

# STUDENT BEHAVIOUR & DISCIPLINE POLICY

This policy adheres closely to the aims of the school and, far from existing in isolation, complements other policies such as those relating to Teaching and Learning, Equal Opportunities, Attendance, Bullying, Drugs, Special Needs and Uniform.

## POLICY STATEMENT

Adeyfield School is committed to *'Raising Achievement in a Caring Community'*.

We aim to:

- Provide a positive environment in which students can develop personally, socially and academically.
- Provide clarity for students, staff and parents of the school's expectations.
- Promote self-discipline and proper regard for authority among students.
- Encourage good behaviour and respect for others and their property.
- Prevent all forms of bullying and harassment of others.
- Promote a standard of behaviour that reflects our commitment to the highest levels of social and academic achievement to all in the school and wider community.
- Enhance the self esteem of all members of the school community in order to maximise each individual's full potential.
- Promote a culture of mutual respect between staff and students.

This policy is based on an agreed set of expectations for behaviour which is written in each student's planner and the staff handbook. The set of expectations is also displayed in every classroom. This policy outlines the rewards and sanctions that are likely to be administered as a consequence of certain types of behaviour. It is constantly monitored and reviewed and all members of the school community and parents have a role to play within this process.

## STATEMENT OF PRINCIPLE

- We respect each other. We do not bully, verbally or physically, nor discriminate against others.
- We work in a positive way in lessons. We are organised and work either silently or actively for the benefit of others and ourselves.
- We behave in a safe and sensible manner around school.
- We should be on time for school and for our lessons.
- We should wear school uniform correctly.
- We do not bring into school any dangerous or illegal objects or substances which might jeopardise the health and safety of others in school.

## THE ADEYFIELD SCHOOL CODE OF CONDUCT

At Adeyfield School we expect that everyone will act with courtesy and consideration to others at all times. This means that you always speak politely (even if you feel bad tempered). It is important that in class you make it as easy as possible for everyone to learn and for the teacher to teach. You should always ensure you are well prepared for your lessons and have the correct equipment and books for what you are doing. Take pride in your school and keep it clean and tidy so that it is a welcoming place to work in. Wear your school uniform with pride and remember that what you look like influences the way people outside think.

### 1. GUIDING PRINCIPLES

- A disciplined school environment is a pre-requisite for learning achievements.
- Good behaviour should be reinforced through rewards by praise and by recognition of a wide diversity of students' achievements.
- Colleagues must strive for consistency in their expectations of good conduct.

- Values of care, mutual respect, equal opportunity and self-esteem underpin and reinforce good behaviour.
- Our policy should set a tone that creates a secure happy school environment where students can learn and teach.
- REFER to (Appendix 3) Anti-Bullying Policy, (Appendix 4) Equal Opportunities Policy.

## **2. AIMS**

- Students should understand and respect the Student Code of Conduct (Appendix 1).
- All colleagues should adhere to our Professional Code of Conduct (Appendix 2).
- We should strive to emphasise good practice in the classroom through the teaching and learning policies of the Department.
- Improved students motivation should be the over-riding aim of our systems of discipline and aid rewards.

### **How To Achieve These Aims**

We can achieve these aims:-

- Through consistency in our expectations and in our dealings with students.
- Through clear communications between ourselves as professionals.
- By adhering to line management structure and communications diagram (Appendix 5).
- By demonstrating good teamwork and mutual support.

### **Emphasising Support From Parents**

If we are to be effective in achieving our aims and to create the atmosphere and ethos we aspire to, we must emphasise the importance of support from parents when students join us in Year 7. The Head teacher invites all parents of new students to meet him during the summer term preceding their arrival. He emphasises the matter of support to parents at individual meetings and at the meeting for all new parents.

Parents and carers in taking responsibility for their child's attendance, and their behaviour inside and outside the school working in partnership with the school to maintain high standards of behaviour, and in contributing to the policy through consultation.

### **Disaffected & Disruptive Students**

Inevitably there are some students whose behaviour can disrupt the teaching process or the normal running of the school. It is vital that we identify such disruptive or disaffected students at the earliest opportunity and monitor and record incidents of bad behaviour. The Form Tutor and Head of Year will log this information and take the appropriate measures involving parents, Head of Special Needs, (Joëlle Monod), the School Psychological service and possibly the support of the School Counsellors. Requests for the help of the School Counsellors should be made via the Head of Year to School Matron and Mrs Harwood who prioritise her case load. It is vital that evidence is meticulously recorded and passed on to the appropriate colleagues if we are to achieve the appropriate support and resources for these students. Such evidence is particularly necessary for statementing and when considering non-main stream options for disruptive students.

Staff in ensuring that the policy is consistently and fairly applied. As well as providing mutual support and in modelling the high standards of behaviour and punctuality expected from pupils.

The governing body, Headteacher and staff in ensuring that all aspects of the school's behaviour and attendance policy and its application promote equality for all pupils. This should be backed up by monitoring of rewards and sanctions, to ensure that their distribution does not detract from equal opportunities principles. The Race Relations (Amendment) Act 2002 helps to ensure that policies and practice address the needs of all communities through giving public bodies a statutory duty to promote race equality

## **3. RESPONSIBILITY OF THE DEPARTMENT**

In the first instance it is the subject teacher and then the designated member of staff who should deal with behavioural problems arising in the classroom. As a middle manager the Head of Department should be fully aware of discipline problems in the department and is responsible for providing advice and support for his/her colleagues. Heads of Department are usually in a position to give advice about more appropriate learning materials and classroom management techniques. It is important that the HOD realises that there are a variety of options available to them. Students could be moved to another group. Students could be moved out of a room for a short period of time and moved around the dept.

Departments should try to contain the situation and deal with the problem whenever possible. From time to time it may be necessary for a colleague to remove a student from the room for a short period ultimately to be re-admitted. If a teacher deems it necessary to remove a student from the classroom the student should be sent to the designated member of staff with a purple slip. Departments must keep a record of students who regularly offend. In very serious circumstances or with repeated offenders the student should be sent to SLT (See Appendix 6).

Any student who does not seem to respond to the usual range of sanctions including detentions should be placed on a school detention (Fridays for one hour supervised by a member of Senior Leadership Team).

#### **4. RESPONSIBILITY OF FORM TUTORS AND HEADS OF YEAR**

Form Tutors are key figures in the day to day supervision of behaviour and affairs of students. They should be vigilant and monitor for success, difficulty, behavioural changes, and punctuality. They should make it their business to build a trusting and supportive relationship with the student and to maintain links with home at all times.

Great professional skill is required to manage the inherent dichotomy of the Form Tutor's role and relationship with a student. The Tutor is both in the unique position to offer advice about how to deal with peer conflicts, and interpersonal difficulties with staff. It is the responsibility of the Tutor to communicate such problems at staff briefings and to inform the whole staff in cases of bereavement and other family problems which might impact on achievement or conduct in school. If we are well informed we are generally fore-armed to deal with potentially inflammatory situations during the course of the day.

The Form Tutor's role is to identify those students who are picking up several detentions every week. In such cases a detention ceases to be an effective punishment for poor behaviour. At this stage the Form Tutor should consult with the HOY and various options formulated.

The Head of Year is the colleague with expertise and experience to help and advise the form Tutor on how to deal with individual students. The Head of Year is the colleague who will seek the advice and support of external agencies (School Counsellor, Education Welfare Office, Social Workers and Parents etc.)

Incidents of undisciplined behaviour should be dealt with by members of staff. Any sanctions applied should be reported to the Form Tutor.

#### **5. ROLE OF SENIOR LEADERSHIP TEAM**

Any student creating a problem either within the classroom or around the school can be brought to the attention of Senior Leadership Team at any time. However, all colleagues have a collective responsibility for good order in the school and should attempt to deal with problems as and when they present themselves. When pressure of work, non-availability through INSET or illness prevent a Head of Year from dealing with a student, a member of Senior Leadership Team (preferably the line manager) can always be involved. This practice is seen as the correct use of the line manager and an example of good teamwork. A member of the Senior Leadership Team might be expected to arrange supervision of a student until a Head of Year is free to deal with the student personally.

The weekly school detentions (Friday 3.05 - 4.05) are usually supervised by a member of the Senior Leadership Team who will follow up any students who fail to report. They will communicate such information to the HOY on the following Monday.

### **Detention Slips**

Detention slips are in triplicate:

WHITE copy	-	to Student
YELLOW copy	-	to Form Tutor
PINK copy	-	to Office for filing

### **Behaviour Support Centre**

This is headed by Jo Day and line managed by Mr Cline. All referrals must be scheduled through Jo Day who will liaise with SENCO, HoYs, HoDs and SLT where necessary. The Centre is located in Room 36.

### **REFERRAL TO HEAD OF DEPARTMENT**

#### **Incidents in Lessons**

- Persistent offending as in the above incidents
- Rudeness to a Teacher
- Serious intimidation of a student
- Serious damage to property
- Deliberately missing a lesson
- Serious disruption of a lesson
- Failing to attend a detention

The classroom teacher and/or HOD should keep the Form Tutor informed of strategies implemented and if they are not found to work they should then refer the student to the appropriate HOF/HOL.

## Referral to Head of Year

This should only come from the HOF via a Student Information Form. The exception to this is when a serious incident has occurred and the HOF is not available or when the incident happens outside of lesson time.

Heads of Learning should always be involved in incidents such as:

- Truancy
- Fighting
- Abuse of another student whether verbal, physical, racial or sexual
- Abuse of a teacher whether verbal, physical, racial or sexual
- Smoking or drug abuse
- Serious intimidation of a student
- Serious damage to property
- Repeatedly failing to attend a detention for an incident occurring outside the classroom

## Strategies for Heads of Learning

These will be determined by the HOL taking into account the individual student, information from discussion with the HOL and the student's previous record.

The HOL should keep the relevant HOS informed of strategies and if they are found not to work they should then refer the student to the HOS who may consider any of the strategies listed above after thorough consultation with the HOL.

## 6. SANCTIONS

- We all recognise that in the large majority of cases misbehaviour can be corrected by a process of discussion, explanation and negotiations. Our sanctions should not be handed out lightly and due consideration should be given to the effects on student/staff relationships as well as the resentment which thoughtless punishments might engender.
- A range of sanctions are at our disposal:
- impositions - (lines, litter duty, cleaning furniture) (Community Service)
- withdrawal of privileges (break-time, lunch-time detentions)
- after school detentions (30 minutes) (24 hours notice) (Private, Departmental or by head of Year)
- school detentions (1 hour Friday) (24 hour notice)
- removal from lessons in School (parents should be advised) (internal supervision)
- fixed term
- exclusion (permanent)
- **no form of physical punishment may be used**

Exclusions should be initiated through the usual channels and will be sanctioned by the Head. Parents should always be advised preferably by telephone, then by a 1st class letter the same day.

The length of an exclusion will be decided by the Headteacher following consultation with interested parties. The head will take into account the seriousness of the incident, previous record of the offender and any mitigating circumstances presented to him.

Exclusions will normally follow if there is evidence of persistent disruption of lessons, continuous anti-social behaviour, extreme bullying and any physical assault on staff or students.

Exclusion is a last resort and should be seen as a major warning to all parties. The Chair of Governors is informed of all exclusions and the Disruption Committee has access to all information.

## Racist Incidents

The Racist Incident Book is kept in Mr Cline's office. Colleagues dealing with any racist incidents should ensure that all details are accurately recorded. Colleagues entering details should inform Mr Cline who will monitor the frequency of incidents and advise about the appropriate action such as involvement of parents. Colleagues should be vigilant about such matters as name calling and isolating, and these should all be entered as incidents. All complaints by students should be investigated seriously.

### **Bullying Incidents**

These will be recorded by Mrs Rawlings, with appropriate action. Termly data will be recorded by Mr Cline.

### **Fights**

- Fights are fortunately a rare occurrence. Staff are advised to observe the following guidelines if they are required to break up a fight:
- If possible engage the support of another colleague straightaway.
- Advise the office by sending a student to the office who will alert a member the SLT straight away.
- Take care if you need to separate the combatants physically.
- Combatants should be escorted to the staff corridor where statements will be taken. Parents are contacted by phone and asked to collect the students as soon as possible.

## **7. DETENTIONS**

All Departments and Year Teams use the detention as a frequent sanction. It is best, wherever possible to make this a positive activity rather than a negative confinement especially where a failure to do homework is a consequence of poor understanding. Students could be asked to re-write or correct poorly produced work in an environment where colleagues can provide help and support. These detentions should be for half an hour and parents should be given 24 hours notice. A number of students can be elusive about detentions; we must meet this challenge by perseverance, and a consistent chasing up of those who try to beat the system. We should advise parents immediately of non co-operation.

## **8. PURPLE SLIPS (APPENDIX 6)**

These must be completed for serious misdemeanours either in a classroom situation or for serious misconduct around the school. They are important evidence to help us make a case for extra support, and when discussing students with statements, and when communicating with parents. A purple slip should be used at the discretion of the teacher but would usually be completed for the categories of behaviour involving potentially confrontational and disruptive situations. The student should be sent to either the Head of Department or to the School Office where the designated member of Senior Leadership Team will supervise them. A purple slip should either accompany or be sent shortly afterwards to the Office. If the misdemeanour occurs in a classroom situation the student should be sent to the Head of Department at the end of that particular teaching session after they have reported to the member of the SLT. The Head of Department will consider the appropriate action and pass the purple slip to the Form Tutor. Purple slips will be filed and students sent to the Senior Leadership Team will be monitored at the weekly Senior Leadership Team meetings. Parents will be contacted in appropriate cases and suitable disciplinary action taken. The purple slip is an official school document.

## **9. STAFF DUTIES**

Staff supervision around the school site is the key to the maintenance of good order. Staff break-time and lunch-time duty rotas are organised at the beginning of each term. Staff are requested to notify the Senior Leadership Team member concerned if they know they will be absent so that cover can be provided.

## **10. SCHOOL DETENTION**

## **PROCEDURES**

### **Friday**

Towards the end of period 5 the Senior member of staff taking the detention will collect the detainees and escort them to room 1 where they will remain until 4.00pm. HODs must provide appropriate work.

### **Following Monday**

SLT Member supervising the detention should follow up any non-attenders. Another school detention should be given for the following week. (If the pupil should incur another detention during the following week that must then be given for the next week).

**HEAD OF YEAR WILL DISCUSS THE SITUATION WITH PUPIL AND DEPARTMENTS ETC. AND WILL CONTACT PARENTS AND ARRANGE FURTHER DETENTIONS OR APPROPRIATE SANCTIONS.**

### **Support for Students**

There are a range of strategies to aid positive behaviour at Adeyfield School. These include:

- Parental consultations
- PSP (Pastoral Support Plan)
- Specific programmes – Behaviour management
- Drama Therapy; Art Therapy
- Pastoral Reviews
- Mentoring Schemes
- Inclusion Centre
- Referrals to specialist agencies – YISP, CSF, ESC, Ed Psych, BST, Counselling, Connexions

### **Support Systems For Staff**

All staff should be encouraged to deal with minor and occasional misbehavior and poor attendance at the time and wherever it occurs in the school.

- Staff can seek support from their Head of Department and Head of Inclusion or SLT
- Regular INSET is provided for behaviour management
- Advice from HOY is available
- Removal from lesson
- Referral of student to appropriate external agency
- Involve parents

### **Consultation, Monitoring and Evaluation**

- Work closely with Herts Behaviour Consultant
- Involve pupils, parents and staff in drawing up policy details
- Audit of behaviour

## **GUIDELINES FOR STAFF DEALING WITH CONFRONTATIONAL AND AGGRESSIVE BEHAVIOUR FROM STUDENTS**

All interactions with students, including those where students are confrontational and aggressive, should be underpinned by the Christian principles and values that are outlined in the behaviour policy.

### **Physical Contact/Restraint of Students**

In all circumstances when staff are dealing with difficult, inappropriate behaviour they need to:

- Remain calm and unemotional; never lose control or appear to lose control
- Never shout (unless there is an emergency/dangerous situation)

Physical contact with a student or restraint of a student should never take place, when the purpose is to enforce discipline.

Staff may only contact/restrain a student to prevent the student from:

- Injuring themselves or others
- Causing damage to property
- Committing a criminal offence

In these situations, only “reasonable” force should be applied.

The following are examples of actions that must not be used with a student:

- Using the body, or putting out an arm to prevent a student from leaving a room
- Physically pulling, pushing or moving a student in order to make a student obey an instruction
- Physically removing a hat or other items, when a student refuses to hand them over to you
- Invading the personal space of a student by standing very close and talking loudly/shouting loudly in the face of a student
- Pushing a student with an object, e.g. with a classroom door/ruler/desk
- Making personal criticisms, sarcastic comments, swearing, using offensive names, making inappropriate threats, and shouting angrily or aggressively

The above actions are likely to:

- Inflare and escalate a situation
- Humiliate the student
- Undermine authority

When faced with a situation where a student disobeys an instruction and walks off/pushes past a member of staff, the appropriate action which puts the staff member in control of the situation, is to:

- Remain calm and let the student go
- Make a clear announcement to students in the vicinity that such inappropriate behaviour will not be tolerated and you will follow up the student and deal with it later
- Follow up the incident, using the appropriate channels

Similarly, shouting after a student who disobeys instructions and walks off/leaves the room, is likely to undermine authority. Take action as given above.

### **When Physical Contact or Restraint is Appropriate**

- Physical contact or restraint should only be used in exceptional circumstances by teachers and teaching assistants
- Staff should not feel obliged to intervene where personal safety is at risk (everyone has the right to defend themselves against attack, provided they do not use a disproportionate degree of force to do so).
- If making a decision to intervene, every effort should be made to summon assistance as soon as possible. When restraining a student, only reasonable force should be used and, where possible, talk calmly, explaining to the student exactly what is being done and why
- All incidents of physical contact/restraint should be reported to the Headteacher as soon as possible but definitely on the same day and records will be kept.
- Examples of situations where restraint is appropriate include:
  - a student attacks a member of staff or another student

- students are fighting
- a student is causing injury or damage by rough play or misuse of dangerous materials/objects
- a student is about to cause her/himself serious harm/injury, e.g. jumping from a window/stairway

### **Reasonable Force**

There is no legal definition of “reasonable force”. It will always depend on the circumstances of the case.

There are two relevant considerations:

- The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Therefore physical force could not be justified to prevent a student from committing a trivial misdemeanor, or in a situation that clearly could not be resolved without force.
- The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force should always be the minimum needed to achieve the desired result.

### **Use of Force**

The following need to be borne in mind:

- Before intervening physically, tell the student who is misbehaving to stop, and explain what will happen if s/he does not. Staff should continue attempting to communicate with the student throughout the incident, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. Try to keep your voice clear, level, low in tone and calm. A calm and measured approach to a situation is needed and staff should never give the impression that temper has been lost, or action is being taken out of anger or frustration, or to punish the student. If considered appropriate, other students can be asked to assist.
- Sometimes a teacher should not intervene in an incident without help (unless it is an emergency). For example, when dealing with an older student, or a physically large student, or more than one student, or if the member of staff themselves believes they may be at risk of injury. In these circumstances staff should remove other students who might be at risk, and summon assistance from a colleague or colleagues, or where necessary the Police. Staff should inform the student(s) that help has been requested. Until assistance arrives attempts should continue to defuse the situation orally, and try to prevent the incident from escalating.
- Physical intervention can take several forms. It might involve staff in:
  - physically interposing between students
  - blocking a student's path
  - holding
  - pushing
  - pulling
  - leading a student by the hand or arm
  - shepherding a student by placing a hand in the centre or the back or
  - (in extreme circumstances) using more restrictive holds, e.g. standing behind the student and using both arms to hold him/her
- In all circumstances staff should not act in a way that might reasonably be expected to cause injury, for example by:
  - holding a student around the neck, or by the collar, or in any other way that might restrict the student's ability to breathe
  - slapping, punching or kicking a student
  - twisting or forcing limbs against a joint
  - tripping up a student

- holding or pulling a student by the hair or ear
- holding a student face down on the ground

## **Appropriate Physical Contact**

- There are occasions when physical contact with a student may be proper or necessary. Some physical contact may be necessary to demonstrate exercises or techniques during PE lessons, sports coaching, or CDT, or if a member of staff has to give first aid. Students with special educational needs may need staff to provide physical prompts or help.
- Touching may also be appropriate where a student is in distress and needs comforting. Teachers will use their own professional judgement when they feel a student needs this kind of support. It often helps to check if the student is happy for a member of staff to touch her/him.

Physical contact is appropriate to greet/praise students, e.g. shaking hands or a pat on the shoulder to congratulate.

## **Other Related Issues**

Teachers and other school staff should always avoid situations that could undermine their professionalism and/or put them at risk of receiving complaints from students or parents/carers:

- Play fighting/wrestling/horseplay with students is inappropriate and should not take place
- Giving a student/students a lift in a car should be avoided unless it is for a clear purpose and parents/carers and/or a senior member of staff at the school are aware of the situation. Appropriate situations would include taking a sick student home or taking home a student who is late at school when it is dark. Staff cars can be used as forms of transport for educational visits, but it is important to ensure that the appropriate insurance for carrying students has been obtained
- It is inadvisable to be alone in any area of the school with one student, when no other member of staff is nearby. This is particularly important to consider when study clubs and other activities continue into the late afternoon/evening
- If a member of staff is working alone in a classroom with a single student (or other potentially vulnerable situation, i.e. male teacher and two female students), take action to reduce risk, e.g. ensure a colleague is aware of the situation and leave a door open
- Giving out of staff private e-mail addresses or private telephone/mobile numbers is inadvisable as is the sending of private messages between staff and students.

# PUPIL CODE OF CONDUCT

The purpose of rules is to help create a safe and secure environment whereby you can learn and teachers can teach.

## **START OF LESSONS**

- Go straight to your workplace.
- Take off outdoor clothes.
- Put bags away.
- Await in silence at the start of the lesson.

## **DURING THE LESSON**

- When the teacher talks you must be quiet.
- Do not distract other pupils.
- Refer to everyone by name.
- Record any homework.
- Never eat, chew or drink.

## **END OF LESSON**

- Pack away and put on outdoor wear only when told to.
- Leave the room when the teacher tells you to - and leave it tidy.

## **BETWEEN LESSONS**

- Never run in the corridors.
- Carry your bag by your side, not over your shoulder.
- Keep to the left in corridors and stairs.
- Eating and drinking are not allowed in corridors or on stairways.
- Offer any assistance to visitors to the school.
- Arrive punctually at lessons.

## **WITH MEMBERS OF STAFF**

- Any request from an adult should be carried out promptly and without argument.
- Any rudeness or disrespect towards staff and other adults is unacceptable.
- Breaking either of these basic rules is a very serious matter. It will be treated as such.

## **REMEMBER**

**ON YOUR WAY TO AND FROM SCHOOL, ON TRIPS, AND AROUND THE AREA YOU REPRESENT ADEYFIELD SCHOOL. THE GOOD NAME OF THE SCHOOL DEPENDS ON YOU.**

# Our Policy Against Bullying

## **BULLYING IS:**

- Physical threats and actions
- Name calling, mickey-taking, and malicious gossiping
- Isolating, victimising and excluding someone
- The wilful and conscious desire to hurt or frighten someone

## **BULLYING:**

- Is hurtful and damaging
- Destroys self-confidence
- Stops people concentrating on their work
- Makes people unhappy

## **HELP US DEAL WITH BULLYING:**

- By reporting it to a teacher straight away
- By supporting victims of bullying

## **WE WILL ALWAYS:**

- Listen
- Involve Parents when appropriate
- Try to reconcile the bully and the victim
- Speak frankly about bullying as destructive behaviour

*RT...*

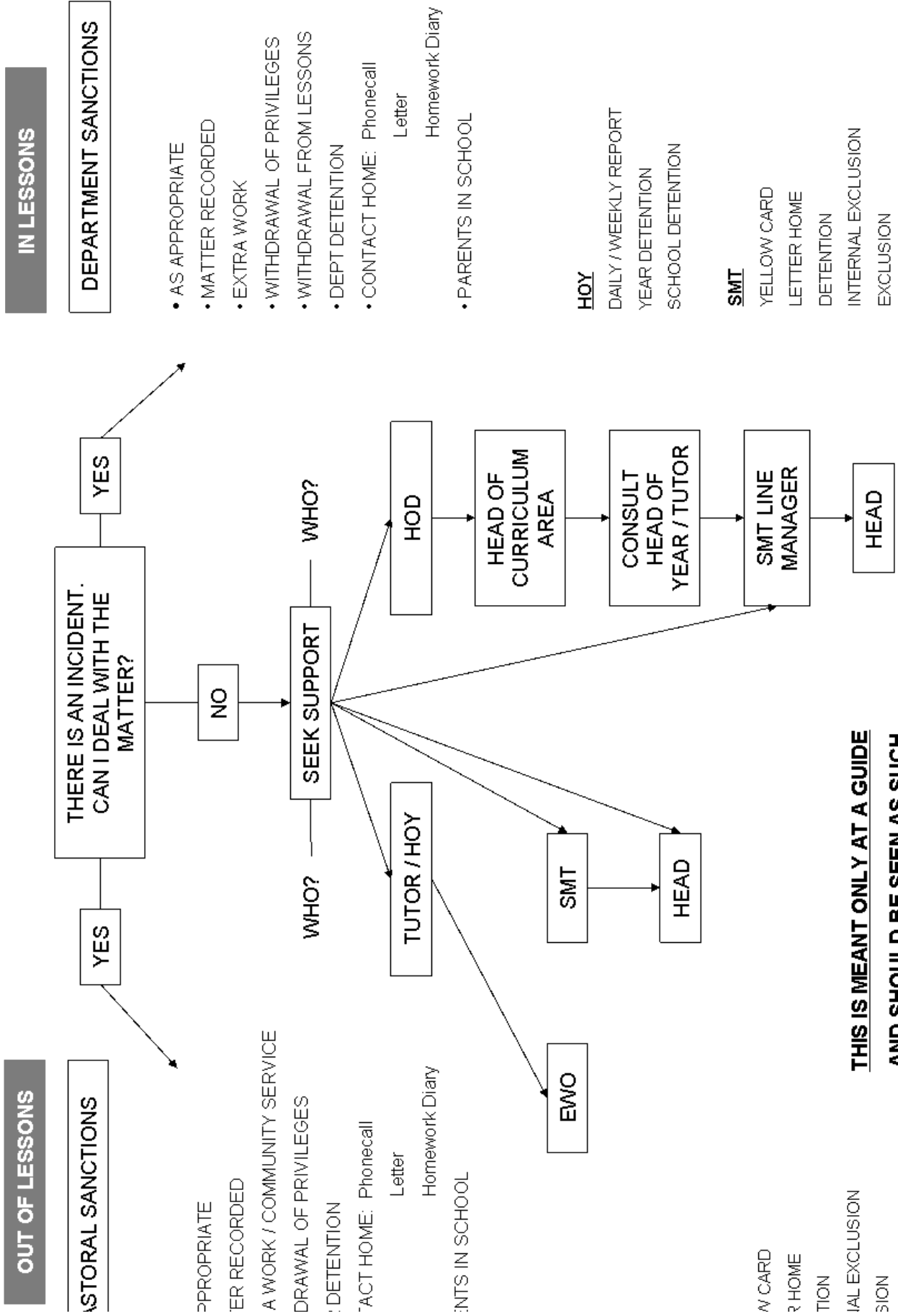
*OMEONE WHO WILL HELP*



*DON'T BOTTLE UP YOUR HURT...*

# BEHAVIOUR MANAGEMENT AT ADEYFIELD SCHOOL

...TELL SOMEONE WHO WILL HELP YOU



# ADEYFIELD SCHOOL



Dear Parent/Guardian

This is to inform you that \_\_\_\_\_ will attend a detention for \_\_\_\_\_ minutes on:

Day	Month	Date	1	2	3	4	5	6
Monday	January	July						
Tuesday	February		7	8	9	10	11	12
Wednesday	March	September	13	14	15	16	17	18
Thursday	April	October	19	20	21	22	23	24
Friday	May	November	25	26	27	28	29	30
	June	December	31					

The reason for this detention is

- Homework not completed
- Poor behaviour in class
- Rudeness/Attitude
- Lateness
- Equipment not brought
- Other


FORM: \_\_\_\_\_  
 SUBJECT: \_\_\_\_\_  
 REPORT TO ROOM: \_\_\_\_\_

Teacher \_\_\_\_\_

Date \_\_\_\_\_

Please return this slip to acknowledge this detention.

Signature \_\_\_\_\_ (Parent/Guardian)



## ADEYFIELD SCHOOL INCIDENT FORM

Student:	Date:
Form:	Time/Lesson:
Teacher:	Location/Room
Description of incident	Action taken by department
	Teacher signature:
	Action taken by SLT
Signature:	SLT: