

# **Beam County Primary School**

Creating a lifelong love of learning...



## **BEHAVIOUR and ANTI-BULLYING POLICY AND PROCEDURES**

Ratified by Governors: October 2013

Date to be reviewed: October 2015

REVIEWED: 06.01.15 – O'Sullivan, Whittington, Anderson, Smallbridge

Reviewed: 05.10.16 – K Marcuccilli and D McKenzie

Reviewed: 29.09.17 – K Marcuccilli and C Cook

BEAM COUNTY PRIMARY SCHOOL – GROWING FROM GREEN

# BEHAVIOUR POLICY

## Aim

All staff at Beam County Primary School have high expectations of children’s behaviour in order that every child achieves their full potential. We believe that everybody in school has the right to:

- Feel safe.
- Learn and develop.
- Be treated with respect and fairness.

Our children’s chances of success and happiness in school depend upon them having a clear understanding of what is appropriate behaviour. They need to develop the ability to make responsible choices and to behave in an acceptable manner towards all adults and other children.

## Rights & Responsibilities

We believe that all members of the school community, children, staff and parent/cares, have rights, and with those rights come responsibilities:

Staff	
Rights	Responsibilities
<ul style="list-style-type: none"> <li>• To be supported by peers and managers</li> </ul>	<ul style="list-style-type: none"> <li>• To ask for support when needed</li> <li>• To offer support to colleagues and managers</li> </ul>
<ul style="list-style-type: none"> <li>• To be listened to</li> <li>• To share opinions</li> </ul>	<ul style="list-style-type: none"> <li>• To listen to others</li> <li>• To give opinions in a constructive manner</li> </ul>
<ul style="list-style-type: none"> <li>• To be treated courteously by all others in the school community</li> </ul>	<ul style="list-style-type: none"> <li>• To model courteous behaviour</li> <li>• To recognise and acknowledge positive behaviour in others</li> </ul>
<ul style="list-style-type: none"> <li>• To be made fully aware of the school’s systems/policies/ expectations</li> </ul>	<ul style="list-style-type: none"> <li>• To seek information and use lines of communication</li> </ul>
<ul style="list-style-type: none"> <li>• To receive appropriate training to increase skills in promoting positive behaviour and regular attendance</li> </ul>	<ul style="list-style-type: none"> <li>• To support others in developing their skills in promoting positive behaviour and regular attendance</li> <li>• To acknowledge areas of own skills which could be developed</li> <li>• To try new approaches</li> </ul>

<b>Children</b>	
Rights	Responsibilities
<ul style="list-style-type: none"> <li>• To be treated with respect</li> </ul>	<ul style="list-style-type: none"> <li>• To behave respectfully to others</li> </ul>
<ul style="list-style-type: none"> <li>• To be safe</li> </ul>	<ul style="list-style-type: none"> <li>• To behave in a way which keeps self and others safe</li> </ul>
<ul style="list-style-type: none"> <li>• To learn</li> </ul>	<ul style="list-style-type: none"> <li>• To attend school regularly</li> <li>• To be willing to learn</li> <li>• To allow others to learn</li> </ul>
<ul style="list-style-type: none"> <li>• To make mistakes</li> </ul>	<ul style="list-style-type: none"> <li>• To own mistakes</li> <li>• To allow others to make mistakes</li> </ul>
<ul style="list-style-type: none"> <li>• To be listened to</li> </ul>	<ul style="list-style-type: none"> <li>• To give opinions in a constructive manner</li> <li>• To listen to others</li> </ul>

<b>Parents/carers</b>	
Rights	Responsibilities
<ul style="list-style-type: none"> <li>• To be treated with respect</li> </ul>	<ul style="list-style-type: none"> <li>• To behave respectfully towards others</li> </ul>
<ul style="list-style-type: none"> <li>• To be kept informed about their child's progress</li> </ul>	<ul style="list-style-type: none"> <li>• To make sure their child attends school regularly</li> <li>• To talk to their child about what he/she does in school</li> <li>• To talk to teachers if they have any concerns about their child's learning or wellbeing</li> </ul>
<ul style="list-style-type: none"> <li>• To be listened to</li> </ul>	<ul style="list-style-type: none"> <li>• To listen to others</li> </ul>
<ul style="list-style-type: none"> <li>• To have access to information on the school's approach to behaviour and attendance</li> </ul>	<ul style="list-style-type: none"> <li>• To absorb information and share concerns</li> </ul>
<ul style="list-style-type: none"> <li>• To have concerns taken seriously</li> </ul>	<ul style="list-style-type: none"> <li>• To share concerns constructively</li> </ul>

### **Factors that influence pupils' behaviour:**

At Beam County Primary School we recognise that the development and maintenance of good pupil behaviour depends upon a number of interlinked factors. The approach we have adopted is to encourage positive behaviour by progressively tackling all those factors that influence this development. It is the responsibility of all school staff to work actively on all of these key factors, both in their own classrooms and around the school as a whole.

These factors include:

- The provision of a relevant, motivating and challenging curriculum in every classroom;
- A physical environment that is cheerful, uncluttered, clean, stimulating but calm;
- A positive ethos throughout the school;
- Continuity between class and lunch time;
- Strong, consistent routines;
- The involvement of pupils in reviewing their own learning and behaviour;
- A fair and consistently applied strategy for responding to unacceptable behavior;
- A sense of community involving pupils, parents and the school, where all are treated with respect;
- The provision of opportunities for children to develop social skills and to respond positively to each other, for example through 'Circle Time', the teaching of the 'Social & Emotional Aspects of Learning' (SEAL) as part of PSHE scheme of work, and through the RE curriculum;
- Teachers being thoroughly informed about their pupils, both academically and emotionally;
- Provision for pupils to express their concerns or worries.

## **MANAGEMENT OF BEHAVIOUR IN THE CLASSROOM**

### **ASSERTIVE DISCIPLINE**

#### **Why have a whole school approach?**

Every member of staff working in the school must be consistent in their approach to children's behaviour and follow the school's behaviour policy for the following reasons:

- Consistency and security for the children;
- Consistency and security for parents;
- Elimination of ambiguity for staff;
- Support for NQTs, supply staff and non teaching staff;
- Ease in establishing good behaviour.

It is the responsibility of all staff to enforce the school rules at all times, not only with the children they personally work with, but with every child in the school whatever their age. Staff have a collective responsibility to support each other in this task. Strategies for Positive Behaviour Management –see Appendix H.

## **The basic structure of Assertive Discipline at Beam Primary School:**

The core of the agreed whole school system for the positive management of classroom behavior at Beam Primary School is called 'Growing from Green'. This includes:

- A set of Golden Rules/Expected Behaviours; (Appendix A)
- A set of rewards that children should expect to receive in every class if they follow those rules or demonstrate expected behavior or above regularly; (Appendix B)
- A common set of staged consequences that children know will follow if they choose blue, yellow or red behaviour. (Appendix C)

## **Principles of our Assertive Discipline policy:**

- It is the positive feedback and encouragement above all else that makes Assertive Discipline work. All staff must recognise and encourage choices of good behaviour.
- Staff must clearly define the limits of acceptable & unacceptable behaviour;
- Children need boundaries for them to feel safe;
- All rules need to be taught and then reinforced, children can only really choose to do the right thing if we have been absolutely clear about what we expect;
- Children are responsible for their choice of behaviour;
- Most children can behave well if they want to;
- We reject the children's behaviour, not reject the children themselves;
- Children need to realise that there are rewards for choosing appropriate behaviour and consequences for choosing inappropriate behaviour;
- *Assertive discipline does not destroy children's self-esteem.*

## **Growing from Green:**

The Growing from Green display will be in every room in the school and it will be reinforced by all members of staff at all times.

## **A system of rewards and consequences:**

In the first weeks of each new term all children must be taught the system of rewards and consequences – relating to Growing from Green. This will also need to be reinforced throughout the year and especially when a new child joins a class. They must understand the following points:

- A reward is given as a result of expected or repeated expected behaviour or above
- There is a hierarchical system of consequences (this can be by-passed for very serious incidents of negative choices of behaviour);
- Consequences are not punishments - they are a result of unacceptable behaviour;
- Consequences are a choice - the responsibility is on the pupil to choose to behave properly;
- Every new day is a fresh start;
- *And we need to constantly remind ourselves that sanctions do not have to be*

*severe to be effective!*

Children should be rewarded for **Effort, Integrity, Excellence and Respect**. Stickers, stamps, table points, golden time for example, can be very important to children. It is the teacher's responsibility to have some way of ensuring that no child is missed out - try to have as fair and sensitive system as possible. Keep accurate records.

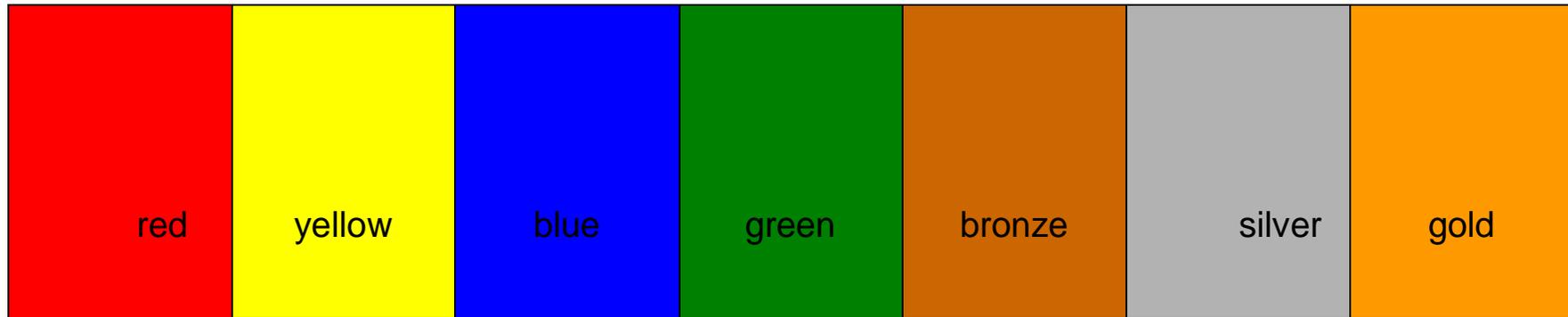
As well as this system of rewards and consequences there may also be individual behaviour plans for children with behavioural, emotional and social difficulties (BESD)

All children start on **green** each day.

Green means children are following the Golden Rules, listening, following instructions and working hard.

We use colours to help children understand the choices they are making. Each class has an attractive '**Growing from Green**' display. At the start of each day all children begin with their name on the green section.

- 1. If children follow the Golden Rules/expected behaviours they stay on green***
- 2. If children make positive choices about their behaviour they move to the appropriate colour (Bronze, silver or gold)***
- 3. If children make inappropriate choices they move towards red (blue, yellow, red)***





## Negative choices

### Consequences

Teachers will support children to make good choices. Where poor choices are made, teachers will prompt better choices and acknowledge positive changes in attitude and behaviour as they occur.

The following colours are consequences:

**Blue** – Verbal reminders of how to stay on green. Time to reflect on behaviour.

**Yellow** – Time out (in either Mrs Cook's or Miss Marcuccilli's class) with reflection sheet to be completed in another class /alternative playtime provision. Stamp Homework Diary to give feedback to parent/carers.

**Red** – Excluded from class for the remainder of the day. Senior staff involved along with parents/carers.



## Positive choices

### Rewards

#### Individual

The following colours show children that they are making the right choices.

**Green** – 1 point towards the class weekly total.

**Bronze** – Bronze sticker and 2 points towards the class weekly total.

**Silver** – Silver sticker and 3 points towards the class weekly total.

**Gold** – Gold sticker awarded in Celebration Assembly and child's name is recorded in the Gold Book. 5 points awarded. (Three Gold awards will earn an invitation to the Head Teachers Tea Party at the end of term)

**All children who stay on green every day will receive a certificate at the end of the half-term.**

#### Whole class

Each class submits a weekly points total to the Head Teacher on Friday. In the next Celebration assembly the class with the highest score will be awarded the Golden Cup, a Growing from Green and thirty minutes of 'Green Time' when they can have fun activities.

## **Stage 2: Repeated and persistent misbehaviour**

Growing from Green works well for the majority of children. However there will be children who will need additional support in their behaviour. The classroom teacher, or other members of staff, may ask for children to be given additional support.

Stage 2 involves small intervention groups that will take place weekly. Children will have time to reflect and assess their own behaviour using the Growing from Green reflection sheet (APPENDIX E). This starting point allows children to identify possible areas of issue. Through dialogue, children will set their own behaviour based targets to work on over set periods of time.

For children who find managing their behaviour a problem regularly, Target sheets/report cards, maybe given to each child for them and their class teacher to monitor either daily or weekly. These sheets will then be reviewed in the next intervention. New targets can be set, or additional ones modified as the result of the discussion that has taken place.

Rewards, such as letters home or being taken to the Head of School are given for children who show that they have improved. If improvement is continual then they will be taken out of the intervention group.

As the children are at the heart of their own behaviour improvement there is more chance of them wanting to improve it.

A child whose behaviour in class is becoming a cause for concern may need specific support and should be discussed with the SENCo. They may then be placed on the SEN CoP (Code of Practice) and their behaviour reviewed on a regular basis with parents' involvement.

## **Stage 3: Extreme behaviour issues**

If there is a child who is not responding to Stages 1 and 2, or that their behaviour is so extreme it is apparent that Stages 1 and 2 will not be effective, that child can be referred for stage 3 support.

Stage 3 will involve the Behaviour Leader, the Head of School and the One-to-one support staff. If the consensus is that this child will benefit from more continual support and/or it is necessary for the health, welfare and safety of other children, then the one-to-one support staff may be allocated to that child. The role of the one-to-one support staff will be to act as a mentor and help the child develop his/her own social and behaviour skills under safe and supportive supervision. This will involve focusing on the positive attributes of the child to encourage them to achieve and develop, whilst shutting down the negative attributes that hold back this development.

In the event of having more than one child deemed as Stage 3, the behaviour of each child will be reviewed so that support can be in place for key times.

During this time the SenCo will be working alongside the aforementioned staff to apply for further appropriate support and guidance. The school's Family Welfare Office, Diana Huskie, will also liaise, if deemed appropriate with the family of the child.

Working with the Borough behaviour unit will be on-going and support and advise sort as and when needed on a case-to-case bases.

If a child is at risk of exclusion – in school and out of school – a Pastoral Support Plan will be set up with external support agencies, school and parents to avoid the risk of the child being permanently excluded from school. The school would consider permanent exclusion only as a very last resort. Permanent exclusions would only be considered for serious breaches of schools behaviour policy and when all other options have been exhausted.

However, serious breach of the school's behaviour policy will have precedence above all other sanctions and consequences.

### **What do we do if a child refuses a consequence?**

- Avoid a confrontation, speak to the child quietly and calmly and remind them of what will happen if they don't follow your instructions. Remind them that the consequence cannot be avoided.
- Send a sensible child to get Deputy Head or Head Teacher using the orange card.
- If the child is aggressive and/or not in control of themselves, remove the rest of class from the situation and seek assistance.
- Staff have been Team-Teach trained and are able, if necessary, to use restraint as outlined below.

### **Positive Handling**

All schools are to have a policy statement on "Guidance on the Use of Reasonable Force to control and Restrain Pupils" in line with the DfEE Circular 10/98. It is within this section that details regarding restraining children are addressed.

#### **Guidelines**

As above, a Senior member of staff must be sent for and stay calm and un-confrontational.

However, there may be times when a trained by Team-Teach member of staff may need to restrain a child. Situations may include:

- the pupil is in danger of committing a criminal offence
- the pupil is in danger of injuring themselves or others

- the pupil could damage property
- the pupil is engaged in behaviour which is prejudicial to good order and discipline. (Where this is the case it is often more effective to remove the rest of the children. Leaving the culprit supervised on a one-to-one basis by another member of staff.

Physical restraint must not be used for:

- a trivial misdemeanour
- non-compliance with an instruction which has no immediate risk to people or property

Physical restraint may only be used when a trained member of staff is:

- on school property
- in charge of a pupil elsewhere (e.g. on a school trip)

Physical restraint is a last resort. Other strategies which should be tried first include:

- allowing space
- listening
- cajoling
- talking
- diversion
- humouring
- distraction

Positive handling can include:

- stepping between pupils
- holding
- pushing a pupil away from danger or another person
- pulling a person away from danger or another person
- leading a pupil by the hand
- shepherding a pupil away by placing a hand in the centre of the back
- (in extreme circumstances) using more restrictive holds as advised by Team Teach may be used.

The following is not acceptable and should **not** be used:

- Holding a pupil by the neck, collar or in any way that restricts the ability to breath
- slapping, punching or kicking a pupil
- twisting or forcing limbs against a joint
- tripping up a pupil
- holding or pulling a pupil by the ear
- holding a pupil face down on the ground

Staff should always report the use of physical restraint to the most senior of staff on the premises. This should be followed up by a written report (Appendix H – Form A or Form B where applicable) to include:

- the name/s of pupil/s involved
- the name/s of staff involved
- where the incident occurred
- when the incident occurred
- the name/s of witness
- the reason the force was necessary

- a report on the events leading up to and after the physical restraint
- details of any damage caused before, during or after the incident

### **Lining up and movement around the school:**

All children should be properly lined up in or outside of the classroom before leaving to go elsewhere and then accompanied out to the playground every time. Staff need to stop and allow 'catch-up', in order that all children are properly supervised. Cloakrooms need to be supervised by a member of staff when children are collecting or hanging up their coats.

Children should walk on the left in quiet lines when using the corridor and stairs.

Staff must ensure that children enter and leave assemblies in silence and that they are led out one line at a time.

Staff should be in the playground ready for the end of break times to meet the class and ensure that all children stand still after the first whistle and all walk quietly to their lines on the second.

It is essential that staff are out in the playground on time as behaviour can quickly deteriorate if classes are kept waiting.

### **Keeping parents informed**

It is essential that parents are kept informed of both positive and negative events (see REWARDS list – Appendix B). Parental support for our policy is vital. Parents can have access to the policy from the school web site or office.

A Home/School Agreement will be sent home at the beginning of every new school year to be read. Upon entry the Home/School Agreement is signed by school, parents and child upon entry (Appendix G).

It is at the teacher's discretion if parents need to be informed about behaviour issues. Sometimes a quick chat after school can be very effective or a note in the homework diary. However, serious incidents or recurring misbehaviour requires parental involvement. Keeping good records is essential.

#### **Yellow/Red Letters (Appendix D)**

- Will be copied and filed.
- The Behaviour Leader will monitor the return of reply slips. If no slip is returned, a member of the office team will phone parents to check that they received the letter.
- Teachers should keep a brief record of any discussion with parents.
- Home/school books may be set up to keep parents informed on a regular basis if it is thought that this would secure a positive outcome. These should record positive behaviour as well as problems.
- The Behaviour Leader keeps a log of pupils with persistent behavioural issues. Such incidents often result in a child missing all or part of a break time and/or loss of a privilege i.e. missing a session of a school club. Documentation is

essential to avoid misunderstanding and good records may in future assist us in gaining additional support from other agencies for some children.

### **The school's approach to bullying (Red Behaviour)**

Bullying is a willful, conscious desire to hurt or threaten or frighten someone else. In any form, whether verbal, physical or psychological bullying is an absolute denial of our school ethos.

Any incident will be dealt with very seriously through the agreed procedures set out in this policy. Specifically, children will be encouraged to tell an adult immediately of any threat they experience. The incident will then be talked through with all involved to discourage a climate of silence and secrecy, and to assist the growth of insight and understanding about the nature of bullying.

## **Whole School reward system**

### **Growing from Green Rewards**

This policy aims to identify pupils that chose to behave in accordance with the school behavioural policy. Its foundations are based on positive reinforcement and encouragement.

### **Individual rewards**

#### **Golden Party**

If a child gets moved up to Gold at any point, their name gets put in the Golden Folder and this gets announced in the last assembly of every half term. At the end of the year, these children will be privileged to a Golden Party during school time to celebrate their outstanding behaviour.

#### **Star of the week**

Each week, a child from each class will be chosen as 'Star of the Week'. The child will be identified by exceptional work, attitude or some form of achievement.

Head teacher awards will be given out at the end of each half term for exceptional achievement.

### **Whole Class Rewards**

- Daily, each child that stays on green receives one point that goes towards their class' weekly points total.
- Any child that gets moved up to bronze gets two points; silver equates to three points and gold equates to five points.
- Weekly point totals are added up and in assembly the Key Stage Champions are announced.
- When a class wins and is announced champions they receive a Golden Cup, a large rosette for their class door and 30 minutes of 'Green' time in which they decide on a fun activity with their class teacher.

### **Behaviour Working Party**

All staff are tasked with working closely on behaviour, however there will be key staff

charged with implementation and monitoring of behaviour. The Behaviour Leader will work closely with the Head of School, the PE Leader and the one-to-one support staff. The SENCo will be involved with children as they arise.

All areas of school life, be it academic, after school or as a member of a team are all seen as vital to the development of a well-rounded individual, and as such behaviour in all aspects is paramount to achieve this. The Behaviour Working Party will therefore link these areas for a cohesive, positive behavior policy through out the school.

### **Actions in respect of malicious allegations**

In the rare event that an allegation is shown to have been deliberately invented or malicious, the Executive Head or Head of School will consider whether any disciplinary action is appropriate against the pupil who made it.

The police will be asked to consider whether any action might be appropriate against the person responsible if s/he was not a pupil.

A MARF could be written to determine whether the child concerned is in need of services, or may have been abused by someone else.

# Gold Behaviour

Exceptional behaviour

Significant Achievement

Constantly displaying 'Silver' behaviour.

# Silver Behaviour

Consistent politeness.

Selfless behaviour.

Constantly displaying 'Bronze' behaviour without adult prompting.

# Bronze Behaviour

Better than expected behaviour/effort.

Being polite / kind / caring / sharing.

Volunteering to help adults / children.

Good manners.

Displaying good etiquette unprompted.

# Green Behaviour

1. Be kind to one another
2. Keep the school tidy
3. Take care of the school
4. Take care of school equipment
5. Walk on the left when in the school (do not run)
6. Speak quietly (do not shout)
7. Listen and look at the person talking
8. Get on with your work and play, and let others get on with theirs
9. Treat others the way you would like to be treated

# Blue Behaviour

Shouting / calling out during teaching time.

Getting out of your seat.

Distracting other children from learning.

Talking when others are talking.

Rocking on chairs.

Not co-operating with others.

Having a negative attitude.

# Yellow Behaviour

Persistent 'Blue' behaviour.

Not following instructions.

Taking or damaging other people's property.

Name calling.

Tormenting other children

Throwing things.

Rudeness.

Refusal to work.

## Red Behaviour

Persistent 'Yellow' behaviour.

Walking out of class.

Discrimination

Intimidating behaviour.

Bullying.

Fighting.

Swearing.

Stealing.

Any other serious incidents.

# REWARDS

## Effort, Integrity, Excellence and Respect

If you do the right thing you can expect:

- Praise from the teacher for what they have done;
- Their parents will be told how well they have done at the end of the day;
- Sometimes their teacher will telephone their parents with especially good news;
- Good News letters to parents;
- Stickers or stamps on your work or on their clothes;
- To show their work to another teacher, or a senior member of staff
- Table points / small prizes;
- Star of the Week;
- Attendance Awards
- To be sent to the SLT with examples of good work or behaviour;
- End of term awards;
- Special responsibilities / jobs;
- Special privileges, such as extra time on the computer
- Golden Party for those children moved up to gold;
- Extra play outside for whole class with an adult
- Be awarded title of Key Stage Champions and the privileges that come with that (Green time)

**YOU CAN MAKE THE RIGHT CHOICE!**

# CONSEQUENCES

If you choose to make negative decisions about behaviour, these are the things that will happen.

Remember, when you break a rule you are making a choice.

If you are moved to:

**Blue** – You will be reminded of an improvement in behaviour that will fix the current issue and get you back on to green. (You have 15 minutes to get back onto Green)

**Persistent Blue/Yellow behaviours** – Your teacher will decide whether you should fill in a reflection sheet in class, or be sent to the lead professional for behaviour to fill in a reflection sheet. He will decide whether or not to send a Yellow/Red letter home.

**Red Behaviours** – You will be sent to the Head of the school accompanied by an adult who is able to verify the severity of the behavioural problem. The Head will decide whether to send a Yellow/Red letter home or make contact with parents immediately.

**YOU CAN MAKE THE RIGHT CHOICE!**

Appendix D  
Beam County Primary School

YELLOW/RED LETTER

To the parent / carer of: \_\_\_\_\_ Date: \_\_\_\_\_

Dear Parent/Carer,

We are very concerned about how \_\_\_\_\_ behaved in school today and we think that you should know what happened.

What happened:

Please talk with \_\_\_\_\_ about what happened and the importance of following our school rules. We need to make sure that everyone can work without interruption, and that staff and children alike are treated with respect.

So that we can be sure that you have received this letter would you please sign it and send it back to school tomorrow.

Yours sincerely,

Miss L. Culyer  
Executive Head teacher

Miss T Whittington  
Head of School

Please sign this slip to show that you have seen this letter and return it to me.

Signature: \_\_\_\_\_

Please print your name: \_\_\_\_\_

Appendix D (continued)  
**Beam Primary School**

YELLOW/RED LETTER

To the parent / carer of: \_\_\_\_\_ Date: \_\_\_\_\_

We are very concerned about how \_\_\_\_\_ behaved in school today and we think that you should know what happened.

What happened:

Warning	
5 minutes 'time out' in class	
15 minutes 'time out' in another class or with lead professional for behaviour	
Yellow/Red Behaviour identified	

Please talk with \_\_\_\_\_ about what happened and the importance of following our school rules. We need to make sure that everyone can work without interruption, and that staff and children alike are treated with respect.

So that we can be sure that you have received this letter would you please sign it and send it back to school tomorrow.

Yours sincerely,

Miss L. Culyer  
Executive Head teacher

Miss T Whittington  
Head of School

Please sign this slip to show that you have seen this letter and return it to me.

Signature: \_\_\_\_\_

Please print your name \_\_\_\_\_

# Reflection Sheet



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

<p><b><u>What Happened?</u></b></p>	<p><b><u>What did I do?</u></b></p>
<p><b><u>What should I have done?</u></b></p>	<p><b><u>What will I do next time?</u></b></p>

Appendix F

**School Bullying Incident Form** (Appendix F)

School Bullying Incident Form.doc

1

## Appendix G – Home/School Agreement

**Appendix H - – Form A or Form B (Positive Handling)**