



Cedar Children's Academy
Behaviour Policy

Updated September 2023

Behaviour Policy

At Cedar Children's Academy we aim to have a safe, calm and purposeful learning environment which enables our children to strive for excellence. This policy gives guidance to staff, parents and pupils to help us achieve this. It also aims to ensure that there is a consistent approach by all adults working in the school.

We aim to build positive relationships with each other, with the children and with their families. We work towards self-discipline and self-regulation, where pupils are able to manage their own behaviour and treat all members of the school community and visitors with courtesy, tolerance and respect. We teach pupils to be assertive and to tell other pupils to stop if they do not like what is being said or done. Children are expected to report incidents and anything that has made them upset or angry to school staff so that appropriate action can be taken promptly. These expectations are reinforced through daily conversations and reminders, circle times, PHSE lessons and assemblies.

At Cedar we continuously reinforce our behaviour curriculum, explicitly teaching the expected behaviours in school. The expected behaviours are a key focus of assemblies and are supported by consistent classroom routines (See Appendix 1).

Key examples of where our behaviour curriculum is taught and embedded include:

- Pupils will line up on the playground quietly before entering the building
- Moving around the school building (walking, staying to the left, ensuring no learning time is wasted)
- Queuing for lunch in an orderly line and expected manners during this time
- Entry and exit from assembly and whole school events including pupils active participation within these.
- Behaviour during school trips including respect, manners and following instructions.

This list is not exhaustive but shows key routines and expectations within Cedar.

We all have rights and responsibilities and believe that everyone in the school is important and are valued. We expect each individual to respect one another, their family, culture and beliefs. All pupils have a right to learn in a safe environment.

This policy aims to help children understand that all actions have a consequence. We will help children to understand that their reaction to an event determines the outcome, not just the event itself. Choices that children make, will determine the consequence and may incur a sanction.

Expectations for adults

Adults are expected at all times to:

- Challenge disruptive behaviour that is affecting others learning
- Notice and praise positive behaviour choices

- Act as excellent role models for children
- Maintain a calm manner, learning climate and ensure consistent and clear routines are adhered to with the same expectations. Staff will use the phrase 'Lessons are for learning' as an initial stage to challenge any disruptions
- Show respect and build positive relationships
- Promote personal responsibility and self – management; encourage and support them to be assertive, recognising that this needs to be modelled and taught in the first instance
- Routinely thank children for following the rules as these are our basic expectations
- Give reminders of the rules, be clear about which one is not being followed
- Listen to all sides and respect the child's perception of what has happened, rather than your judgement of it
- Address poor behaviour in a calm, low key and private way
- Be fair and consistent
- Reinforce and verbalise a sense of belonging e.g "we like having you at this school/ We are so pleased you are part of Cedar" for all pupils, particularly those exhibiting trauma related/anxious behaviours
- Use positive language – what do you want the pupil to do, NOT "Don't/Stop...." Refer to Cedar shared language.
- Give adequate "take up time" when giving instructions, especially if a pupil is already in an agitated state
- When appropriate, give controlled choices
- Address the small things in a small way – if you have witnessed it and don't act in some way, you have allowed it
- Proactively diffuse situations and give children an option of "time out" within the classroom instead of accruing sanctions quickly in a confrontational situation
- Remember that all behaviour is a reaction to an emotion and help the child find strategies to modify their behaviour and take pre-emptive action when necessary
- Not react negatively/confrontationally to secondary behaviours
- Challenge stereotypes
- Report, record and hand to the office all serious behaviour (including paperwork) wherever possible by the end of the working day so that SLT has an accurate view of behaviour.

Expectations for parents' role in supporting with behaviour:

We believe that children achieve best when there is a partnership between home and school and this applies particularly to behaviour. We expect parents to support the school in maintaining good discipline, which in turn ensures good learning, by signing a home/school agreement as written evidence that they are in agreement.

We aim to work with data and keep them informed at each stage of the policy.

- As far as possible, parents/carers will be informed of achievements so they can share in their child's rewards.

- Staff may use the informal 'chat at the gate' approach or contact parents/carers by telephone.
- The Parents' Evenings provide a forum for discussion.
- Parents may be invited on an individual basis to attend a meeting to discuss strategies for improving their child's behaviour at school.
- Other rewards that children take home.
- Updating parents on the behaviour contract scores daily

Expectations for pupils

Pupils are expected to follow the rules below at all times:

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

These are displayed around the school with a visual representation. They must also be displayed in all classrooms. Adults are expected to frequently refer to these for both when they are being followed and broken.

These rules are enough and classes should not have different/additional rules.

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 handed out during celebration assemblies when children reach key milestones (100 Dojos, 200 Dojos etc.) and parents 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 three times a week (1 dojo)
- Child has completed their homework (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 whom 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.

Sanctions

All children are expected to complete the work set for them. If 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. 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.

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:

	EYFS (Nursery and Reception)	KS 1 (Years 1 and 2)	KS 2 (years 3, 4, 5 and 6)
Stage 1	Warning	Warning	Warning

Stage 2	3 minutes time out (away from group)	5 minutes of break or lunch lost	10 minutes of break or lunch lost
Stage 3	5 minutes time out (away from group)	10 minutes of break or lunch lost	20 minutes of lunch lost (all of break)
Stage 4 PARENTS MUST BE INFORMED	Sent to a different EYFS class for 10 minutes – parents informed.	Sent to a different classroom for 20 minutes and loss of break/lunch as for Stage 3 – parents informed.	Sent to a different classroom for 30 minutes and loss of break/lunch as Stage 3– parents informed.
Stage 5 PARENTS MUST BE INFORMED	Go to Y1 or Y2 class for up to 30minutes. Meeting with parents.	Sent to a member of SLT. Internal exclusion for rest of session (AM or PM). Loss of breaks for that session. Meeting with parents (CT and a member of SLT)	Sent to a member of SLT. Internal exclusion for rest of session (AM or PM). Loss of all breaks and lunch. Meeting with parents (CT and a member of SLT)

* Stage 5 for KS2: the amount of time will be dependent on the incident and pupils reflection of their behaviour. Before returning to class, restorative actions will take place and all parties will have an opportunity to reset expectations. If there is any doubt that either party may not be ready for the return to class, this will be discussed with SLT.

Children that reach Stage 3 (or above) and miss their lunchtime play will **always** have access to their lunch and the toilet.

These stages are to be displayed in all classrooms (Appendix 3). In Years 1 – 6, Children who need to be moved on to stages, should NOT have their name publicly displayed but a private record should be kept on the teacher's desk. In Early Years, children's faces and/or names are used to ensure they understand where they are on the behaviour ladder.

Staff must ensure adequate take up time between stages and appropriate breaks or strategies offered to enable a pupil to self-regulate.

Where a child needs to leave the classroom on a stage 4 or 5, they will in the first instance be taken by a teaching assistant or teacher. Should they not comply, a member of SLT will be called for (via office and radio) who will remind the child of expectations, provide limited options and take up time.

Stages 1-3 – Staff may use their judgement to move children backwards to an earlier stage as an incentive or reward. Once children reach Stage 4, they cannot move backwards and must complete their sanction. When children have completed their sanction, they will return to Stage 0. A behaviour register is kept in classes on the stages children reach each day which is monitored by the behaviour lead.

A stage sheet must be used as a running record of behaviour for a pupil once they receive a warning (stage 1). These should be kept on the teachers' desk and taken with the child if they reach a stage 4 or above. Once completed, they must be sent to

the behaviour lead by the end of that school day to be recorded on SIMs for tracking purposes (Appendix 4)

A child may be moved straight to Stage 4 or Stage 5 if their behaviour results in a serious incident.

If a child has reached Stage 3 or 4 before lunchtime, classroom staff need to let lunchtime staff or a member of SLT know so that they can be proactive in supporting the pupil through the break.

Serious Incidents

We consider the following to be serious breaches of the behaviour policy and they will therefore be subject to more serious sanctions. The behaviours below must be dealt with by a member of SLT. All serious incident forms (blue form) must be passed to the office to be recorded on SIMs (Appendix 5). Parents will always be contacted about these incidents. Example incidents/behaviours:

- 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, school may need to contact other agencies (e.g. social care, police)

- Racist language/attitudes
- Homophobic, biphobic and transphobic language/attitudes
- Sexual language and behaviour (towards adult)
- Sexual language and behaviour (child-on-child)
- Bullying
- Stealing
- Aggressive/violent behaviour (child-on-child)
- Fighting (child-on-child)
- Spitting
- Biting
- Throwing objects where safety is compromised
- Leaving classroom/designated area without permission
- Ongoing and repeated defiance to staff
- Violent behaviour, including hitting out at adults
- Swearing/Offensive Language to adults
- Swearing/Offensive Language to peers
- Serious misbehaviour off site
- 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 (stolen items, alcohol, illegal drugs)

- 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
- Stage 4 disruption
- Stage 5 disruption
- Inappropriate use of electronic devices whilst on school site
- Other serious incident
- The above list is not exhaustive.

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

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, the plan is devised alongside the child with discussions around what their targets should be and how they can be supported to meet them. 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 at least every three weeks (but more often if needed)

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 given 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

A combination of these may be applied, depending on the seriousness of the behaviour.

- A longer lunchtime detention this could be in another classroom or in another part of the school.
- A longer internal exclusion – As far as possible, children will be given the same work or similar to the class. All work set will be matched to their needs/ ability and relevant.
- 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 chooses for it to happen earlier. These will only be issued by SLT.
- 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 exclusion 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 exclusion at an offsite inclusion facility may be issued, arrangement for this would be discussed with parents.
- Suspension (Fixed term suspensions) (see exclusion policy)
- Permanent suspension (see suspension 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.

The Restorative Approach – Dealing with inappropriate behaviour

Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach.

When there have been incidences between children, key questions will be asked to find out what has happened and how the individuals involved can make things right again or repair the harm caused. Where possible, this will be done with all people involved. Our aim is not necessarily to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it positively. Everyone involved in an incident is taken through a Restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.

The Restorative Questions:

What happened? Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not necessarily to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.

What do you think and feel about that? What each person was thinking and feeling at the time, before and since.

Who has been affected and how? Who has been harmed/affected and how? Older children are encouraged to think about the wider implications of who has been affected e.g. the school community and families.

What do you think needs to happen next/to make things right with each other and with the school community? How do we move forward ensuring everyone feels safe and happy?

Staff support pupils in this process but try to ensure the pupils form their own agreement when possible.

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 social media.

Playground Rules and Sanctions

Our rules are designed to be transferrable to the playground. Staff on duty are responsible for consistently and fairly enforcing the school rules. The majority of children enjoy playing and act appropriately. It is our aim that issues on the playground are dealt with promptly, and staff are proactive therefore not interrupting lessons.

Where children have broken the rules in a minor way, they may be asked to stand by an adult for a set period of time. At lunchtime, staff must ensure a child has had their lunch.

For serious behaviours, children will be sent in from the playground to a member of SLT (If a member of SLT is not on duty).

Any incident deemed serious will be recorded on the lunchtime incident sheet (green form - Appendix 6).

Children are expected to inform the adults on duty of any issues that arise, rather than wait until they return to class. If a pupil feels that an issue has not been resolved by an adult, they should report this to another member of staff. Staff will actively ask pupils that they are happy that the matter has been resolved.

Disabilities, SEN and Reasonable Adjustments

We expect that all children follow the school rules but recognise that some pupils may need help and support to reach this expectation. The school believes that our response to children who have additional needs relating to a disability must take into account the legislation of the Equality Act 2010. School must not discriminate against disabled pupils and consequently may be required to make reasonable adjustments to ensure their educational and social experiences at our school are as positive and inclusive as possible.

Where staff or parents are concerned that a child may have a “behaviour need” (Social, Emotional and Mental Health), they should contact the SENCo to discuss their concerns. Where it is agreed that children will receive SEN support for their behaviour, strategies and reasonable adjustments will be recorded on School Based Plans and on provision maps where appropriate.

All serious behaviour is tracked and analysed to identify patterns and triggers and to ensure that in line with our equality duty, no particular group are disadvantaged by our policy.

Positive Handling

Positive handling will always be used as a last resort. Members of staff /SLT have training in positive handling, however this is not mandatory and all staff have a duty of care for the safety of all pupils. Please see our Positive Handling policy.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Any incident where a child has needed to be handled **must** be recorded in the folder which is held by the office manager and parents must be informed. 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. 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.

Searching and confiscation of prohibited items:

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 would always be informed. Should prohibited items be found, these will be confiscated and returned or handed over to relevant authorities.

Monitoring and Evaluation

The success of this policy will be monitored and evaluated through:

- o Informal observations before school, break times, lunchtimes and assemblies
- o Lesson observations
- o Analysis of serious incident forms, lunch time incident sheets, stage sheets and exclusions
- o Progress towards behaviour targets in Behaviour Support Plans

These are analysed by gender, SEND, Pupil premium and ethnicity to ensure that the policy is being applied in a fair and balanced way.

Other useful documents:

DfE Behaviour in schools guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089687/Behaviour_in_Schools_guidance_July_2022.pdf

DfE Suspension and permanent exclusion guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089688/Suspension_and_Permanent_Exclusion_guidance_July_2022.pdf

DfE Searching, screening and confiscation guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089690/Searching_Screening_and_Confiscation_guidance_July_2022.pdf


Other linked policies:

- Anti-bullying policy [anti-bullying-policy_2023.pdf \(cedarchildrensacademy.org.uk\)](#)
- Homework Policy [homework_policy_cedar_2023.pdf \(cedarchildrensacademy.org.uk\)](#)
- TSAT Suspension and Permanent exclusion from school policy [tsat_suspension_and_permanent_exclusion_from_school_policy_2023.pdf \(cedarchildrensacademy.org.uk\)](#)

This policy is shared with parents at each review and placed on the school website. Relevant parts of the policy are shared with pupils through school assemblies and as part of everyday classroom practice.

To be reviewed July 2024

Appendix 1: The Cedar Way

<p><u>When walking around the school, we...</u></p> <ul style="list-style-type: none"> • Walk on the left • Hands to ourselves • Single file (one behind another) • Voices away • Shirts tucked in • Hold door for others and say thank you <p>(If we don't follow these expectations, we will be expected to practice at breaktimes or miss time)</p>	<p><u>In assemblies, we...</u></p> <ul style="list-style-type: none"> • Sit facing the front, legs crossed, hands in laps • Come in and leave in silence • Shirts tucked in • We don't talk unless asked by an adult <p>Staff will also make sure these finish on time (9.15am KS2, 3.10pm KS1)</p> <p>(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><u>At breaktime and lunchtime on the playground, we...</u></p> <ul style="list-style-type: none"> • First whistle, stop and stand still where we are • Second whistle, walk to our line • Line up in emergency line unless our adult tells us otherwise • Stay within areas told to us • Respect school equipment <p>(If we don't follow these expectations, we will either miss breaktime, go on the stages or <u>have to</u> practice walking to line in our own time)</p>
<p><u>In class, we...</u></p> <ul style="list-style-type: none"> • Unstack and stack chairs at the beginning of the day • Cannot be in the classroom without an adult • Look after resources and put things away neatly • Follow the school rules • Stop when our adult countdowns. <p>(If we don't follow these expectations, we may get a warning or go on a stage)</p>	<p style="text-align: center;">The Cedar way</p> <div style="text-align: center;">  <p>CEDAR Children's Academy</p> </div>	<p><u>In the dining halls at lunch, we...</u></p> <ul style="list-style-type: none"> • Use our manners • Speak in a quiet inside voice • Hang our coats and things up • Stay seated unless we ask • Pick up any rubbish and help tidy food dropped • Put trays and cutlery away carefully • Stop immediately if one whistle is blown <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: Class Dojo Reward Shop – example










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

Proud Cloud	
Stage 0	
Stage 1: Warning	
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 informed	
Stage 5: Go to Year 1 or Year 2 class for up to 30 minutes – meeting with parents	

Proud Cloud		
Stage 0		
Stage 1:	Warning	
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 break/lunch – parents informed	
Stage 5:	Sent to SLT. Internal exclusion for the rest of the session (AM or PM). Loss of breaks for that session. – meeting with parents	

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

Appendix 4: Stage sheets to be completed with children

EYFS Stage Sheet


Name of pupil:

Class:

Date:

Location (choose one): Classroom/Playground/Breakfast club/Halls/Corridor/Off school site/Online incident/Seedlings/Other

Time of sanction (choose one): Before school/Breakfast club/ AM lessons/AM break/Lunch/PM lessons/PM Break/End of school/Seedlings/On way home

Behaviour Ladder	Time	Rule(s) broken, notes:	 How can we prevent this happening in the future (to be discussed with an adult)
Stage 1: Warning.			
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 informed.			
Stage 5: Go to Year 1 or Year 2 class for up to 30 minutes – meeting with parents.			

Further notes from staff:

Additional sanctions given:

Date of discussion with parents (please attach parent log):


Name of pupil:

Class:

Date:

Location (choose one): Classroom/Playground/Breakfast club/Halls/Corridor/Off school site/Online incident/Seedlings/Other

Time of sanction (choose one): Before school/Breakfast club/ AM lessons/AM break/Lunch/PM lessons/PM Break/End of school/Seedlings/On way home

Behaviour Ladder	Time	Rule(s) broken, notes:	 How can we prevent this happening in the future (to be discussed with an adult)
Stage 1: Warning.			
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 break/lunch – parents informed.			
Stage 5: Sent to SLT. Internal exclusion for the rest of the session (AM or PM). Loss of breaks for that session – meeting with parents.			

Further notes from staff:

Additional sanctions given:|

Date of discussion with parents (please attach parent log):

KS2 Stage Sheet


Name of pupil:

Class:

Date:

Location (choose one): Classroom/Playground/Breakfast club/Halls/Corridor/Off school site/Online incident/Seedlings/Other

Time of sanction (choose one): Before school/Breakfast club/ AM lessons/AM break/Lunch/PM lessons/PM Break/End of school/Seedlings/On way home


Behaviour Ladder	Time	Rule(s) broken, notes:	 How can we prevent this happening in the future (to be discussed with an adult)
Stage 1: Warning.			
Stage 2: 10 minutes of break or lunch lost.			
Stage 3: 20 minutes of lunch lost (all of break).			
Stage 4: Sent to a different classroom for 30 minutes and loss of break/lunch – parents informed.			
Stage 5: Sent to SLT. Internal exclusion for the rest of the session (AM or PM). Loss of all breaks and lunch. Meeting with parents.			

Further notes from staff:

Additional sanctions given:

Date of discussion with parents (please attach parent log):

Appendix 5: Serious Incident Form

 <p style="text-align: center;">Serious Incident Form</p>		
Date of incident:	Form completed by:	
Time of the day (circle): Before school/ Breakfast club/ AM lessons/AM break/Lunch/ PM lessons/PM Break/ End of school/ Seedlings/ On way home	Location (circle): Classroom/playground/ Halls/Corridor/Toilets/ to or from school/ school entrance/ off school site/ online/ Breakfast club/ seedlings/ other	
Name(s) and class of perpetrator:	Names of others involved:	Names of witness(es):
Details of incident: 		
Have all children given/written their account? If no, why not?		
<u>Victim Support</u> Was there a victim or victims? N/A Name of staff member who has spoken to them about incident and checked that they feel safe: _____		
Member of SLT who has been notified of this and agreed sanction: _____ (signature) To be added to Safeguard: <input type="checkbox"/>		
Agreed/Decided sanction(s)- See highlighted back sheet Reasons for sanction: Date of sanction(s):		
Parents that have been contacted (including any victims):	Tick and initial to show contact has been made	

To be logged on SIMs as	Action to be recorded as (sanction)
<p>Only choose one, most serious/obvious.</p> <ul style="list-style-type: none"> • SI1 Racist language/attitudes • SI2 Homophobic, biphobic, and transphobic language/attitudes • SI3a Sexual language and behaviour (towards adult) • SI3b Sexual language and behaviour (child-on-child) • SI4 Bullying • SI5 Stealing • SI6a Aggressive/violent behaviour (child-on-child) • SI6b Fighting (child-on-child) • SI7a Spitting • SI7b Biting • SI8 Throwing objects where safety is compromised • SI9 Leaving classroom/designated area without permission • SI10 Ongoing and repeated defiance to staff • SI11 Violent behaviour, including hitting out at adults • SI12a Swearing/Offensive Language to adults • SI12b Swearing/Offensive Language to child • SI13 Serious misbehaviour off site • SI14 Bringing a weapon/dangerous object into school to cause fear or harm • SI15 Using a dangerous weapon against another person (e.g. scissors, knife) • SI16 Bringing other prohibited items into school • SI17 Serious Vandalism/Damage to property • SI18 Malicious allegations against staff • SI19 Threats to staff on social media • SI20 Threats or malicious comments to/about pupils on social media that are negatively impacting school life • SI21 Stage 4 disruption • SI22 Stage 5 disruption • SI23 Inappropriate use of electronic device whilst on school site • SI24 Other serious incident 	<p>Only choose one</p> <ul style="list-style-type: none"> • SI1 Lunchtime detention (part) • SI1.1 Lunchtime detention (full) • SI1.2 Break time detention • SI2 Internal suspension • SI3 After school detention • SI4 Loss of privileges • SI5 Cleaning up of any mess that the child deliberately made • SI6 Placed on behaviour contract • SI7 Additional written task • SI8 Fixed term suspension • SI9 Permanent suspension • SI20 Offsite inclusion facility • SI11 Stage 4 exit and loss of break/lunchtime
<p>Date and sign to say recorded on SIMs.</p>	

IF ACTION IS A SUSPENSION, PLEASE RECORD UNDER BEHAVIOUR AND SUSPENSIONS ON SIMS.

Appendix 6: Lunchtime Incident form

<u>Lunchtime Incident form</u>				
Date- / /	Time-	Location (circle): Classroom/Playground/ Dining hall/Corridor/Toilets/ Other		
<input type="checkbox"/> This incident was reported to me.	<input type="checkbox"/> I intervened in this incident.	Form completed by-		
Children involved				
Name(s) and class of perpetrator(s):	Name(s) of victim(s):	Name(s) of witness(es):		
Details of incident				
<p>You need to make sure you speak to all children involved before completing this form. If you perceive this to be a serious incident including being related to racism/bullying/homophobia then you need to report this straight to a member of SLT.</p>				
Sanctions				
Name	Sanction (Circle)			
	Say sorry/5 minutes time out/10 minutes time out/20 minutes time out/refer to SLT			
	Say sorry/5 minutes time out/10 minutes time out/20 minutes time out/refer to SLT			
	Say sorry/5 minutes time out/10 minutes time out/20 minutes time out/refer to SLT			
First Aid Required				
Name	Injuries	Initials of staff member who reassured the victim	Was first aid needed?	First aid forms completed?
Further actions				
<input type="checkbox"/>	Class teacher informed	<input type="checkbox"/>	Referred to (SLT) for further action.	

The Restorative Questions:

What happened? Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not necessarily to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.

What do you think and feel about that? What each person was thinking and feeling at the time, before and since.

Who has been affected and how? Who has been harmed/affected and how? Older children are encouraged to think about the wider implications of who has been affected e.g. the school community and families.

What do you think needs to happen next/to make things right with each other and with the school community?
How do we move forward ensuring everyone feels safe and happy?

Staff support pupils in this process but try to ensure the pupils form their own agreement when possible.

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.