Mission Statement: Creating tomorrow's successful and caring citizens today.



# GFM Policy for Positive Behaviour for Learning Policy (The Secondary School)

Policy Updated By	Latest Publish Date	Monitoring Cycle
Feargal O'Reilly	June 2022	Annually

# Schedule for Development / Monitoring / Review

This policy was ratified on:	June 2022				
The implementation of this policy will be monitored by the:	Principal and Senior Leadership Team				
The Policy will be reviewed annually, or more regularly in the light of any significant new developments. The next anticipated review date will be:	June 2023				
Please read this policy alongside: Assessment Policy, Mar Policy, High Performance Learners Policy, Safeguarding-					

This policy is applied at GFM alongside our school's vision, mission and values. Interwoven with the principles of High Performance Learning; values, attitudes, attributes and A.C.P. Characteristics.



### Rationale

GFM Secondary School ensures every child should be **safe**, **happy and able to achieve**. This policy outlines our expectations and approach to supporting students with positive behaviour for learning. This policy as outlines the consequences for those who are unable to meet our expectations. In partnership with all stakeholders, we aim to develop self-worth in every student. We encourage positive relationships between all members of our school community. We are an inclusive school, which celebrates the international background of our students, promoting tolerance and understanding of other cultures. Positive behaviour in our school is an expression of the values of the school's vision statement. The Positive Behaviour for Learning Policy is in place to support staff in their positive reinforcement and when dealing with behaviour incidents of any kind. It also provides the opportunities for students to make the right decisions and learn from their actions. In order to ensure safety, happiness and achievement for all students, we expect all students to have **respect**, **tolerance**, **honesty**, **empathy and sincerity**. This will support a positive learning environment and in doing so, protect cultural values that many parents adhere to.

In maintaining this we believe our students will achieve our mission:

- Creating tomorrow's successful and caring citizens today.
- To empower students to have the heart to celebrate uniqueness and the mind to be innovative, creative problem solvers, bringing a positive change to the world in which we live.
- Students will Grow, Flourish and be Mindful

We recognise that students may sometimes not meet our expectations. Our focus is always to help students remain on track for success, while addressing the needs of those who may be adversely affected by poor behaviour for learning. Restorative approaches and supportive monitoring plans are part of our repertoire of strategies.

Where a student repeatedly falls short of expectations, tensions may arise between the needs of the individual and the needs of the wider school community. In these circumstances, there may be consequences for a student that serve to signal the seriousness of the matter and protect the well-being of the wider community.

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A positive attitude to learning is to be recognised, praised and rewarded, and this policy serves as a guide to what we value as a school community. We will therefore consider a balance in recording positive and negative incidents, stressing progress and acknowledging all forms of attitude to learning.

We report on behaviour for Learning in the following ways in each curriculum area:

- The student has a **Growing** attitude to learning which means they can further improve
- The student has a **Flourishing** attitude to learning which means they make positive choices regularly in and outside of learning
- The student's attitude to learning is Mindful. This is the optimum aspiration that we
  have for all students, to exhibit an mindful and considerate approach and having a
  positive attitude to learning.

# Scope

Our Policy applies to all students:

- while in school, travelling to and from school or at other times when in uniform or school sports kit;
- while on trips, exchanges or when representing the school;
- while in the community;
- while online using our official e-mail address or representing our school community on any internet activity (please refer to our Acceptable ICT use policy)

# **Responsibilities GFM students**

At all times, students should

# Be mindful of yourself

- Show commitment in all that you do
- Wear the full correct school uniform with a sense of pride
- Adhere to any additional dress code i.e. on non-uniform days/activities
- Always bring the correct equipment to lessons
- Complete home learning activities/assignments/exam papers/projects, within the stated due dates

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# Be mindful of our community

- arrive on time to lessons
- follow instructions given by the teacher
- conduct themselves in a sensible manner, showing regard for others and the surroundings
- behave in a polite manner to all members of our community
- show respect for the opinions and beliefs of others
- be respectful of cultural differences
- respect boundaries of gender interaction
- refrain from inappropriate public displays of affection (to avoid breach of UAE law)
- refrain from offensive or invasive social media use such as bullying online, uploading photos or content without a person's consent (to avoid breach of UAE law)

### Be mindful of our environment

- show respect for the working environment
- not vandalise, deface or graffiti any areas of the school site or anywhere in the community
- avoid wasting paper, water and other resources (i.e. leaving lights or air conditioning on in an empty classroom)
- · eat only in designated areas
- not litter or leave garbage anywhere expect in the bins
- keep our school free from chewing gum
- keep our school free from alcohol, drugs and cigarettes inc. e-cigarettes or vapes.
- eat only in designated areas

### Be mindful of Guidelines for Gender Interactions:

In light of global events around harassment and unwanted attention or contact with the opposite gender, we take a very serious approach to ensure safety is preserved.

While we maintain our identity as a co-education school, it is important that all members of the community understand and respect boundaries of gender interaction.

### General guidelines include:

 Respectful and purposeful interactions between members of the opposite gender at all times.

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b) Physical contact (touching, hugging etc.) should be avoided. Personal space and proximity should be understood, respected and protected - this is both in the classroom, corridors and especially in the school grounds during recreation time.

### The role of the Form Tutor

The form tutor is first and foremost to help the student in being ready to learn each day. Significantly, the Tutor is the point of contact between home and the school for students in their Tutor Group and the Tutor has an overview of their students' academic progress and personal development. Please contact the Tutor if you wish to discuss your child's progress or behaviour. Parents are, in addition to contacting the Tutor, encouraged to contact their child's teachers if they have any subject specific questions but are reminded to also include the Tutor in any correspondence so that the Tutor can maintain an oversight of their students' education.





### **ROLES IN MONITORING BEHAVIOUR**

**All staff:** It is the responsibility of all members of teaching staff to create a positive culture in their classroom and deal with minor incidents by:

- Building social norms with normative messaging
- Establishing routines
- Constantly feedback to students about their behaviour through reinforcement/consequences

**Subject Teachers:** It is the responsibility of subject teachers to address minor behavioural issues within their classroom. If these behaviours persist, the teacher must issue a relevant sanction using their professional judgement; log this onto Go 4 Schools. If a student's poor behaviour continues to cause disruption in their lesson, they must pass this onto their HOD.

**HOD:** Heads of Department are responsible for dealing with students who are persistently causing disruption in subject specific lessons. The HOD must contact home, meet with the parents alongside the subject teacher and log this onto Go 4 Schools. They will monitor students on blue report.

**HoY**: are responsible for dealing with Major Incidents that occur in the school. They are also responsible for dealing with persistent Minor Incidents that are occurring within the College or across several subject areas. They will also monitor students on yellow reports

Form Tutors: are to monitor Go 4 Schools and discuss Minor Incidents with their tutees. Tutors are also responsible for checking the GO4schools data reports and discuss positive and negative behaviour points with their students. They will also be in constant communication with their students parents. Form Tutors will also monitor all Green Report Cards. Form tutors should focus on punctuality, equipment and uniform in the morning for time

**The GRE:** Is responsible for contacting the KHDA when students receive warning letters. The GRE will work closely with Secondary HoY and SSLT to provide support and guidance when it comes to student exclusions

**SSLT:** are there to support with any necessary intervention, based upon the severity of the behaviour. The response to behaviour choices made by students is always dealt with individually and on a case-by-case basis.

**SLT:** should ensure that there is consistency and coherence at whole school level, where the behaviour policy is clear and consistently applied.

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### Recognition for positive behaviour and Rewards

- The School will promote good and improved behaviour by students through a system of recognition and rewards.
- House points will be given to students on Go4Schools that show off our GFM (Grow, Flourish, Mindful) and HPL values, these will be given by teachers in class and can be rewarded at any time in school
- Students will also receive weekly awards for wider contribution to the school
- There will be regular opportunities to celebrate success through Form time programme, assemblies, rewards and trips and the secondary newsletter
- Appropriate and fair consequences are used in response to repeated or serious disruption to learning.
- When a reward is given, it should not be removed as a consequence for subsequent misbehaviour.
- Similarly, a consequence should not be withdrawn once given.
- Recognition and reward may include:
  - ✓ House Points
  - ✓ Parental email of praise
  - ✓ School trips
  - ✓ Verbal praise
  - ✓ Written comment on students work
  - ✓ School certificates

# **Certificates and Rewards:**

- These will be awarded in Head of Year Assemblies that take place every month
- The number of reward points required for each certificate are outlined below and recorded on Go 4 Schools
- Students that receive these rewards will also be promoted on the school social media and weekly newsletter
- Students will also receive a personalized letter from the awarding person (ex. Principals letter)

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Certificates	Number of Points
Bronze (Form Tutor Award)	50
Silver (HOY Award)	100
Gold (HOS Award)	150
Platinum (Principal's Award)	200

# Class steps (Sanctions)

Managing behaviour in the classroom is the responsibility of the class teacher in the first instance. Where a child fails to meet expectations within a lesson the following steps are put into place:

Step	Sanction	Future Steps	Strategies to prevent behaviour escalating
Step 1: V1	Teacher reminds child of the behaviour expected within the classroom, paying attention to the Classroom Agreement.	Revisit the students seating plan after lesson and see where is a more beneficial place to have them	Tactically ignoring the child, paying attention only to primary behaviours and not those that are secondary
Step 2: V2	Second warning, student is reminded of behaviour expectations again within the classroom	Revisit the students seating plan after lesson and see where is a more beneficial place to have them	Engage the child with the aim of increasing productivity. Acknowledge good behavioural choices by other class members.
Step 3: C1	First Sanction is given. Student will spend 10 minutes in the Reflection room at break	Logged on G4S as a C1 and the student receives -1 negative points	Change seating plan. Speak to the child in a quiet, engaging manner.
Step 4: C2	Second Sanction is given Student will spend 20 minutes in the Reflection room at break	Logged on G4S as a C2 and the student receives -2 negative points	Give the child time and space to reflect.
Step 5: C3	Third Sanction is given, Student will spend 30 Minutes in the Reflection room at break	Logged on G4S as a C3 and the student receives -3 negative points	A restorative approach, maintaining a focus on accountability of actions with a specific

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			emphasis on empathy and repairing of harm.
Step 6: C3 with removal from class	Time out in the Mindfulness Room This step should be a very last resort.	Logged on G4S as a C3 and the student receives -5 negative points Email sent to head of Year. Teacher makes call to parents about behaviour	A restorative approach, maintaining a focus on accountability of actions with a specific emphasis on empathy and repairing of harm.

# Procedures for dealing with unacceptable behaviour for learning

It is the responsibility of staff to deal with minor incidents at the time they occur. The form tutor should always be informed. It is the responsibility of the form tutor or class teacher to monitor students' attitude to learning generally. More serious incidents can be dealt with by the teacher and the form tutor in consultation with middle leadership - year leaders/ subject leaders. It is the responsibility of the HoY to monitor student behaviour for learning across the school. The Assistant Heads/Senior Leaders will become involved if a student's attitude to learning is a cause for concern beyond minor isolated incidents that have been escalated through from the Year Leaders. More serious incidents and actions should be taken by the Assistant Heads/SLT.

### **Reflection Room**

This space has been provided where we feel certain actions by student(s) may warrant some temporary time with regards to reflection. Teachers will denote a reflection after students have not complied with the V1, V2 warnings system. Students can receive 3 types of Reflection.

- C1- 10-minute reflection during Break
- C2- 20-minute reflection during Break
- C3- 30- minute reflection during Break

# Mindfulness Room

Students that have been excluded for a C4 offense will be able to do an internal suspension in the school. The mindfulness room will be staffed with experienced staff. Students will follow a restorative program where they can reflect on their past misbehaviour and focus on a fresh

start to improve

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Students will be supplied with school devices and cannot bring their own device. Students will focus on core revision as part of their studies with the remaining time spent focusing on the schools behaviour policy and ways to support the student in the school. If two students have had a fight a restorative justice approach will be taken to ensure students can back to the classroom with their differences settled.

### **Use of Mobile Phones**

This is not permitted to be used in school, on school premises during the school day. It should be turned off and kept away within their bag. The school is NOT responsible for any damage, loss or theft of students' mobile phones.

If the phone is seen to be used or visible, it will be confiscated and returned to the student at the end of the day.

If this happens for a second time, it will be confiscated, and parents will be asked to collect it at the end of the day.

Students that forget their laptop/IPAD cannot use their phones to access Teams or study. Students should not keep their phones or any devices in the lockers.

The school is NOT liable for any damage caused to confiscated material.

Furthermore, in signing the KHDA Parent-School contract, stakeholders agree to abide by school policies.

### Investigation of an Incident

When a serious incident occurs teachers must inform Hoy if it is behaviour related. If it is safeguarding they must inform the safeguarding team in Secondary. Care must be taken when interviewing students, whether they are potential victims or perpetrators. Ask students to write a statement first. HoY or SSLT can check the cameras to provide more evidence.

Things to remember when interviewing students include:

- Keep calm do not lose your temper or make any personal comments, irrespective of how you feel about the incident, students should write a statement alone away from other students
- Bear in mind how the student may be feeling about being interviewed by a senior member of staff in an office with lots of adults present – take care not to intimidate the student or put them in any sort of situation that may cause them to be scared
- Think about how many people are in the room it really only needs to be one interviewer, with another adult present to witness the conversation. No more than two adults should be present

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- If the student is guilty of a C4/C5 offense the student should be isolated in the mindfulness room or in extreme cases collected by the parents
- · Parents will be called for a meeting after school
- The HoY must fill out the FTE form for Head of Secondary if the exclusion is internal
- If the exclusion is external the FTE must be filled out by the Principal
- HoY/SSLT must send all relevant information to the GRE for KHDA purposes with all documents signed and stamped
- Relevant warning letter will be issued to the parents and student
- If externally excluded students and parents will have a reintegration meeting before coming back to school

# Searching of students bags and lockers

If bags or lockers need to be searched, ask the student for their consent first. Again, this needs to be done with another adult present. If they do not consent, contact a member of SLT. Take care not to accuse them of anything – searching is being done to eliminate them. A good phrase to use is, "I would not be doing my job properly if I didn't have a look in your bag." There is nothing wrong with being thorough, just take care not to put yourself in a position where you could be accused of bullying, intimidating or frightening the student. Lockers and bags can only be searched by SSLT and HoY. If students are in possession of illegal materials HoY must follow the escalation policy

# Consequences

Outlined below are examples of unacceptable behaviour for learning and their consequences. This list is not exhaustive but serves as a guide. Where necessary, students with a Special Educational Need or Disability, may have an individualised Behaviour for Learning Support Plan, developed by the Inclusion Department.



Level 1- Class Teacher/Form Tutor C1/C2 Logged on G4S  Example incidents  • Chewing gum;  • Not following instructions; • No home learning; • Lack of equipment; • Short term lack of effort; • Disruption or disrespect to staff; • Littering • Lateness • Lack of respect • Inappropriate use of technology; • Inappropriate behaviour between students • Inappropriate language Reckless behaviour at lunchtime  Level 2 – Hoy C3  Logged on G4S  Logged on G4S  Logged on G4S  Incident • Persistence of Level 1 incident • Truancy from school & lessons • Aggressive behaviour; • Refusal to comply with our Policy; • Theft/arson/vandalism; • Inappropriate gender contact/abuse; • Racial/gender harassment; • Fighting/threatened violence; • Carrying a weapon; • Illegal substances related offence; • Physical aggression; • Bullying persistent/physical Vaping/e-cigarette's, including selling/intending to sell Pornography or illicit material Academic malpractice in a state exam-GCSE, A-Level			
Example incidents  Chewing gum; Not following instructions; No home learning; Lack of equipment; Short term lack of effort; Disruption or disrespect to staff; Littering Incorrect uniform Lateness Lack of respect Inappropriate use of technology; Inappropriate behaviour between students Inappropriate language Reckless behaviour at lunchtime  Incident Persistence of Level 1 incidents Persistence of Level 1 incident Persistence of Level 1 incidents Persistence of Level Incidents Persistence of Level Incidents		Level 2 – HoY C3	-
<ul> <li>Chewing gum;</li> <li>Not following instructions;</li> <li>No home learning;</li> <li>Lack of equipment;</li> <li>Short term lack of effort;</li> <li>Disruption or disrespect to staff;</li> <li>Littering</li> <li>Lack of respect</li> <li>Lack of respect</li> <li>Lack of respect</li> <li>Incorrect uniform</li> <li>Lateness</li> <li>Lack of respect</li> <li>Inappropriate use of technology;</li> <li>Inappropriate behaviour between students</li> <li>Inappropriate language</li> <li>Reckless behaviour at lunchtime</li> <li>Persistence of Level 1 incidents</li> <li>Extreme Rudeness</li> <li>Aggressive behaviour;</li> <li>Refusal to comply with our Policy;</li> <li>Theft/arson/vandalism;</li> <li>Inappropriate gender contact/abuse;</li> <li>Racial/gender</li> <li>Harassment;</li> <li>Fighting/threatened violence;</li> <li>Carrying a weapon;</li> <li>Illegal substances related offence;</li> <li>Physical aggression;</li> <li>Bullying persistent/physical Vaping/e-cigarette's, including selling/intending to sell</li> <li>Pornography or illicit material</li> <li>Academic malpractice in a</li> </ul>	C1/C2 Logged on G4S	Logged on G4S	Logged on G4S
	<ul> <li>Chewing gum;</li> <li>Not following instructions;</li> <li>No home learning;</li> <li>Lack of equipment;</li> <li>Short term lack of effort;</li> <li>Disruption or disrespect to staff;</li> <li>Littering</li> <li>Incorrect uniform</li> <li>Lateness</li> <li>Lack of respect</li> <li>Inappropriate use of technology;</li> <li>Inappropriate behaviour between students</li> <li>Inappropriate language Reckless behaviour at</li> </ul>	<ul> <li>Persistence of Level 1 incidents</li> <li>Extreme Rudeness</li> <li>Verbally aggressive behaviour;</li> <li>Bullying - verbal</li> <li>Defiance</li> <li>Graffiti</li> <li>Harassment;</li> <li>Swearing or use of offensive language Academic malpractice in assessments</li> </ul>	<ul> <li>Truancy from school &amp; lessons</li> <li>Aggressive behaviour;</li> <li>Refusal to comply with our Policy;</li> <li>Theft/arson/vandalism;</li> <li>Inappropriate gender contact/abuse;</li> <li>Racial/gender harassment;</li> <li>Fighting/threatened violence;</li> <li>Carrying a weapon;</li> <li>Illegal substances related offence;</li> <li>Physical aggression;</li> <li>Bullying persistent/physical Vaping/e-cigarette's, including selling/intending to sell</li> <li>Pornography or illicit material</li> <li>Academic malpractice in a</li> </ul>

# Consequences

Outlined below are examples of unacceptable attitude to learning and their consequences. This list is not exhaustive but serves as a guide:

V1- First verbal warning

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- V2- Second verbal warning
- C1- Consequence 1- 10-minute break reflection time
- C2- Consequence 2- 20-minute break reflection time
- C3- Consequence 3. 30-minute break reflection time. Immediate phone call home.
- C4 (for serious actions such as fighting, verbal abuse being a danger to others or themselves) –consequence internal or external suspension, warning letter issued
- C5- For extremely serious cases such as sexual assault, bringing a weapon to school

### **Report Card System**

The Report card system will be issued to any students with persistent misbehaviour. These reports will be given to students for the week starting with the Form tutor. Parents will be informed that they are on report. Failure to improve behaviour will lead to the Yellow report with exclusion from break-times. Failure to improve on the yellow report will lead to a red report, exclusion from school and a warning letter being issued to the student. Report card procedure is attached in the Appendix.

- Green to start for Form Tutors
- Yellow for Heads of Year
- Red for Secondary SLT
- Elline for HIOC

### **Escalation for Exclusion**

- Students can be excluded from the school for serious or persistent breaches of the school's Behaviour for Learning Policy, and if allowing the student to remain in school would harm the education of other students.
- Only the Head of Secondary, or acting Head of Secondary, can exclude a student from the school. Before doing so they will consider the facts and evidence, allow the student to give their version of events, and take into consideration if a student has SEND needs.
- The Head of Secondary will immediately inform parents in writing regarding the following:
   The reasons for the exclusion; the length of the exclusion; Information about the parent's right to make representations; the process of parent meetings and reintegration following the exclusion.
- Students that have no previous misbehaviour in the school and receive a C4 will receive
  a 1-day internal exclusion. Students' parents will be notified to attend a meeting in school
  and given a warning letter to sign which will be sent to the GRE and KHDA. Students will
  begin a yellow report and a support plan will be put in
  - Students that receive a second exclusion will be given a 3-day external exclusion where they will be unable to access online lessons. Students' parents will be notified

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to attend a meeting in school and given a warning letter to sign which will be kept for the KHDA, students will be given a red report and a support plan will be put in place to support the student

- Students that receive a third exclusion will be given a 5-day external exclusion and no
  access to online learning. Students' parents will be notified to attend a meeting in
  school and given a warning letter to sign which will be kept for the KHDA. These
  students will be blocked from re-enrolment in the school.
- For students that receive a 4<sup>th</sup>/5<sup>th</sup> exclusion, parents will be notified to attend a meeting in school and given a warning letter to sign which will be kept for the KHDA. These students will be blocked from re-enrolment in the school.
- During a period of exclusion from the school students will have access to their school accounts blocked. However, work packs will be provided to support student reintegration following the exclusion period.
- Following a period of exclusion procedures are in place to support the student reintegration back into lessons. This includes a parental meeting to reinforce expectations and joint support; a report to track positive and negative behaviours as part of a behaviour contract; and, if applicable, a period of internal isolation.

### **Support for Excluded Students**

Some students will need more support to adjust to school life and may need extra guidance and support that the school can offer

- Action Plan put in place for the student
- Daily check in with HoY
- Assigned SSLT mentor
- Change of Form class to give the student a fresh start, only can be done by Head of Secondary/Principal
- GRE parent communication to improve small issues such as lateness, attendance and uniform
- Counselling from the Secondary Counsellor
- Ongoing meetings with family of the student
- Form time focus on well-being
- · Friendship meetings organized by student council
- Older Student leadership mentor to talk with the student
- Encouragement to join ASA activities and focus on the students strengths in Enrichment

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# Monitoring and review

This policy has been discussed and agreed by the GFM teaching staff and leadership teams for implementation. This policy takes into consideration the GEMS Inclusion Policy and the Dubai Inclusive Education Policy Framework.

Signed

Head of Secondary

Principal/CEO

Date

June 2023

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AH Pastorai HOS Principal Incident Report to be filled on Go 4 Schools Incident Report to be filled on Go 4 Schools SSLT **GFM** Policy for Positive Behaviour for Learning Policy HOS HOY Behaviour Management Lines of Procedure Go 4 Schools should be used to record all behavioral issues (The Secondary School) Same as above **GRE-Nehal** НОУ HOY HOD Form Tutor SSLT-Link Teacher SSLT-Link Teacher Ere Deals with by Appendix: 1-Behaviour Line of Proced Classroom Incident Seriousserious C4/C5 C4/C5

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Appendix: 2- Report Card Escalation

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# GFM Policy for Positive Management Behaviour for Learning Policy (The Secondary School)

M\*Excelling in the

Report Card	Blue Report	Green Report	Yellow Report	Red Report
Report Type:	Subject HoD Report	Form Tutor Report	HoY Report	SSLT Report
Time Frame:	2 weeks	2 weeks	3 weeks	4 weeks
Suitable Targets:	Mare active participant in class decussions. Complete all assignments on time. Needs to slow down and clear his/her work carefully. All work is one-sentable in their back. Subject specific ranger-as, understands, conregits in marris but makes basic.	Demonstrates positive character traits Having a positive attitude towards school On time to all classes Attendance not lower train 94%	Using appropriate language in school     Is polite and well-mannered to staff and students     On time to all lessons     Having a positive attitude towards school	Hayon a positive attituate     for time to all lessens     Refrants from speaking     Author to class and the considers     Will award sentan from their groups in school
Key Focus:	Horring of the students broks  Juanty of the students broks  Home leading done on time  Tocus in class	Equipment     Uniform     Effectionships with students and staff     Focus in form time     Attendance in school	Behaviour in all lessons Behaviour at break/lunch Relationships with students and staff All work done to a high standard Punctuality to all lessons and form Attendance to school Have a mentor in school to guide them Meet with the counsellor Meet with Alf for Pastoral	Prevention of further C4/5     Eliminate from level percentant     publication or celebrosation     with staff     Have a measor in school to guide. Then     Moot with the controller     Moot with the Controller     Moot with the controller     Moot with the controller

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improvement can be deescalated to a green Form

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Founder's School	Placed Term Exclusion Approval A fixed period exclusion (FTE) is where a child is beoponerity removed from school. Below to be completed by School Leader:	Date in completing this form: Full name of child proposed to serve FTE:	Number of behaviour points? (please refer to Go/Schools) Number of previous FIE's in academic year (provide length of previous FIE and details) Name of victims: (please list and provide details)	Date of incident: Where did this take place? Where did this take place? First summany of incident, incident, incidence and attached student statements (including staff and witness statements)	Was the incident been captured on CCTV? Has the OFE been updated as to inform (NEDA) (if appropriate) Has this been approved by the Headten-ther of primary / secondary? Has this been sport of the Headten-ther of primary / secondary? Has passents been contacted? Can work be provided for the child? (contact teachers) Proposed langth of FIE	Helow to be completed by Principal Approved in Principal Approved in Principal Approved length of F.TE Signature	FTE Approval ideast to be placed in students file  - digital (so-school) and hard file (see registrar for hard ide)  Any external agencies that need to be informed:	
Student Statement Form	Date of Statement- Date of Incident-	wherea? where did this happen?	Classroom:   Bathtoom:   Hallway:   Other:	Canteen: Stairway:	WHAT happened? In your own woods please give details of the incident Ensure that you give full context and include all information that you recall that bugingsto the incident.			
	Name:	WAYO was involved?	 		WELAT Is you give incident			

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