

## Positive Behaviour and Rewards Policy

### Aims

- ✓ To create a positive attitude within the school with an agreed code of behaviour
- ✓ To build on the partnership between home and school
- ✓ To encourage the children to take responsibility for their actions and accept the consequence of wrong doing.
- ✓ To make children aware of what is acceptable behaviour and what is unacceptable behaviour within the school environment.
- ✓ To create a positive learning environment where children are encouraged to take some responsibility for their own learning through a positive attitude to achievement.

### At Alexandra Infant & Junior School EVERYBODY has: RIGHTS

#### PUPILS

We all have a right to work, play and learn in a friendly, safe and helpful school.

#### STAFF

We all have a right to teach in a friendly, safe and satisfying school which is supported by the school community.

#### PARENTS

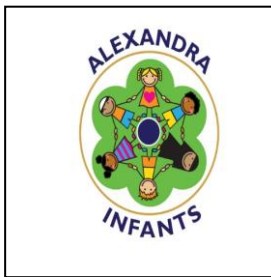
We all have a right to feel welcome and to know that our children work, play and learn in a friendly, safe and helpful school.

At Alexandra Infant & Junior School EVERYBODY has:

### RESPONSIBILITIES

We all need to care about ourselves, other students, parents, staff, belongings, our school and equipment.

Here are some examples:

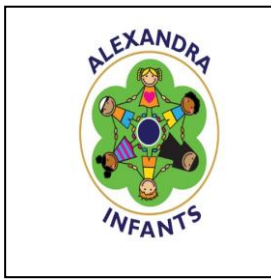


Positive Behaviour and Rewards Policy

<b>To Listen</b>	<b>To be honest</b>
<b>To help</b>	<b>To look after each other</b>
<b>To try our best</b>	<b>To respect others</b>
<b>To have a go</b>	<b>To work and play safely</b>
<b>To discuss</b>	<b>To share</b>
<b>To encourage</b>	<b>To co-operate</b>
<b>To be polite</b>	<b>To ask for help</b>
<b>To be on time</b>	<b>To help others</b>
<b>To work out problems in a fair manner</b>	<b>To ask for opinions and ideas</b>

Specific Roles and Responsibilities

- ✓ **Governors** will support the school in maintaining high standards of behaviour.
- ✓ **The head teacher** is responsible for the implementation and day-to-day management of the policy and procedures
- ✓ **All staff** are responsible for ensuring that policy and procedures are followed, and consistently and fairly applied
- ✓ **Parents and carers** will be expected to take responsibility for the behaviour of their child both inside and outside the school. Parents are encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour.
- ✓ **Pupils** will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations.



## Positive Behaviour and Rewards Policy

At Key stage 2 - Alexandra Junior School EVERYBODY has:

### RULES

To help protect our **rights** and to encourage **responsibility**, we have basic rules for our classrooms and for times when we are out of class. Rules will be negotiated by the class teacher with children at the start of the year, reviewed every half term. A 'Rights and Responsibilities' display is displayed in every class room as a constant reminder of our expectations.

#### **Speaking or communication rule: we listen (right to express and be heard)**

- Hands up
- Waiting turn to speak
- Listening to others
- Working noise
- Use of positive language
- Assemblies

#### **Learning rule: we work hard (right to an education)**

- How to get attention or help
- Effort / participation
- The way we learn and play in our room and out of class
- Co-operation
- Respecting others in our working environment

#### **Movement rule: we are gentle (right to be safe)**

- The way we move about
- Equipment
- Being on time
- Safe behaviour
- Use of equipment
- Camps and excursions
- Moving between rooms
- Lining up

#### **Treatment rule: we respect property and we are kind (right to be safe)**

- The way we treat each other
- Manners
- Looking after equipment
- Behaviour on camps and excursions

#### **Problem rule: we are kind and gentle**

- The way we fix problems between each other
- Talking things through, listening to each other.



## Positive Behaviour and Rewards Policy

### Rewards

This school believes that good behaviour should be rewarded.

This school believes that improved behaviour should be rewarded whether of a temporary or a permanent nature.

Rewards include:

- Individual – verbal praise, stickers, house points, sent to head or other staff for praise, job responsibilities, attendance prizes (termly treat for the best class, weekly extra play for the best class), star of the week trophy.
- SUPERCLASS treat - class
- House system – house points awarded with the winning house achieving an extra break
- Whole School Golden Treat(half termly)

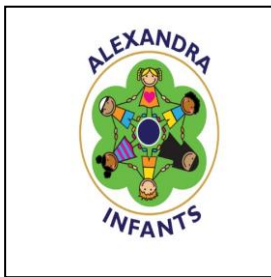
### **Whole School Golden Treat (half termly)**

- Every child will have the opportunity to take part in an extra special treat activity at the end of each half term for outstanding behaviour.
- Each child is allowed up to 3 red cards in order to achieve the treat.
- If a child loses the treat then they will not be allowed to take part and they will be supported by an adult to work on how to make sure they improve to achieve the golden treat next half term.
- Some of the treats will include an invite for parents to join the fun activities.
- Some examples of the golden treat will be: giant inflatables, ice cream van, making and flying kites, climbing walls, bake off (to name a few!)

### **Superclass**

Our SUPERCLASS system works on rewarding positive behaviour on a whole class basis, instilling the ethos of collective responsibility within a class. Every day the class has the opportunity to be awarded one letter from the word ‘superclass’. When they have collected all ten letters the whole class enjoys a reward. A letter is awarded when no one in the class receives a red card during the day. Each day the whole class starts with a ‘clean sheet’ of warnings and cards.

- The awarding of a red card is for persistent inappropriate behaviour or serious incidences and follows a whole school agreed process.



## Positive Behaviour and Rewards Policy

### Housepoints

There are four houses at Alexandra that are named after castles. They are: Conway, Ludlow, Stirling and Windsor. The houses nominate house and sports captains annually from members of Year 6. The house captains will collate the weekly and termly house point totals.

#### Individual housepoints

Children earn housepoints through demonstrating a variety of positive behaviours e.g. homework, good manners, being extra kind and helpful. Adults throughout the school can award housepoints. At lunchtime, during assembly or from the school office children will be given a special ticket or sticker to show the teacher and enter a housepoint. 1 house point to be awarded per good piece of work or action.

They record their housepoint using DOJO an online system for their team in the classroom.)

When a child reaches 100 points, they will be awarded with a Bronze certificate for excellent behaviour.

150 points = silver certificate.

200 points = gold certificate.

#### Class housepoints

When the whole class achieves 100 housepoints, they will have a 100 house point party.

#### Whole school housepoints

The houses compete, whole school, for a variety of events and house team rewards e.g.

Sports day, school quizzes,

Overall termly house winners:

Overall annual house winners:

Above House team rewards negotiated by student council and house captains annually.

#### Use of consistent positive statements:

**This is very important at Alexandra as it reinforces showing respect and models the use of positive language. It is important to note that shouting is only permissible if a child's safety is in danger. It is not an effective strategy for managing behaviour.**

Your behaviour is unacceptable.... I am reminding you of the .....rule.

Can you explain the .....rule to us all.

I am reminding you that if you continue (name behaviour), the .... rule will be broken.

Think about how you can change you behaviour before the .... rule is broken.

Think about the consequences of breaking the ..... rule, your negative behaviour will result in you losing golden time. How can you change your behaviour?

Make the right choice.

Super effort for making the right choice to follow the .... rule by (putting up your hand, waiting your turn to speak, moving away from the distraction etc).



## Positive Behaviour and Rewards Policy

### Consequences

There are planned consequences for children who fail to take responsibility for their class and school rules. In summary:

- Name entered into the blue book, therefore having the possibility of not taking part in the half term golden treat.
- Verbal apology and personal target for improvement by the end of the next learning session
- Completion of a Red Letter/White Letter- Written apologies and personal targets with strategies for improvements during next break.
- Time out (with written apology and target)
- Seclusion away from own class
- Exclusion
- Parent meeting (agreed written targets and strategies)

Children can be sent to Time Out immediately if there is a serious incident (e.g. physical attack on another pupil, personal violation e.g. pulling someone's trousers down, throwing of any objects, use of indecent language, leaving a classroom or the school without permission). Where a particular serious incident has arisen, the school reserves the right at the discretion of the headteacher to exclude a child without following through the procedures recorded in the table below.

(see below for detailed steps)

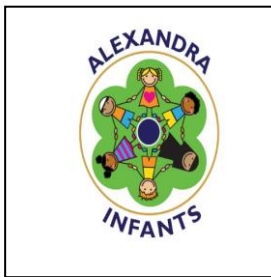
### Rule respect System – Good to be Green.

If / when a child defers from following a class rule they will be verbally reminded of the rule and given opportunities to correct the behaviour.

A visual display in each classroom will show everyone's names with a good to be green card at the beginning of every day, there is an orange warning card and a red consequence card.

<b>verbal reminder</b>	Children given opportunity to think about correcting their behaviour if the incident is a minor infrequent occurrence e.g. called out. Discussion with the child will make rule break clear and strategies to avoid this negative behaviour.
<b>1<sup>st</sup> rule break</b>	Child is informed of the rule they have broken and places an orange warning card in their name pocket. Maximum of 5 minutes of own time (morning break, lunch) Child / adult discussion at the end of 5 minute session to review behaviour / rules, expectations – strategies and goals for improvement discussed for the next learning session. <b>NO SUPERCLASS OR GOLDEN TIME IS LOST</b>
<b>2<sup>nd</sup> rule break</b>  <b>(Completion of Red Letter- remains in school )</b>	Place red consequence card in name pocket. Loss of next break/lunch (up to 15 minutes). Child to complete red response sheet (red letter). Stay with teacher for discussion and supervision during missed break. Child to return the completed red response sheet to their own class teacher. All response sheets will be filed in class teachers records.
<b>3<sup>rd</sup> rule break /</b>  <b>(parents contacted)</b>	Child to take time out away from whole class as directed by the adult dealing with the 3 <sup>rd</sup> rule break. (partner class- Y4 to Y5, Y3 to Y6 and vice versa) Teacher or Home school link worker/ Headteacher / senior leadership team makes contact with parents on the same day and has discussion for review of behaviour, rights, responsibilities and rules.





## Positive Behaviour and Rewards Policy

	Child responsible for completing missed work – as homework or at break times.
<b>4<sup>th</sup> rule break/ serious incident</b>  <b>(Completion of White Letter – copy goes home)</b>	Isolation-working out of class or where necessary referral to Inspire for preventative exclusion or fixed term exclusion placement. Parents called to come into school immediately and discuss / arrange a meeting with teacher and Deputy Head / Headteacher. Serious incident form completed. Copies of white letters to be kept by class teacher and Headteacher. The child is secluded for the remainder of the school day. This exclusion will either be served in school, where the pupil will be situated in a classroom alone with the supervision of an adult, or at home. Decisions regarding where the exclusion will be served will be made at the Headteacher's discretion.
	If 3 letters are sent home in a half term then a meeting is to be arranged between pupils, parents, teacher and Head/ Deputy head to discuss behaviour and strategies for improvement. If a child receives 3 red cards in a week or a white letter home they will automatically be entered into the blue book. The Headteacher or Deputy Head then has the discretion to make the decision if the pupil can redeem themselves through gaining 7 stickers. This will enable them to take part in the Golden Treat.

### HOMEWORK & PE KITS

On the first forgotten homework/ PE kit the child will be reminded of the learning rule and have a discussion about the importance of being organised. If the homework or PE kit is forgotten again within the next 2 weeks then they will move to red on the good to be Green chart and parents or carers will be contacted by the class teacher to discuss the importance of homework / PE and how the school can provide further support e.g. home-learning club. Keeping kit in school. Teachers must keep a record of homework and PE kit provision.

### Lunchtime behaviour

Behaviour	Consequence
Inability to keep the Speaking/Communication Rule, Movement Rule Treatment and/or Treatment Rule through:  <ul style="list-style-type: none"> <li>Failure to follow an instruction set by an adult.</li> <li>Low level unwanted physical contact eg rough play.</li> <li>Walking away from an adult when being spoken to.</li> </ul>	<ul style="list-style-type: none"> <li>2 minutes 'time out' from playtime. Child will be asked to go and read the golden rules on the playground wall and when they know which rule they have broken talk to the adult about how they are going to put it right before they return to play.</li> <li>Child will be asked to make a verbal apology – spoken sincerely in a complete sentence. Child must receive acceptance of the apology from the 'victim'. Lunchtime supervisors to note the incident in lunchtime behaviour book. If behaviour occurs on more than one day the lunchtime supervisor will inform the class teacher who will discuss the behaviour with the child, strategies for improvement and if repeated will arrange to meet with parents to discuss future improvements.</li> </ul>
Inability to keep the Treatment and/or Problem Rule through: <ul style="list-style-type: none"> <li>Use of inappropriate language to another</li> </ul>	<ul style="list-style-type: none"> <li>Child to go to teacher for the rest of lunch. (adult</li> </ul>



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<p>child or adult e.g. shouting, aggressive, continually argumentative</p> <ul style="list-style-type: none"> <li>• Use of indecent language directed at another child or adult that is heard by an adult.</li> <li>• Shouting at an adult.</li> <li>• Fighting.</li> <li>• Deliberately hurting another child.</li> <li>• Deliberately spitting.</li> <li>• Threats or bullying (see also the Anti-bullying Policy).</li> <li>• Damage to property, vandalism or theft.</li> </ul>	<p>to accompany)</p> <ul style="list-style-type: none"> <li>• Child issued with a white letter (serious incident) sheet to complete and miss next lunchtime.</li> <li>• Phone call to parents from the teacher or a member of the SLT or home school link worker.</li> <li>• If a child receives this sanction once they will be excluded for one lunchtime, twice for two lunchtimes etc. This will be monitored and personal targets put in place if necessary.</li> <li>• This exclusion will either be served in school, where the pupil will be situated in a classroom alone with the supervision of an adult, or at home. Decisions regarding where the exclusion will be served will be made at the Headteacher's discretion.</li> </ul>
<ul style="list-style-type: none"> <li>• Racist comment made to another child or adult. (see also relevant policy)</li> </ul>	<ul style="list-style-type: none"> <li>• Racist behaviour form completed and returned to LA. Copy kept in school.</li> <li>• Parents of the perpetrator and victim informed by the class teacher.</li> </ul>

### If a child does not respond to the above rewards and sanctions

It is accepted that a small minority of children will not respond to the above rewards and sanctions.

If a child's behaviour causes concern over a period of time despite intervention, the child should be reported to the **Headteacher, Deputy Head and Special Educational Needs Co-ordinator**. A decision will then be made to request that the child's parent comes to see one of the above members of staff with the class teacher and a behavioural diary or a behavioural support programme put in place. The parent will then be asked to attend review meetings with the teacher concerned and future actions discussed.

**It is recognised that children who have Pupil passports (on the Special Needs Register) do not fall into the parameters of this policy and as such will have sanctions and rewards built into their Passports by which their behaviour will be addressed. Staff are still required to record red response sheets and serious letters home to allow tracking and further intervention to be put into place. Rules, rewards and sanctions still apply but individual needs may be catered for differently.**

### **Pupil / Pupil Disagreement**

At Alexandra we have trained Peer mediators who are trained to:

1. Use a process to support conflict resolution
2. Try to solve pupil to pupil conflict
3. Complete peer mediation records





## Positive Behaviour and Rewards Policy

4. Refer to a member of staff where resolution cannot be made

### Parents

Parent support is essential if strategies are to be effective. Parent / Staff meetings for severely / continuously disruptive children will be sought at the earliest opportunity.

Class teachers are available at the end of everyday for parents / carers to discuss any behaviour issues or concerns. Alternatively parents / carers can make an appointment with their child's teacher via the school office.

### Bullying

We teach the children to identify what is bullying and to understand that bullying when something is ongoing, unfair and deliberate and to always speak out if something is making them feel unhappy. When bullying issues arise they will be treated seriously and will be reported to the Headteacher and dealt with through strategies outlined in our anti- bullying policy and maintained on record.

### Racism

When incidents of racism occur they will be treated seriously and will be reported to the Headteacher and governors and maintained on record.

### Physical Intervention

Adults will not use any form of physical intervention e.g holding, unless it is necessary to prevent personal injury to the child, other children, an adult or serious damage to property. If this is planned then it will only be carried out by MAPA trained staff. If physical intervention is needed immediately in order to safeguard, then staff will hold using 'reasonable force' only. Any incident of physical intervention will be recorded and the parent informed of the incident on the same day. (see also physical intervention policy)



## Positive Behaviour and Rewards Policy

### At Alexandra Infants' School

#### **General Expectations**

It is important to have high expectations for our children while recognising some children have specific needs. The following expectations cover all times of the school day and where children are representing the school out of hours or off site:

- Show respect and consideration to each other and to others, regardless of differences
- Behave sensibly around school e.g. move around in a controlled manner, use appropriate language, tone and volume when speaking
- Look after and respect your own and others property
- Work hard and follow instructions Staff should ensure good routines for their classroom and for when their children are around the school.

These expectations are reinforced through assemblies and interaction with children. It is everyone's responsibility to challenge children where these expectations are not met but equally to comment positively when they are. Good routines should be in place for:

- Start and end of day
- Transition times
- Lining up incl. assemblies
- Getting changed for PE
- Moving around the school
- Break and Lunchtimes What do we do to teach and

#### **REWARDS**

1. Praise.
2. Class smiley chart in F1 and dojo class awards in F2, Y1 and Y2.
  - a) 1 smiley on chart in class
    - 1 dojo given is kept on the online dojo system
  - b) 5 Smiley faces = 1 Superstar certificate and a badge which will be presented in Reward Assembly.
    - Dojo awards
    - 10 dojo points = Sticker
    - 20 dojo points = Bronze certificate
    - 30 dojo points = Dojo Bookmark
    - 40 dojo points = Dojo VIP
    - 50 dojo points = silver certificate
    - 60 dojo points = iPad time
    - 75 dojo points = Gold certificate
    - 80 dojo points = Dip in the prize box
    - 100 dojo points = Platinum certificate
    - 150 dojo points = Special Treat
  - c) A "Proud" card is presented to children for 'special' work they have done that the Class Teacher feels should be shared with the Head Teacher. The cards will then be placed into a weekly draw and the child whose card is chosen will be invited to select a prize from the Treasure Chest.

- 3) Weekly reading pleasure sessions will take place on Friday to support well-being of pupils.

#### **DAILY SANCTIONS (Appendix 1 of examples or minor / major misconduct)**

Stage 1 – note child on tracking grid (See APPENDIX 1–example of a tracking grid)

1 – (Some minor support needed – minor/ low level disruption)

2- (repeated support needed on a few occasions – continued low level disruption)



## Positive Behaviour and Rewards Policy

3- (Additional support needed – ongoing serious disruption) At this point a member of SLT may need to be called. Pupils will continue to work in a buddy classroom for a cooling off period.

A comment must be made on the tracking sheet of any 3's.

Major incidents of behaviour will continue to be recorded on CPOMS for identified pupils.

At the end of the day on Thursday the tracking sheet will be given to SLT so that any pupils requiring 1:1 intervention are highlighted. Interventions will take place on Friday.

☐ A child has a fresh start to each day in the classroom.

If a child's name is marked on the tracking sheet repeatedly, additional behaviour strategies will be put into place, a phone call home to parents will be made to make them aware and if needed parents will be invited in to discuss and review the impact of the strategies put into place.

The tracking sheets will be kept in a file in the Headteacher's office. Parents of pupils will be asked to meet with the Headteacher and/or the behaviour lead on the child's third occasion.

Personalised behaviour plans will be put into place for children who are placed on the SEND Register for SEMH.

### CLASS REWARDS

Each class has a chart in which a green dojo will be placed onto for every day that the class have a 'green day' for whole class Good Behaviour.

When 20 green dojos have been placed on the spaceship the whole class will get a treat. The children are given a choice. It might be an extra playtime, a DVD, a free play afternoon, a picnic. If the whole class misbehaves then a button is removed from the spaceship. Hopefully this will encourage the children to have a sense of belonging and develop team work strategies.

A Golden dojo will be awarded to the class in a Friday assembly for the class who has received the most green dojos in a week. The golden dojo will be placed onto a chart in the hall every week. The class with the most golden dojos will receive an additional treat as the winning class for best behaviour each half term.

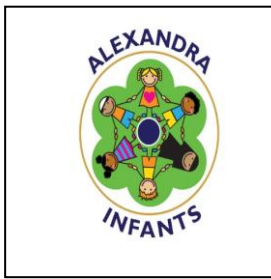
### WHOLE SCHOOL REWARD

At the end of each term all children will have a school reward as a thank you for continued good behaviour. It might be a 'Bouncy Castle' in the hall or a visit by a 'Puppet Theatre' or a group of actors.

### LUNCHTIME SUPERVISORY ASSISTANTS

During lunchtime, the Supervisory Assistants will operate a sticker system. Good Behaviour at Lunchtime stickers will be given to children by the Lunchtime Supervisors.

Teachers will congratulate children for their stickers at lunch time. Children who receive sanctions at lunchtime will be reported to the senior midday supervisor, who will then speak to the class teacher and record onto the tracking sheet if needed.



## Positive Behaviour and Rewards Policy

### **PROMISES**

I PROMISE TO FOLLOW THE 4 BEES:

**BE POLITE**

**BE KIND**

**BE A GOOD FRIEND**

**BE SENSIBLE**

### **Examples of acceptable behaviour:**

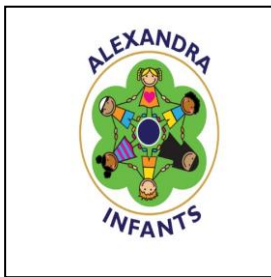
1. Good manners - please, thank you. I would like rather than I want.
2. Listen when spoken to. Answer when spoken to.
3. Wait quietly until it is your turn to speak.
4. Take care of your own and other people's property.
5. Try your best at all times.
6. Use your knife and fork properly.
7. Make sure there is no food in your mouth before speaking.
8. Walk quietly and sensibly around the school.
9. Hold doors open for others.
10. Step back to let people pass.

### **Examples of unacceptable behaviour:**

1. Fighting.
2. Kicking.
3. Biting.
4. Pinching.
5. Spitting.
6. Name-calling.
7. Swearing.
8. Stealing.
9. Interfering with other people's belongings.
10. Being generally unkind to others.

**This policy complies with section 89 of the Education and Inspections Act 2006.**

**This policy is reviewed annually.**



## Positive Behaviour and Rewards Policy

### Alexandra Junior School

#### RED INCIDENT RESPONSE SHEET (RED CONSEQUENCE CARD, 2<sup>nd</sup> rule break)

*"Everybody has rights, with these come responsibilities to behave in a positive manner."*

Name: \_\_\_\_\_ Date \_\_\_\_\_ Time: \_\_\_\_\_  
Lesson/Activity: \_\_\_\_\_ Reporting Adult: \_\_\_\_\_ Location: \_\_\_\_\_

#### Behaviour Policy Aims

- To create a positive attitude within the school with an agreed code of behaviour
- To encourage the children to take responsibility for their actions and accept the consequence of wrong doing.
- To make children aware of what is acceptable behaviour and what is unacceptable behaviour within the school environment.
- To create a positive learning environment where children are encouraged to take some responsibility for their own learning through a positive attitude to achievement.

The above named pupil has broken a school rule by...

School Rules	What I did and why:	What I can do to fix it:
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## Positive Behaviour and Rewards Policy

Speaking/ communication rule		
Learning rule		
Movement rule		
Treatment rule		
Problem rule		

### Roles and Responsibilities (Taken from the school's Behaviour Policy)

- All staff are responsible for ensuring that the behaviour policy and procedures are followed, and consistently and fairly applied
- Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the school. Parents are encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour.
- Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations.

### SERIOUS INCIDENT (WHITE) LETTER HOME

*“Everybody has rights, with these come responsibilities to behave in a positive manner.”*

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Lesson/Activity: \_\_\_\_\_ Reporting Adult: \_\_\_\_\_

Location: \_\_\_\_\_

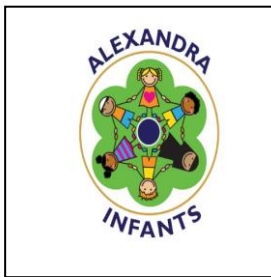
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To create a positive attitude within the school with an agreed code of behaviour

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- To create a positive learning environment where children are encouraged to take some responsibility for their own learning through a positive attitude to achievement.

**The above named pupil's misbehaviour is considered serious. Logical consequences will therefore be used that might include an in-school seclusion. Please note that if there is a violation of a very serious nature, exclusion (fixed or permanent) will be immediate. Parents will be contacted by phone and by letter. External agencies may be contacted.**





## Positive Behaviour and Rewards Policy

The following school rule has been broken:

School Rules	What I did and why:	What I can do to fix it:
Speaking/communication rule		
Learning rule		
Movement rule		
Treatment rule		
Problem rule		

**Due to the seriousness of the above incident the consequences are:**

<u>Lunchtime exclusion</u>	<u>In school seclusion</u>	<u>Fixed term exclusion</u>	<u>Permanent exclusion</u>
Number of days:	Number of days:	Number of Days:	

### **Roles and Responsibilities (Taken from the school's Behaviour Policy)**

- All staff are responsible for ensuring that the behaviour policy and procedures are followed, and consistently and fairly applied
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- Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations.

**Dear/Parent Guardian** Your child was involved in a serious incident today. Please discuss the above issue with your child, sign and return the slip to school. All behaviour incident issued are held on record. Thank you for your support.

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I have discussed the above behaviour with my child and the consequences of inappropriate behaviour.

Signed:\_\_\_\_\_ Parent/Guardian Date:\_\_\_\_\_