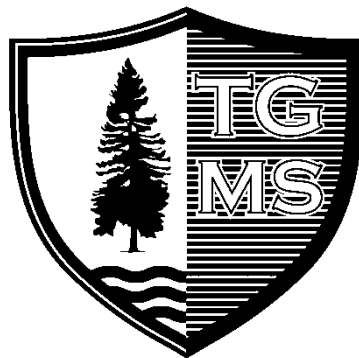




BUCKINGHAMSHIRE COUNCIL

Behaviour Policy

Tylers Green Middle School



This policy was adopted: Summer 2026

The policy is to be reviewed: Summer 2027

REVISIONS

Date	Summary of Changes
September 2021	Updates to reflect brought in by Keeping Children Safe in Education 2021
September 2022	Updates to reflect changes brought in by Keeping Safe in Education 2022 and DFE Behaviour guidelines Sept 2022 Language change from 'peer on peer' to 'child on child' abuse Clarity on removal from class Banned items and screening, searching and confiscation (added to Child Protection Policy) Guidance on supporting pupils following a sanction Updated language of 'suspensions' and 'exclusions' Incorporated Anti-bullying into this policy
January 2024	Refined the role of TGMS Terrific Learners as part of our behaviour approach Refined any 'unwanted touch' from one pupil to another as child on child abuse Updated instructions for Yellow Cards to be included on CPOMs
April 2026	Updated Conflict Conundrums for emotional understanding Behaviour, attendance and well-being updates

RELATED POLICIES & DOCUMENTS

This policy links with a number of other school policies:

- Child Protection Policy
- Educational Visits
- Equalities and Cohesion Policy
- Online Safety and Acceptable Use Policy
- Pupil Mental Health and Wellbeing Policy
- Safer Recruitment Policy

INTRODUCTION

The Headteacher and Governors have a responsibility to maintain the safety of pupils and staff. The adoption of a consistent "behavioural curriculum" should provide support for all school staff and all other adults working with the children. This policy has been written after consultation with staff,

parents, pupils, governors and outside agencies. Some parts of this policy have been written specifically for children; other parts are for adult guidance.

We believe that excellent behaviour is fundamental to both learning and well-being. Our approach is rooted in the conviction that every child should feel they belong, are respected, and are able to thrive. Our approach supports a culture in which pupils feel they belong, behave with respect and are able to thrive academically and personally.

Behaviour at TGMS is:

- **Taught explicitly** through clear routines and shared language
- **Modelled consistently** by all staff
- **Supported relationally**, recognising that pupils' emotions and experiences matter
- **Driven by high expectations**, with every pupil supported to succeed

We combine strong systems with a deep understanding of our pupils. This ensures a calm, purposeful environment where learning can flourish and pupils develop the habits, self-regulation and character needed for future success.

Our approach reflects current research and best practice, recognising that:

- Positive behaviour is built through habits and consistency
- Emotional understanding underpins self-regulation
- Pupils must feel safe and understood before they can fully engage and learn

AIMS

We believe all pupils should be encouraged to have respect and sensitivity for themselves, for others and for their school. Adults in the school's community are role models for the pupils – they depend on adults for their moral standards and for guidance on acceptable behaviour, in any situation. Every person who joins the school's community has a part to play.

- To support the educational aims and ethos of the school.
- To prevent bullying and tackle bullying if it occurs.
- To ensure that our schools have an anti-bullying culture whereby no bullying will be tolerated. This includes child-on-child bullying.
- To adopt a consistent "behavioural framework" that is understood by pupils, parents and staff

- To give the children the opportunity to develop resilience and self-discipline.
- To provide a caring, supportive and stable environment where the children work cooperatively and in which they may realise their full potential physically, emotionally and academically.
- To develop respect for and understanding of race, religions and ways of life.
- To create and maintain a community which, by its organisation, structure and ethos demonstrates exemplary moral values and principles.
- To create and maintain a safe and secure learning environment
- To develop and sustain an ethos and practice which protects the dignity and safety of both pupils and staff.

In order for any behaviour policy to succeed, rules must be reasonable, simple, few in number and clearly broadcast. At the beginning of the school year, pupils will be given the chance to interpret the school rules to set expectations. The role of parents is vital in supporting their child to aspire to be successful. Parents will be invited to Welcome Meetings for their Year group when school rules are discussed. Rewards and sanctions should be applied consistently by all staff.

At the start of each academic year, each class will use the 6 Principle Points to co-construct a Class Charter (Appendix 1).

At TGMS, expectations for behaviour are not only for pupils – they are shared by adults and pupils alike. As outlined in the Staff Handbook, adults are expected to model consistency, respect, calmness and high expectations in all interactions. This ensures that pupils experience a predictable, fair and supportive environment.

The 6 Principle Points provide a shared framework for both pupils and adults, creating a common language that underpins behaviour, relationships and decision-making across the school.

Principles (our 6 Principal Points):

Every person at TGMS will make the right choices to ensure that everyone:

1. Is kept and feels safe
2. Can learn
3. Feels welcome and valued

To be able to make the right choices, children need to understand and be able to explain/reflect/act upon:

4. What the right choice is
5. Why this is the right choice (i.e. how it supports points 1, 2 and 3)

6. How to take responsibility for their choices

THE ROLE OF ALL STAFF

Developing children's understanding of the right choice is achieved by:

- All staff using and modelling the language of right choices.
- All staff modelling excellent social and emotional skills through their language, verbal and non-verbal behaviours.
- All staff having high expectations of all children's behaviour, language, verbal and non-verbal behaviours.
- Systematically teaching all children at the start, and throughout the school year, the school aims and 6 Principle Points.
- Teaching and using the language of the Zones of Regulation (Appendix 2), to enable children to recognise the causes of their behaviour and give choices and strategies to manage this themselves.
- All staff actively and consistently support children to make the right choices through:
 - Systems and routines that support excellent behaviour
 - Use of behaviour/classroom management strategies to pre-empt possible issues
 - Agreeing, displaying, using and adding to if necessary a shared understanding of the 6 Principle Points
 - Supporting children to understand and develop their ability to follow the 6 Principle Points
 - Sharing this Behaviour Policy with and making it available to parents/carers
 - Encouraging parents/carers to contribute to the school's positive behaviour and ethos

BEHAVIOUR MANAGEMENT: RECOGNISING RIGHT CHOICES

The most effective way of managing pupil behaviour is to use a positive approach and to this end staff will constantly reinforce good behaviour and attitudes, seeking to raise pupils' self-esteem. All staff should maintain high standards of behaviour in all parts of the school with all pupils.

Regularly recognising, celebrating and recording when children are making the right choices should outweigh the recognition of wrong choices (this may be for the class rather than for the individual,

as using public praise encourages the whole class). There are many free and frequent ways to recognise the right choices that all staff can use:

- Smile
- Warm eye contact
- Well done
- Thank you
- Describing exactly what they are doing right
- Using a child as an exemplar
- Recognising all of the children who are making the right choice
- Giving Green Cards, Housepoints, Table Points, stickers etc.
- 'Great day' to parent/carer (this may be via a phone call/email if the child travels to school independently)

Children like to see adults respond to unacceptable behaviour. All issues should be followed up. All staff should be aware that children do not understand sarcasm and often take things literally. It is never necessary to humiliate a child.

REWARDS: CLASS-BASED SYSTEMS

Although we want to promote resilience and self-discipline, many pupils respond positively to rewards. Each class should have a system agreed with the children to recognise right choices. Rewards include:

- Praise
- The giving of responsibility
- Written comment in book
- Work on display
- Work shown to other teachers or senior leaders
- Housepoints for good work, contribution, behaviour, politeness and attitude.
- Green Cards are awarded for helping without being asked, looking after someone who was lonely or upset, putting other people before yourself, an outstanding piece of work, showing a positive attitude towards learning, consistent good behaviour, or other reasons. Green Cards contribute to Bronze (15), Silver (30), Gold (45), All-Star (60) and Super-star Century (100) badges
- Star of the Day and Star of the Week (assembly certificate)

- Table points to acknowledge collective behaviour and learning, and the winning table have a mufti day on the final day of the term
- The Bear Necessities class award both weekly and half-termly
- The Headteacher's Award, for a particularly good piece of work/evidence of effort

TGMS TERRIFIC LEARNERS

'TGMS Terrific Learners' enables children to understand key learning behaviours, to develop these and to develop a growth mindset/metacognition skill which will help them to be successful.

The ten aspects of TGMS Terrific Learners are discussed, articulated, experienced and reflected on through games and activities at the start of each academic year. Throughout the year, the TGMS Terrific Learners language and prompts (posters in every teaching space – Appendix 3) are used to target, recognise and celebrate children's development as TGMS Terrific Learners who:

- Know when to ask for help
- Enjoy a challenge
- Listen well
- Learn with others
- Ask questions
- Are not scared to make mistakes
- Don't give up
- Are creative
- Can learn by themselves
- Want to learn more

HABITS AND ATTENTION (LINK TO TLAC WORK)

TGMS prioritises the explicit teaching of habits that enable pupils to be successful learners.

Staff explicitly teach and reinforce:

- Listening attentively and tracking the speaker
- Responding promptly to instructions
- Participating actively in learning
- Managing transitions efficiently and purposefully

These habits are embedded through consistent classroom routines and shared language across the school.

By strengthening pupils' habits and attention, we:

- Improve focus and reduce distraction
- Support working memory and learning retention
- Enable all pupils, including those with additional needs, to access the curriculum successfully

CONFLICT CONUNDRUMS AND EMOTIONAL UNDERSTANDING

Conflict Conundrums are a key part of TGMS's approach to behaviour, relationships and pupil development. They provide structured opportunities for pupils to reflect on real-life situations, explore different perspectives and develop the skills needed to resolve conflict effectively.

Our approach is informed by the work of Paul McGee and the SUMO principle: Stop, Understand, Move On.

We explicitly teach pupils that:

- **Stop** – pause and avoid immediate reaction
- **Understand** – recognise and reflect on thoughts, feelings and perspectives
- **Move On** – take positive, constructive action

To support this, we use the shared language of **Red Cap** and **Blue Cap** thinking:

- **Red Cap** – emotions, feelings and immediate reactions
- **Blue Cap** – calm, logical thinking and problem-solving

We teach pupils that:

- Emotions are normal and important
- Conflict cannot be resolved effectively without first understanding feelings
- Blue Cap thinking can only happen once Red Cap feelings have been recognised and understood

This represents a deliberate development of our approach. While logical problem-solving remains important, we place equal value on emotional literacy as the foundation for successful resolution.

IF CHILDREN ARE MAKING THE WRONG CHOICES

Relational and Restorative Practice

At TGMS, we prioritise repairing relationships and developing pupils' understanding of their behaviour.

When behaviour falls below expectations, staff will:

- Address the behaviour calmly and clearly
- Support pupils to reflect on their choices

- Help pupils understand the impact of their actions
- Guide pupils to make better choices moving forward

Restorative conversations are used to:

- Rebuild relationships
- Reinforce expectations
- Support pupils' emotional development

Sanctions are used when necessary, but always alongside reflection and support.

In many cases, simple behaviour/classroom management strategies will be effective in reminding children what they should be doing e.g. a look, gesture, clear instruction, 'Are you making the right choice?' and giving recognition when children comply e.g. thank you, thumbs up.

In cases of repeated low-level behaviours or medium and high-level behaviours, staff should decide the appropriate level of follow-up action and record this, informing parents/carers/SLT as determined by the level of the behaviour as soon as is possible. Parents and carers can request to see their child's behaviour records, but cannot be shown the names of other children involved.

Appendix 4 outlines the types of behaviours at low, medium and high level and the consequences available for shared and consistent understanding. These are not an exclusive or exhaustive list but a guide as to the level of seriousness, follow-up action required and who should be informed to enable all parties to work together to help the child improve.

Appendix 5 shows the TGMS consequences poster to be displayed in all learning spaces to enable the children to see and understand the consequences (positive and negative) of their choices.

PUPIL SUPPORT

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

The school's special educational needs coordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. However, behaviour in itself is not designated as a special educational need.

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.

ANTI-BULLYING

The Children at Tylers Green Middle School Define Bullying as:

“The intentional hurting of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some on-off attacks can have a continuing harmful effect on the victim.”

Bullying is done on purpose and carried out repetitively (Several Times On Purpose). There are lots of different bullying behaviours and it makes the target feel very unhappy and upset.

RECOGNISING BULLYING BEHAVIOURS

Bullying...

- The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.
- Is hurtful, threatening, harmful and disrespectful behaviours.
- Incidents involve a bully or bullies, a victim or victims and bystanders.
- Can include behaviours which hurt, threaten or frighten another person or group of people.
- Can be unprovoked, can happen again and again and sometimes can continue for a long period of time.
- Is hidden and often victims do not tell about their experience for complex reasons.
- Reflects the misuse of power with one or more people victimised by the bully or bullies.

Bullying behaviours can include physical, social and psychological aspects such as:

- Name-calling, taunting, mocking, making offensive comments,
- Kicking, hitting, pushing, fighting
- Taking or damaging belongings, producing offensive graffiti,
- Stealing money with threats
- Gossiping, spreading hurtful and untruthful rumours
- Socially excluding people from groups, e.g. Not talking to them, excluding them from activities.

Bullying includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include:

- Sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps
- Sending offensive or degrading photos or videos

Bullying is recognised by the school as being a form of child-on-child abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

Bullying can happen to anyone. This policy covers all types of bullying including bullying related to:

- Race, religion, faith and belief and for those without a faith
- Ethnicity, nationality or culture
- Special Educational Needs or Disability (SEND)
- Physical appearance, physical/mental health conditions
- Prejudicial bullying (against people/pupils with protected characteristics)
- Cyberbullying
- Sexist, sexual or sexual orientation, gender identity, homophobic/biphobic.
- Gender-based bullying, including transphobic bullying
- Bullying against teenage parents (pregnancy and maternity under the Equality Act) 7)
- Due to home circumstances

BEHAVIOUR, ATTENDANCE AND WELL-BEING

We recognise the strong link between behaviour, attendance and pupil well-being.

Leaders:

- Monitor behaviour and attendance patterns closely
- Identify pupils or groups who may need additional support
- Work proactively with families and external agencies where needed

Early intervention ensures that barriers to attendance and positive behaviour are addressed quickly and effectively.

SUSPENSIONS AND EXCLUSIONS

TGMS has adopted Buckinghamshire Council guidelines on suspension and exclusion, produced by the Buckinghamshire Exclusion & Reintegration Team. If a serious incident occurs, pupils may be

Behaviour Policy

excluded or suspended (previously referred to as fixed term exclusion) from the school by the Headteacher, in line with the Local Authority's '[Exclusion Guidelines](#)'.

- Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports headteachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.' For guidance, Visit the [Government School Behaviour and Attendance Documents](#) that were issued by the DFE.
- Whenever possible, the parents/carers of children at risk of a suspension or exclusion because of the seriousness and/or persistence of their behaviour will be invited to attend a **risk of exclusion meeting** with the headteacher and other staff as necessary before an exclusion occurs.
- Children whose behaviour poses a risk to the safety and/or learning of themselves or others in the school, or whose behaviour has been persistently negative with no marked improvement after the risk of exclusion meeting, can be suspended or excluded as below:
 - Suspension (previously referred to as fixed-term exclusions):
 - Internal suspension: child attends school but is separated from other children for a period of time, for example, half a school day, a certain period or a lunchtime.
 - External suspension: this means there will be a fixed number of school days when the child cannot attend school (up to the equivalent of 45 days in a school year)
 - Permanent exclusion: the child must leave their school on a permanent basis and receive their full-time education somewhere else.
- On return to school after a period of suspension, parents, pupils and staff will meet to discuss the behaviour, set targets for future behaviour and set systems in place for supporting the pupil in meeting those targets. The school relies on the support of parents during this process and a behaviour contract will be drawn up which includes this support.
- The decision to suspend or exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

The decision to exclude is not taken lightly and TGMS is committed to a preventative agenda. Only the Headteacher of the school can exclude a pupil and this must be on disciplinary grounds.

The Headteacher will follow the DFE's [Suspension and Permanent Exclusion Guidance](#) when informing parties (parents, social workers, the Governing Board, and the Local Authority), arranging the education of excluded pupils and offering and organising the review process.

USE OF POSITIVE HANDLING AND PHYSICAL INTERVENTION

It is recognised that there are circumstances in which physical control may have to be used to prevent a pupil from causing personal injury to themselves or others. At school, there are a number of staff trained in Norfolk Steps techniques. This is a programme designed to help staff to calm children and de-escalate difficult situations. It also trains staff to hold children safely if it becomes necessary. This should only be done for safety reasons and for the shortest time possible.

Physical intervention with children is always used as a last resort but may be necessary to prevent a child from doing, or continuing to do, any of the following:

- Committing any criminal offence (or for a child under the age of criminal responsibility, what would be an offence for an older pupil); the police will be contacted if necessary.
- Causing personal injury to, or damage or vandalism to the property of, any person (including the pupil him/herself)
- Prejudicing the maintenance of good order and discipline at the school or among any children receiving education at the school, whether during a teaching session or otherwise.

Restraint should be an act of care and control, where possible, by members of staff trained in Team Teach. In the case of physical restraint being used, members of staff involved must keep records of these using the red Bound and Numbered Book.

BEHAVIOUR ON SCHOOL VISITS

On school visits, high standards of behaviour should be expected at all times as safety is paramount and the children are representing the school in a public or wider context. This can be achieved by:

- Outlining expectations before leaving the school site.
- Ensuring any tasks are appropriate.
- Ensuring adequate supervision.

- Giving careful thought to group dynamics.
- Ensuring all adults know what is expected of the children in order that consistency is achieved.
- Using the rewards and sanctions system.

The policy will be reviewed by the governing body every three years.

SIGNED: Date:

Appendix 1 – 6 Principal Points and example Classroom Charter

Every person at TGMS will make the right choices to ensure that everyone:

1. Is kept and feels safe
2. Can learn
3. Feels welcome and valued

To be able to make the right choices, children need to understand and be able to explain/reflect/act upon:

4. What the right choice is
5. Why this is the right choice (i.e. how it supports points 1, 2 and 3)
6. How to take responsibility for their choices

TGMS Classroom Charter

We will be kind.

We will take responsibility for our choices.

We will respect everyone in our school and celebrate success.

We will come prepared to learn and always try our best in every lesson.

We will treat other people's property and the school environment with care.

We will wear our uniforms neatly and tidily and take pride in our appearance.

We will be sensible and safe as we move around the school and the playground.

Zones of Regulation



**Sad
Tired
Sick
Bored
Feeling slow**



**Calm
Happy
I'm focused
Ready to learn
In control**



**Excited
Anxious
Nervous
Frustrated
Confused**



**Angry
Scared
Panic
Upset
Wanting to yell or
hit**

TGMS Terrific Learners



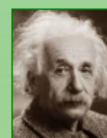
What TGMS Terrific Learners do:

1. Enjoy challenge and don't give up
2. Listen carefully with full attention
3. Ask great questions
4. Work well with others and by ourselves
5. Learn from mistakes
6. Know when to ask for help
7. Build on others' ideas in discussions
8. Practise new skills to make them habits
9. Use routines to stay focused
10. Show creativity in how we think and present our learning
11. Can apply the Three Methods



"I never teach my pupils. I only attempt to provide the conditions in which they can learn."

- **Albert Einstein**



Observe and Wonder:

Look carefully and ask questions

Investigate and Try:

Try things out; don't give up

Think and Connect:

Use what you know to create

Appendix 4 – Levels of negative behaviour and consequence system

Behaviour		
		
Low (repeated and after warnings)	Medium	High
• Calling out • Out of seat • Near-by distraction • Running in school • Work avoidance • Not following instructions • Name calling/teasing • Snatch/throw to disrupt • Misuse of equipment (no damage) • Not lining up • Pushing • Littering • Risky play	• Not accepting responsibility • Vandalism/graffiti (low cost) • Refusal to follow instructions • Using objects with intent to hurt • Targeted/repeated name-calling/teasing • Refusal to complete work • Disrupting class • Rude to adults • Deliberate use of feet to hurt (i.e. kicking) • Deliberate use of hands to hurt (i.e. hitting) • Deliberate use of mouth to hurt (i.e. biting) • Deliberate actions to upset • Swearing (reaction/to shock) • Stealing (minor) • Leaving the classroom without permission or not following a specific behaviour plan.	• Threatening/intimidating (pupils) • Threatening/intimidating (staff) • Show/touch private parts or other forms of sexual harassment • Discriminatory language (gender, sexuality, race, religion, heritage) • Vandalism/graffiti (repair/replace) • Disruption stops learning • Running away/ around school • Risk to safety • Swearing (intimidate/ threaten) • Bullying (verbal, physical, cyber, excluding) • Stealing (major) • False accusations against staff • Fighting • Refusal to leave/ blocking room • Open defiance to staff • Derogatory to staff • Assault on staff • Bringing/sharing prohibited items • Attempting to leave the premises • Risk of/actual injury to others • Incidents of misuse linking to the Online Safety Policy: ○ Unsuitable materials (internal sanctions) ○ Illegal materials (contact police)
Follow-up Action		
• Up to 2 warnings given (with explicit reasoning) encouraging the child to change their choice • If warnings do not change the behaviour, a Yellow Card is to be issued to the child and recorded on CPOMs 1. The child misses 15 minutes of the next available lunchtime. This data shall be tracked and can help show patterns of behaviour as well as keeping other staff informed. 2. Discussed with an adult to offer reflection both at the time and during a Yellow Card reflection 3. Yellow Card reflection to be completed by the child and logged on the CPOMs report	• Instant Yellow Card is given (with explicit reasoning) • Discussed with an adult to offer a reflection • Complete a CPOMs log (depending on the child and wider context) • Discussed with SLT, with a Red Card being issued depending on the context and pupil's previous behavioural record.	• Radio the office to liaise with SLT for instant support – all High-Level behaviour is at a Red Card level (appreciating context, including a pupil's additional needs). • Red Card consequences are dependent on the context of the incident and can include removal of a pupil's liberties, repeated missing of break/lunchtimes, internal suspension and external suspension. • Removal from class/playground • Complete a CPOMs log (depending on the child and wider context) • If physical intervention was used, complete a TGMS Serious Incident Report (Appendix 6) • For online-related incidents, refer to the Online Safety Policy
If Action is ineffective		
• An incident should be referred to the class teacher as soon as possible if it happened while the child was under the supervision of another adult. • Where a child receives 2 Yellow Cards in a half term, a member of SLT may meet with the child who will miss 30 minutes of lunchtime and is supported to consider how to change their behaviour. Parents will be informed by the member of SLT to support the pupil in improving their behaviour.	• Radio the office to liaise with SLT for instant support • A member of SLT meets with the child who misses their lunchtime and is supported to consider how to change their behaviour • Behaviour review meeting (SLT member, teacher, parent/carer) • Individual behaviour plan • SLT to either allocate a Red Card or give an additional warning with a Yellow Card (depending on the context). • Red Cards can be issued for a serious incident, or for 3 yellow cards issued during a half-term and can only be given to a pupil by a member of the Senior Leadership Team. Other members of staff should not pre-judge whether or not an action taken by a child will result in a red card and should not inform a child as such.	• Discussed with Headteacher • Risk of exclusion meeting • Suspension (internal or external) • Permanent exclusion • Contact police

TGMS Consequences



Positive consequences

Housepoints and **Green cards** for helping without being asked, looking after someone who was lonely or upset, putting other people before yourself, an outstanding piece of work, showing a positive attitude towards learning, consistent good behaviour.

Negative consequences

1st Consequence: 2 verbal warnings to encourage better choice making.

2nd Consequence: A yellow card given (15 minutes missed at the next lunchtime to complete a reflection sheet).

3rd Consequence: Report to an Assistant Headteacher to decide on the action which could include a red card and parent meeting.

4th Consequence: Headteacher to intervene and decide action.

SERIOUS INCIDENT REPORT –[illegible]

Any injury suffered by staff or pupil and any medical attention required/administered	
Action to be taken including post incident support and any disciplinary action	
When and how those with parental responsibility were informed and any views they expressed	
Information to be shared and who with e.g. staff, governors , LA	
I can confirm that the information been logged in the bound and numbered book.	
Report compiled by: Role: Signature: Date:	Countersignature of Headteacher Date:

☐