may be placed on one of these. Being on a Behaviour Contract can incur after school detentions if the child continues to choose to break the school rules
- Internal suspension at an offsite inclusion facility may be issued, arrangement for this would be discussed with parents.
- Suspension (Fixed term suspensions) (see suspension and permanent exclusion from school policy)
- Permanent Exclusion (see suspension and permanent exclusion from school policy)
- We aim to include not suspend. No suspension (fixed term suspension) will be issued without first attempting other strategies or in the case of a serious single incident, a proper investigation.

When a sanction is issued, staff will work with pupils and parents/carers to help them understand how the pupil's behaviour can be improved and whether or not further support or strategies need to be put in place. We will consider seeking advice from external agencies when appropriate or if difficulties persist.

### **Behaviour away from school**

We are proud of Cedar Children's Academy and of all the pupils who attend. It is important to us that we are viewed as a positive part of the community. This means that there may be occasions where pupils' behaviour away from school, will still have a consequence in school. The school has the right to discipline the pupils in the following circumstances, although the children can only be disciplined when on the school premises:

When the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

This includes inappropriate behaviour/activity on the internet, including social media.

## **Roles and responsibilities**

### **Senior Leadership Team**

Senior leaders in the school are responsible for making sure that all staff and pupils understand the expectations for behaviour and the importance of maintaining them. Leaders are also responsible for ensuring that staff receive relevant training for behaviour management and for understanding the implementation of this policy. This training will include how certain special educational needs, disabilities or mental health may at times affect a pupil's behaviour. Leaders are also responsible for tracking and monitoring behaviour incidents within the school and for ensuring that this information is analysed, and that trends and patterns are responded to. This should include the effectiveness of any suspensions and the follow up work that takes place. Leaders are responsible for ensuring that pupil, parent and staff voice is gained at least once a year to see how respondents feel. Leaders should report to governors at least 3 times a year.

### **Teachers and staff**

Staff are expected to uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct. All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff are expected to complete behaviour records in a timely manner and make relevant staff aware of incidents and/or further support needed. Staff are expected to communicate clearly with parents/carers about behaviour (positive and misbehaviour) or incidents. This should be done in a timely manner.

### **Pupils**

We believe that all pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. Pupils will be made aware of our rules, behaviour systems and routines are shared frequently with the children through a range of approaches:

- Assemblies
- Classroom and school displays
- Class discussions
- Group and individual intervention/discussion
- PHSE lessons

All pupils will be taught that they have a duty to follow the school rules and expectations as their contribution to our school culture.

### **Parents/Carers**

The role of parents/carers is crucial in helping us develop and maintain good behaviour. We ask all parents/carers to be familiar with our behaviour policy and to

reinforce the expectations at home as appropriate. If a parent/carer is concerned about any aspect of behaviour management within the school, we would ask that they contact us directly about this. When a behavioural incident warrants an investigation the school will reach a decision, after careful consideration, based on the balance of probability. Underpinning this process is the impartiality and professionalism of the staff that deal with and investigate the incident. We accept that receiving a negative phone call or meeting at the end of the day is not a pleasant experience and can be upsetting. We also recognise that parents/carers may wish to ask questions or offer views regarding the application of this policy. However, the school will only reverse a decision if it clear that an error has been made, not because a parent/carer disagrees with that decision.

### **Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)**

At Cedar Children's Academy we consistently promote high standards of behaviour to ensure that all pupils can achieve and thrive both in and out of the classroom. We recognise that at times, some pupils may need additional support to achieve the expectations that we have set. We recognise that some behaviours are more likely to be associated with particular types of SEND. We will also consider behaviour in relation to a pupil's SEND but are clear that not every incident of misbehaviour will be connected to a pupil's SEND.

In line with the Equality Act 2010, we will take reasonable steps to avoid any substantial disadvantage to a disabled pupil by the implementation of this policy or our practices in relation to it. In line with the Children and Families Act 2014 we will always use our best endeavours to meet the needs of pupils with SEND.

Where parents/carers are concerned that a SEND is contributing to a pupil's misbehaviour, they should request to speak to the class teacher in the first instance, who will refer them on to the SENDCo if appropriate and/or if difficulties persist.

### **Behaviour Support Plans**

Children who find it very difficult to comply with our school rules and require frequent time out or other sanctions should be referred to SLT for more intensive support in addition to our normal rewards and sanctions. A Behaviour Support Plan may then be put in place.

The plan aims to support pupils who find it difficult to follow the school rules, to put strategies in place to enable pupils to develop good behaviours and to review their progress against clear targets for improvement.

The child comes first in this process. A meeting takes place to discuss the drafted plan with the pupil, parent/carer, Class Teacher and a Year Group Leader or member of the Senior Leadership Team. Behaviour Support Plans are reviewed regularly and in discussion with parents/carers.

### **Trauma Informed Practice**

We are a trauma informed school. This means that staff are trained to understand that traumatic events shape children or young people's neurological development as well as other aspects such as psychological health or social behaviour patterns. As a school, we are aware of trauma and its effects, and we are committed to supporting pupils who have experienced trauma. We have strong working relationships with a range of agencies and will always explore what support is available, both in school and elsewhere.

### **The use of reasonable force**

(See: <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>)

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Use of physical intervention is based upon the following principles:

- Physical intervention should be used only as a last resort when other appropriate strategies have failed;
- Any physical contact should be only the minimum required;
- Physical intervention must be used in ways that maintain the safety and dignity of all concerned;
- Incidents must be recorded and reported to the Head teacher as soon as possible;
- Parents/Carers will be informed on the day of the incident.

Members of staff have the power to use reasonable force to prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise

Staff at Cedar are trained in de-escalation and positively handling a pupil (use of reasonable force) will always be used as a last resort. It is illegal to use force on a pupil for the purpose of punishment. Pupils should not be restrained in a way that affects their airway, breathing or circulation, for example, by covering the mouth and/or nose, or applying pressure to the neck region or abdomen. The use of force can be dangerous, particularly where it occurs on the ground. If a pupil is unintentionally held on the ground, staff should release their holds or re-position into a safer alternative or standing position as quickly as possible. Where appropriate, the pupil should receive a medical assessment and treatment for any injuries as soon as possible. For any form of restraint, including seated and standing, there is a risk of physical and psychological harm, and it should be avoided where possible. Staff who are likely to

need to use reasonable force are adequately trained in its safe and lawful use and in preventative strategies.

Any incident where a child has needed to be handled must be recorded on the relevant paperwork and parents/carers must be informed (Appendix 4). This should be done as soon as possible after the incident and every record must be seen and signed by the Headteacher.

A positive handling plan must be completed for any child who has needed to be handled and shared with parents/carers. This should be done in advance if there is evidence that it is likely to be needed. If not, it must be done after the first incident of handling, even if it is believed this will be a one off.

### **Seclusion**

Seclusion - a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving - only used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation.

Seclusion should not be implemented by staff through threat of punishment. The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave.

Any incident where a child has needed to be secluded must be recorded on the relevant paperwork and parents/carers must be informed (Appendix 5). This should be done as soon as possible after the incident and every record must be seen and signed by the Headteacher.

### **Searching, screening and confiscation**

(See: <https://www.gov.uk/government/publications/searching-screening-and-confiscation>)

The Headteacher and staff they authorise (SLT and designated safeguarding lead) have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. The conditions for this search are outlined within DfE guidance below and will be implemented consistently, proportionately and fairly. The age and needs of the person being searched will be considered. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability. Parents/Carers would always be informed. Should prohibited items be found, these will be confiscated and returned or handed over to relevant authorities.

This policy has been written with consideration to the following documents:

Behaviour in schools (Advice for Headteachers and school staff)

[https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour in schools - advice for headteachers and school staff Feb 2024.pdf](https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf)

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

[https://assets.publishing.service.gov.uk/media/64ef773513ae1500116e30db/Suspension and permanent exclusion guidance september 23.pdf](https://assets.publishing.service.gov.uk/media/64ef773513ae1500116e30db/Suspension_and_permanent_exclusion_guidance_september_23.pdf)

Searching, Screening and Confiscation Advice for schools

[https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbefa55c/Searching Screening and Confiscation guidance July 2022.pdf](https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbefa55c/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)


Use of Reasonable Force in schools.

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Other linked policies:

- Anti-bullying policy [anti-bullying-policy\\_2023.pdf](#) ([cedarchildrensacademy.org.uk](http://cedarchildrensacademy.org.uk))
- TSAT suspension and permanent exclusion policy [tsat\\_suspension\\_and\\_permanent\\_exclusion\\_from\\_school\\_policy\\_2023.pdf](#) ([cedarchildrensacademy.org.uk](http://cedarchildrensacademy.org.uk))
- SEND policy [https://www.cedarchildrensacademy.org.uk/site-cedar/assets/files/1364/cedar\\_sen\\_policy\\_sept\\_2023.pdf](https://www.cedarchildrensacademy.org.uk/site-cedar/assets/files/1364/cedar_sen_policy_sept_2023.pdf)
- Homework policy [homework\\_policy\\_cedar\\_2023.pdf](#) ([cedarchildrensacademy.org.uk](http://cedarchildrensacademy.org.uk))

## **Appendix 1 – The Cedar Way**

<p><b>When walking around the school,</b></p> <p><b>WE...</b></p> <ul style="list-style-type: none"> <li>• Walk on the left</li> <li>• Hands to ourselves</li> <li>• Single file (one behind another)</li> <li>• Voices away</li> <li>• Shirts tucked in</li> <li>• Hold door for others and say thank you</li> </ul> <p>(If we don't follow these expectations, we will be expected to practice at breaktimes or miss time)</p>	<p><b>In assemblies, we...</b></p> <ul style="list-style-type: none"> <li>• Sit facing the front, legs crossed, hands in laps</li> <li>• Come in and leave in silence</li> <li>• Shirts tucked in</li> <li>• We don't talk unless asked by an adult</li> </ul> <p>Staff will also make sure these finish on time. (If we don't follow these expectations, we will be expected to stand at the side and miss breaktime with the adult leading assembly)</p>	<p><b>At breaktime and lunchtime on the playground, we...</b></p> <ul style="list-style-type: none"> <li>• First whistle, stop and stand still where we are</li> <li>• Second whistle, walk to our line</li> <li>• Line up in emergency line unless our adult tells us otherwise</li> <li>• Stay within areas told to us</li> <li>• Respect school equipment</li> </ul> <p>(If we don't follow these expectations, we will either miss breaktime, go on the stages or have to practice walking to line in our own time)</p>
<p><b>In class, we...</b></p> <ul style="list-style-type: none"> <li>• Unstack and stack chairs at the beginning and end of the day</li> <li>• Cannot be in the classroom without an adult</li> <li>• Look after resources and put things away neatly</li> <li>• Follow the school rules</li> <li>• Stop when our adult countdowns.</li> </ul> <p>(If we don't follow these expectations, we may get a warning or go on a stage)</p>	<p><b>The Cedar way</b></p> 	<p><b>In the dining halls at lunch, we...</b></p> <ul style="list-style-type: none"> <li>• Use our manners</li> <li>• Speak in a quiet inside voice</li> <li>• Hang our coats and things up</li> <li>• Stay seated unless we ask</li> <li>• Pick up any rubbish and help tidy food dropped</li> <li>• Put trays and cutlery away carefully</li> <li>• Stop immediately if one whistle is blown</li> </ul> <p>(If we don't follow these expectations, we may get a warning or go on a stage or have to eat our lunch by ourselves with a member of staff)</p>

## Appendix 2 – Dojo Rewards



### Dojo Shop








<p>Hot chocolate with the head or deputy head teacher.</p> <p>500</p> 	<p>Lunch with a teacher of your choice.</p> <p>200</p> 	<p>150</p> <p>Bring a teddy to school for the day.</p> 
<p>Be the line leader for the day.</p> <p>50</p> 	<p>Choose music for the class to listen to.</p> <p>100</p> 	
<p>120</p> <p>Sit in a special chair for the day.</p> 	<p>Extra screen time.</p> <p>150</p> 	<p>Sticker from my teacher.</p> <p>20</p> 
	<p>Early lunch pass.</p> <p>80</p> 	<p>50</p> <p>Note home from your teacher.</p> 



**Appendix 3** – Stage Posters displayed in classrooms

EYFS

<b>Proud Cloud</b>	
Stage 0	
Stage 1: <b>Warning</b>	
Stage 2: 3 minutes time out (away from group)	
Stage 3: 5 minutes time out (away from group)	
Stage 4: Sent to a different classroom for 10 minutes – parents/carers informed	
Stage 5: Go to Year 1 or Year 2 class for up to 30 minutes – meeting with parents/carers	

<b>Proud Cloud</b>		
Stage 0:		
Stage 1:	<b>Warning</b>	
Stage 2:	5 minutes of break or lunch lost	
Stage 3:	10 minutes of break or lunch lost	
Stage 4:	Sent to a different classroom for 20 minutes and loss of 20 minutes lunch – parents/carers informed	
Stage 5:	Sent to SLT. Internal suspension for the rest of the session (AM or PM). Loss of breaks for that session. – meeting with parents/carers	

<b>Proud Cloud</b>		
Stage 0:		
Stage 1:	<b>Warning</b>	
Stage 2:	10 minutes of break or lunch lost	
Stage 3:	20 minutes of lunch lost.	
Stage 4:	Sent to a different classroom for 30 minutes and loss of 30 minutes lunch – parents/carers informed	
Stage 5:	Sent to SLT. Internal suspension for rest of session (AM or PM). Loss of all breaks and lunch. Meeting with parents/carers	

Appendix 4

Cedar Children’s Academy



**Positive Handling/Restrictive Intervention Incident Record**

Name of student:  
 Year/Class:  
 Is the pupil in care? Y/N  
 Is the pupil subject to a child protection plan? Y/N  
 Is the pupil identified as having special educational needs (SEN)? Y/N  
 If yes, SEN status code:

Location of incident: \_\_\_\_\_ Date: \_\_\_\_\_

Full names of staff involved:

Start time of incident:	Duration of any restraint:	Any Injuries:	Medical check:	Incident reviewed with young person:
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		Student Y/N Adult Y/N	Offered Y/N Accepted Y/N	Offered Y/N Accepted Y/N
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Nature of Risk		External agencies informed		Supporting Records completed	
Injury to person	Y/N	Virtual Head LAC	Y/N	Medical Book	Y/N
Damage to property	Y/N	Medical Staff	Y/N	Accident Report	Y/N
Criminal Offence	Y/N	Social worker	Y/N	RIDDOR report	Y/N
Absconding	Y/N	Police	Y/N	Formal Statement	Y/N

**Environments and Triggers:**

*Describe what was happening and what led up to a dangerous situation:*

Circle the level of potential risk:

Low

Medium

High

Describe exactly what the risk was:

Who was at risk?

**Controlling risk – de-escalation and distraction techniques used**

*Tick and/ or describe any changes you made to routines, personnel or the environment in an attempt to reduce the risk of this happening:*

Verbal advice and support		Firm clear directions		Negotiation		Planned ignoring	
Limited Choices		Distraction		Humour		Withdrawal Offered	
Contingent Touch		C.A.L.M. Talking/Stance		Reassurance		Diversion	
Withdrawal Directed		Transfer Adult		Take Up Time			
Success Reminders		Other:		Reminders About Consequences			

**Physical Intervention Strategies Attempted:**

Guiding		Escort Hold	
Double Wrist Hold		Hip Support Hold	
Seated Holds		Straight Arm Immobilisation	
Supportive Holding		Kneeling Holds	
Cupped Fist Hold		Other:	

**Response and view of the student:**

**Parent/Carer informed**

**By whom:**

**Date:**

**Time:**

**Any other relevant information:**

**Head Teachers Comments:**

**Signed :**

**Date:**

## Cedar Children’s Academy



### Seclusion Incident Record

Name of student:				
Year/Class:				
Is the pupil in care? Y/N				
Is the pupil subject to a child protection plan? Y/N				
Is the pupil identified as having special educational needs (SEN)? Y/N				
If yes, SEN status code:				
Location of incident:				Date:
Full names of staff involved:				
Start time of incident:	Duration of seclusion:	Any Injuries:		Medical check:
		Student Y/N	Offered Y/N	Incident reviewed with young person:
		Adult Y/N	Accepted Y/N	Offered Y/N
				Accepted Y/N
Nature of Risk		External agencies informed		Supporting Records completed
Injury to person	Y/N	Virtual Head LAC	Y/N	Medical Book Y/N
Damage to property	Y/N	Medical Staff	Y/N	Accident Report Y/N
Criminal Offence	Y/N	Social worker	Y/N	RIDDOR report Y/N
Absconding	Y/N	Police	Y/N	Formal Statement Y/N
<b>Environments and Triggers:</b>				
<i>Describe what was happening and what led up to the incident:</i>				
Describe exactly what the risk was:				

Who was at risk?

**Controlling risk – de-escalation and distraction techniques used**

*Tick and/ or describe any changes you made to routines, personnel or the environment in an attempt to reduce the risk of this happening:*

Verbal advice and support		Firm clear directions		Negotiation		Planned ignoring	
Limited Choices		Distraction		Humour		Withdrawal Offered	
Contingent Touch		C.A.L.M. Talking/Stance		Reassurance		Diversion	
Withdrawal Directed		Transfer Adult		Take Up Time			
Success Reminders		Other:		Reminders About Consequences			

**Response and view of the student:**

**Parent/Carer informed**

**By whom:**

**Date:**

**Time:**

**Any other relevant information:**

**Head Teachers Comments:**

**Signed :**

**Date:**