

Reedings Junior School

Aiming High Together

Headteacher: Mrs Rebecca Newton



Dear Parents/Carers,

I hope you have all had a restful summer and that your children are excited to begin the new term.

Here's what you need to know for the return to school...



The first morning back:

The school gates will open at **8:45am** and will close at **9:00am** and I will be there to greet you. Children in Year 3 may walk with their parents to the classroom doors for as long as they need. In Years 4-6 children will walk into school independently and will be greeted by their teaching assistants in the playground and at the back of the school who will show them where they need to go. Children arriving late (after 9am) will need to enter via the pedestrian gate next to the carpark with a parent to sign them in.



At the end of the day:

The gates will be opened at **3:10pm** for you to collect your children at **3:15pm**. As our main gates are quite narrow I would like to continue to use the **pedestrian gate next to the carpark as the main exit** at the end of the day to avoid congestion and to make sure everyone can leave without getting stuck!

What will your child need?

Please make sure your children are back to wearing full school uniform and please **do label everything with their name**. Previously children were able to wear trainers as it was difficult to get shoes fitted whilst the shops were closed. As everything has now re-opened, please ensure your children come to school in plain **black school shoes**.



Please also make sure they bring their **PE kits** and also some **outdoor shoes (old trainers) or wellies** and a **coat** for when its rainy and/or their turn to play on the field. They also must have a **water bottle** and a **bag** for their planner and reading book.

Home Learning:

Home learning at Reedings is all about children taking ownership of their own learning and practising skills that will support them with their learning in class. The expectations for each year group are attached in **Appendix 1** for your information. **Home learning will be set on Thursdays and due in on Tuesdays** (unless otherwise stated for specific pieces of learning). If children have not completed the learning, they will be expected to work with their teacher to complete it in school in part of their Wednesday lunchtime.

Behaviour:

Behaviour is very good at Reedings and children were fantastic at settling back into learning after school partial closure last academic year. We are however going to be working hard on promoting excellent learning behaviours to ensure children become lifelong, independent learners and I look forward to sharing more with you about this in the fortnightly newsletter. Our new school behaviour policy (**Appendix 2**) is centred around communication with children and supporting children to reflect on and understand their own behaviour and make positive choices independently.

Vision and Values:

Reedings' Vision:

To be a community working together in a stimulating environment to encourage, inspire and support every child to see and reach their full potential – building happy, resilient and independent children who have a life-long love for learning.

Reedings' Values:

Community
Ambition
Resilience
Curiosity
Respect
Integrity

This year we have a new vision and values to share with you. These underpin all of what we do at school and the values will be referred to regularly when talking about behaviour and in assemblies. There will be a focus on one value each half term.

The strap line at Reedings has been 'Aiming High Together' and this will stay, as it is our ambition to involve everyone in making sure the children at Reedings have the highest quality of education we can offer.

Curriculum:

This year we are launching our brand new curriculum! Reedings have linked up with Fawbert and Barnard's to come up with a shared curriculum intent. This is a statement which articulates what both schools want from our curriculums for our children from Nursery to Year 6.

Fawbert and Barnard Infant School



and
Reedings Junior School



Combined Curriculum Intent

What is it we want our children to get from our curriculum from Nursery through to Year 6?

Our curriculums at Fawbert and Barnard Infants' and Reedings' Junior School give the children the opportunity to learn through a variety of exciting and memorable contexts. From Fawbert and Barnard's integrated Montessori approach in the Early Years and 'Cornerstones' cross curricular curriculum in Key Stage 1, through to Reedings' bespoke curriculum, it is our intent that children at our schools...

- Have high aspirations, resilience and perseverance
- Are problem solvers, with a thirst for knowledge who are confident to take risks
- Become active citizens in a diverse global and digital society
- Are happy and secure within themselves and their pursuit for truth
- Are excited and motivated with a deep-rooted love of learning.

We believe our curriculums are progressive and support children in their pathway towards adulthood.

It was imperative that Reedings' curriculum was progressive and built on the excellent learning that takes place at Fawbert and Barnards. I look forward to sharing the overview of what will be taught in the coming weeks.



Please do
follow us on
twitter:

twitter.com/JuniorReedings
for updates on your
children's learning and
the excellent things
that take place every
day!

I really look forward to seeing you and your children on the Thursday September 2nd where they will be spending the first two days getting to know their teachers and learning about their class bird names!

Very Best Wishes,
Mrs Becca Newton (Head Teacher)

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Appendix 1

Home Learning

At Reedings, we believe it is important for the children to continue their learning at home and therefore set the children home learning activities weekly. In Lower Key Stage 2, home learning will consist of reading, spelling and maths activities. In Upper Key Stage 2, additional home learning will be set on Google Classrooms which will help to prepare children for the home learning which is set at Secondary School.

The aims of our home learning are:

- to allow children to take ownership of their learning
- to practise skills which they have learnt in lessons and develop fluency of key skills
- to develop their time managements and organisational skills
- to help prepare them for secondary school

Home learning expectations:

Home learning will be set on Thursdays and due in on Tuesdays (unless otherwise stated for specific pieces of learning). If the children have not completed the learning, they will be expected to complete it in school on Wednesday lunchtime.

Year 3

Reading:

Children will be expected to read their school reading book **daily** out loud to an adult and discuss what they have read. Children should be reading and discussing for at least **10 minutes** and the pages the children have read should be recorded in their planners (*suggested questions to use during reading sessions are located at the end of this document*).

Spelling:

Spelling will be set in a 2-week cycle and will link to the rule, pattern or key words they have been studying in class.

- Week one, the children will be set a list of spellings to learn which will be assessed by a spelling test in school. The children should practise the words **daily** and keep a record of this on the sheet provided.

- Week two, the children will be set a spelling activity which will allow them to apply their knowledge of the spellings they have been learning. There will then be a dictation linking to the spelling rule or pattern completed in school.

Maths:

Home learning will be set on Mathletics and TT Rockstars weekly. Both of these platforms provide children with instant feedback and Mathletics also provides support for children with the activities. Children may be set practical activities to complete at home when it links to their learning in school. For example, measuring the length of different objects.

- Mathletics: children will be set activities which link to their learning in class allowing them to practise skills or to revise key number facts.
- TT Rockstars: children will be set activities weekly to develop their times tables knowledge and recall.

Year 4

Reading:

Children will be expected to read their school reading book **daily** and discuss what they have read. Children should be reading their book out loud to an adult; however, some of the time could be spent reading independently. Children should be reading and discussing for at least **10-15 minutes** and the pages the children have read should be recorded in their planners (*suggested questions to use during reading sessions are located at the end of this document*).

Spelling:

Spelling will be set in a 2-week cycle and will link to the rule, pattern or key words they have been studying in class.

- Week one, the children will be set a list of spellings to learn which will be assessed by a spelling test in school. The children should practise the words **daily** and keep a record of this on the sheet provided.
- Week two, the children will be set a spelling activity which will allow them to apply their knowledge of the spellings they have been learning. There will then be a dictation linking to the spelling rule or pattern completed in school.

Maths:

Home learning will be set on Mathletics and TT Rockstars weekly. Both of these platforms provide children with instant feedback and Mathletics also provides support for children with the activities. Children may be set practical activities to complete at home when it links to their learning in school. For example, measuring the length of different objects.

- Mathletics: children will be set activities which link to their learning in class allowing them to practise skills or to revise key number facts.
- TT Rockstars: children will be set activities weekly to develop their times tables knowledge and recall.

Year 5

Reading:

Children will be expected to read and discuss their school reading book for **at least 20 minutes 3-4 times a week**. Some of the reading should be out loud to an adult and some should be independent reading. The pages the children have read should be recorded in their planners (*suggested questions to use during reading sessions are located at the end of this document*).

Spelling:

Spelling will be set in a 2-week cycle and will link to the rule, pattern or key words they have been studying in class.

- Week one, the children will be set a list of spellings to learn which will be assessed by a spelling test in school. The children should practise the words **daily** and keep a record of this on the sheet provided.
- Week two, the children will be set a spelling activity which will allow them to apply their knowledge of the spellings they have been learning. There will then be a dictation linking to the spelling rule or pattern completed in school.

Maths:

Home learning will be set on Mathletics and TT Rockstars weekly. Both of these platforms provide children with instant feedback and Mathletics also provides support for children with the activities. Children may be set practical activities to complete at home when it links to their learning in school. For example, measuring the length of different objects.

- Mathletics: children will be set activities which link to their learning in class allowing them to practise skills or to revise key number facts.
- TT Rockstars: children will be set activities weekly to develop their times tables knowledge and recall.

Foundation/English:

The children will be set a piece of home learning on Google Classroom which links to their learning in either Foundation subjects or English. This home learning will consist of a variety of activities. For example, it may consist of research that the children will then use within their lessons or a practical activity where they record their findings on Google Classroom which can then be discussed at school.

Year 6

Reading:

Children will be expected to read and discuss their school reading book for **at least 20-25 minutes 3-4 times a week**. Some of the reading should be out loud to an adult and some should be independent reading. The pages the children have read should be recorded in their planners (*suggested questions to use during reading sessions are located at the end of this document*).

Spelling:

Spelling will be set in a 2-week cycle and will link to the rule, pattern or key words they have been studying in class.

- Week one: the children will be set a list of spellings to learn which will be assessed by a spelling test in school. The children should practise the words **daily** and keep a record of this on the sheet provided.
- Week two: the children will be set a spelling activity which will allow them to apply their knowledge of the spellings they have been learning. There will then be a dictation linking to the spelling rule or pattern completed in school.

Maths:

Home learning will be set on Mathletics and TT Rockstars weekly. Both of these platforms provide children with instant feedback and Mathletics also provides support for children with the activities. Children may be set practical activities to complete at home when it links to their learning in school. For example, measuring the length of different objects.

- Mathletics: children will be set activities which link to their learning in class allowing them to practise skills or to revise key number facts.
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Foundation/English:

The children will be set a piece of home learning on Google Classroom which links to their learning in either Foundation subjects or English. This home learning will consist of a variety of activities. For example, it may consist of research that the children will then use within their lessons or a practical activity where they record their findings on Google Classroom which can then be discussed at school.

SATs Revision:

During the Spring Term and until the SATs, the children will be set activities in their revision books for both grammar and maths.

Reading

During reading:

- Encourage children to use expression when reading, especially for the voices of different characters
- Discuss the punctuation; children should be using it to develop fluency and expression in their reading. Encourage children to pause at full stops. Identify exclamation marks and question marks. Discuss how children should read sentences which have them.
- The children do not have to read a large section of the book during a session; you could focus on a few pages and discuss the characters, settings and plot in detail. You could also take it in turns to read so your child can hear how you read. Over the year, the children should be increasing the amount they read during a session. By Year 6, children should be reading independently for a sustained period.

Questions which could be asked during discussion:

- What do you think the book could be about?
- Who is the author? Have you read books by this author before?
- What is happening?
- What happened previously in the book?
- Who are the main characters?
- What have we found out about the characters? Can you think of another story with similar characters?
- How do you think the characters are feeling? What made them feel this way?
- Where is it set? Can you think of another story with a similar setting?
- What impression of the characters/setting do you get?
- What do you think will happen next? Why do you think that?
- Do you like the end? How was the problem resolved? Is there another way it could have been resolved?
- Discuss the meaning of words. Can they think of alternative words which mean the same?

Appendix 2

Reedings Junior School

Aiming High Together

BEHAVIOUR AND ANTI-BULLYING POLICY

Date of issue: September 2021

Review September 2022



REEDINGS JUNIOR SCHOOL

BEHAVIOUR POLICY

We believe that all children have the right to learn in an environment in which they feel safe, secure and respected. The policy aims to promote internal discipline through praise, talking to children to find the root cause of the behaviour and teaching them the behaviour we expect.

Acceptable Standards of Behaviour:

All adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

Adults will:

- Model the type of behaviour felt to be acceptable.
- Ensure fair treatment for all, regardless of age, gender, race, religion, ability and disability;
- Encourage relationships based on kindness, respect and an understanding of the needs of others;
- Show appreciation of the efforts and contribution of all;
- Be alert to the signs of bullying and discrimination.
- Consistently follow the school policy to deal with unacceptable behaviour.
- Record any incidents of unacceptable behaviour, bullying or racial incidents and follow the correct procedure as stated in this policy;
- Refer to the school values when addressing unacceptable behaviour;
- Respond sensitively to children in distress, listen to them and deal with any incident appropriately;
- Communicate effectively with each other and with children at all times.

Children will:

- Be praised for their achievements, both academic and social;
- Be encouraged to help each other through discussion, praise and acknowledgement of effort;
- Be encouraged to discuss their behaviour, identifying the cause and how to make things better.

Unacceptable Behaviour:

- Wilful disobedience e.g. openly refusing to do what is being asked by the adult;
- Shouting at another child or adult in an aggressive manner;
- Biting, fighting spitting, hitting pinching and kicking;
- Using foul or unacceptable language;
- Damaging property;
- Answering back, rudeness towards another member of the school community, child or adult;
- Making unkind or offensive comments, including comments about people's appearance, family, beliefs or ability/disability;
- Invasion of privacy, e.g. going into someone else's property without permission;
- Stealing;
- Truancy;
- Forming a threatening group or gang;
- Bullying (see section on bullying)
- Threatening to carry out any of the above behaviours.

Class Charters:

A Class Charter will be agreed at the start of each year, signed by each child and displayed in each classroom.

Class Charters will:

- Consist of a list of expected behaviours, positively stated, telling the children what to do rather than what not to do;
- Actively encourage everyone involved to take part in their formation and development;
- Have a clear rationale, made explicit to all;
- Be consistently applied;
- Promote the idea that every member of the school is responsible for his/her own behaviour and also has responsibilities to the whole school community.

Rewards:

Our emphasis is on rewards to reinforce good behaviour. We believe that rewards have a motivational role, helping children to see and understand that good behaviour is valued.

Rewards include: -

- Praise from adult;
- Gold stars and 'Star Learner' badges for learning in books.;
- Showing good examples of learning in assembly for a 'Headteacher or Deputy Golden Medallion' sticker;
- Raffle tickets and raffle tickets drawn in weekly assemblies.
- Displays;
- Responsibility given;
- Showing good work/behaviour to the Senior Leadership Team of other staff.

Dealing with unacceptable behaviour:

Low level disruptive behaviour will be dealt with in class through a system of behaviour monitoring which focuses on rewards for positive behaviour. This should be administered by the class teacher and TA.

Within the class any form of unacceptable behaviour as listed in this policy which disrupts the flow of teaching and learning will be addressed.

Escalation process if unacceptable behaviour continues:

This is for all children, except for those with individual plans which will have been agreed by a senior leader and parents.

Step 1: An appropriate reminder of behaviour expectations by the adult in charge of the class or activity, accompanied by an explanation of why the displayed behaviour is unacceptable.

Step 2: Second reminder with a verbal warning that if the child's behaviour continues, they will need to have some time to reflect.

Step 3: Reflection time on the reflection table within their own classroom. (5-minute timer)

Children **may** need to catch up learning at another time - this may be at playtime or lunchtime. However, this will not take all play or lunchtime as children need this time to rest and reset for the next session. Children will need to talk through their behaviour, following the 3Ws – (Appendix A) with the adult that asked them to have some reflection time.

Step 4: Reflection time in year group partner class. (10-minute timer)

When the child returns, their behaviour will need to be talked through using the 3Ws during their next play on lunchtime so as not to interrupt the flow of learning for the other children.

This behaviour will be recorded as 'Red Behaviour' on CPOMS by the person who has asked the children to reflect in the parallel class.

A form may be used by an adult or by the child to answer the 3Ws, but must be talked through. This can be uploaded to cpoms.

Step 5: If a **second** incident is recorded as 'Red Behaviour' on CPOMS within that week, the teacher must notify the child's parents via a phone call so they can discuss this with their child at home.

Step 6: If a **third** 'Red Behaviour' incident is recorded within that week; a senior leader will meet with the child's parents. This will also be recorded on CPOMS.

Step 7: If 'Red Behaviour' is recorded consistently, the Deputy or Headteacher will request a formal meeting with parents. This may result in an agreed behaviour plan to support the child.

Children can be sent straight to another classroom or to a senior leader if the adult responsible deems a child's behaviour unmanageable or of a serious nature. This behaviour will be recorded as 'Red Behaviour' on CPOMS by the person who has sent the child. The justification for moving straight to this step will be recorded on CPOMS by the adult responsible.

Involvement of the Headteacher:

- Child sent to Headteacher
- A formal meeting with parents
- Involvement of outside agencies
- Internal exclusion
- Fixed Term exclusion.
- Permanent exclusion

At all times, the school will work with children, parents and outside agencies to support the child to prevent escalation of unacceptable behaviour.

In the Playground/Outside the Classroom:

Because of the nature of PE, playtimes and lunchtimes, sanctions will be given immediately.

Step 1: All adults will give a warning verbally.

Step 2: If the behaviour continues a yellow card will be shown and the child will need to spend 5 minutes calming down on a yellow spot during PE or next to the TA if at playtime or lunchtime, before the adult responsible speaks with them about the 3Ws.

Step 3: If the behaviour still continues or if children argue, they will need to spend 10 minutes on a red spot during PE or next to the TA if at playtime or lunchtime, before the adult responsible speaks with them about the 3Ws.

Time on a red spot must be recorded on CPOMS as 'Red Behaviour Playtime' by the adult responsible before the end of the day.

In PE lessons the steps above will be followed and recorded by Mr Williams and Mr Leary at the end of each day as 'Red Behaviour PE'. The PE coordinator will then talk through the 3Ws with children the following day at playtime.

In the case of a serious incident, this will be recorded on CPOMS and passed to the Headteacher or Deputy. Parents will be informed. Special sanctions may be introduced in agreement with the Head/Parent/Child.

Safe-handling:

See Appendix B

Racist Remarks:

The definition of a racist remark is any remark that is made which infers a difference about the colour, race or ethnic background of any individual that causes them offence. It is the way in which the remark is received not the intention that makes it racist.

Following incidents of racial remarks/harassment, the child will be sent to the Head and the incident recorded. Please refer to the school policy on Racial Equality.

Homophobic/ Biphobic/Transphobic Remarks:

The definition of a homo/bi/transphobic remark is any remark that is made which infers a difference about the gender or sexual preference of any individual that causes them offence, including any hbt/phobic comments. It is the way in which the remark is received not the intention that makes it hbt/phobic. All incidents will be recorded and dealt with as unacceptable behaviour.

Following incidents of homophobic/biphobic/transphobic remarks/harassment, the child will be sent to the Head and the incident recorded.

Cyber Bullying:

The definition of cyber-bullying is when a person or a group of people threaten, tease, embarrass or abuse someone else by using ICT, particularly mobile phones, the internet and social networks. All incidents will be recorded and dealt with as unacceptable behaviour. We will work with the local community police officers to reinforce the seriousness of the offence through Crucial Crew, presentations in assembly and parents' workshops on e-safety.

POLICY ON PREVENTING AND RESPONDING TO BULLYING

Definition of Bullying:

Bullying is defined as deliberately hurtful behaviour, **repeated over a period of time**, where it is difficult for those being bullied to defend themselves.

It can take many forms but the three main types are: -

Physical	-	hitting, kicking, taking belongings
Verbal	-	name calling, insulting, racist remarks and homophobic comments
Indirect	-	spreading nasty stories, rumours, excluding someone from social groups. This includes cyber-bullying using social networking sites

Single incidents of verbal or physical attack and behaviour that is hurtful but not intentional will also be taken seriously and dealt with by the school.

Possible Signs of Bullying:

- Being reluctant or frightened to leave the classroom at playtimes or at the end of the day;
- Being unwilling to come to school;
- A sudden change in performance, attitude to work;
- Clothes or equipment being regularly lost or damaged;
- Lunch not being eaten;
- Becoming withdrawn or starting to stammer;
- Becoming distressed for no obvious reason;
- Having unexplained bruises, scratches, cuts;
- Having their possessions go “missing”
- Having unaccounted for money or stealing money (to pay bullies);
- Losing money given for trips etc.;
- Refusing to say what is wrong;
- Giving improbable excuses to explain any of the above.

Strategies for Raising Awareness of Bullying:

Throughout the school day, and in particular in PSHE lessons and assemblies, an ethos of tolerance, respect, awareness of differences and honesty will be encouraged.

The school will participate in National Anti-Bullying week.

Response to Bullying:

All children need to be taken seriously. Repeated, uninvited behaviour is bullying.

All such behaviour will be dealt with immediately, as soon as staff are made aware of such an incident.

All incidents of bullying will be recorded on CPOMS under ‘Bullying’.

Strategies to support children who have been bullied:

- The child will be seen individually and/or privately;
- The child will be reassured that action will be taken;
- The child will be given strategies for dealing with incidents in the future.

Strategies to support and deal with children who engage in bullying behaviour:

- The child will be informed of the nature of his/her unacceptable behaviour;
- The child will be supported in trying to change their behaviour;
- The child will be reprimanded by a senior leaders and a record of the incident kept on CPOMS under 'Bullying';
- The child will be made aware of the consequences of his/her actions and closely monitored during play times;
- The child will be identified to any other adults within the school community;
- Persistent bullying behaviour – record kept and parents informed;
- After the third incident, parents will be asked to discuss the matter with the Headteacher;
- If the bullying continues this may lead to an exclusion under the terms of the Governors' policy and the Hertfordshire guidelines for fixed period exclusions and permanent exclusions.
- Incidents of racism and bullying are reported annually to Herts CC.

Reviewed by: Rebecca Newton

Next review date: September 2022



Reedings Junior School

The 3Ws

What I did?

Why I did it?

What I can do to make it right?

Appendix B

Statement on the use of Physical Interventions:

Extract from Hertfordshire County Council Restrictive Physical Intervention: Acceptable forms of intervention in schools

- There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:
 - ❑ to comfort a pupil in distress (so long as this is appropriate to their age);
 - ❑ to gently direct a pupil;
 - ❑ for curricular reasons (for example in PE, Drama etc);
 - ❑ in an emergency to avert danger to the pupil or pupils;
 - ❑ in rare circumstances, when Restrictive Physical Intervention is warranted.

- In all situations where physical contact between staff and pupils takes place, staff must consider the following:
 - ❑ the pupil's age and level of understanding;
 - ❑ the pupil's individual characteristics and history;
 - ❑ the location where the contact takes place (it should not take place in private without others present).

Within Reedings Junior School this means that a member of staff may physically guide, touch or prompt children in appropriate ways at appropriate times. This policy explains the reasons why staff may choose to physical interventions with children and the appropriate ways in which this would be done.

Why Do We Use Touch?

We may choose to use a physical intervention with children for a variety of reasons, but in general terms we would normally do so for either comfort, reward or guidance.

How Do We Use Touch?

Hugging:



At Reedings Junior School, we encourage staff that are using touch for comfort or reward to use a 'school hug'. This is a sideways on hug, with the adult putting their hands on the child's shoulders. This discourages 'front on' cuddling and the adult's hands on the shoulders limit the ability of the child to turn themselves into the adult.

Hugging can be used either standing or seated.

Hand-Holding:



We recognise that children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when the hand holding is compliant. However, if the handholding is being used by an adult as a method of control to move children, this can become a restraint. Therefore, we encourage the use of the 'school hand-hold'. This is done by the adult holding their arm out, and the child is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's for a little extra security if it is required.

In summary, it is generally deemed appropriate to touch others on the upper arm which would appear to be regarded as a neutral zone in most cultures.

Lap-Sitting:

At our school we actively discourage lap-sitting. Children should be taught to seek comfort/attention through other means, for example the school hand hold or hug. If a child attempts to sit on an adult's lap, the adult will explain and ask them to sit next to them if it is appropriate.

At times, children may be in such crisis or distress that they make contact with an adult in a way which is not described as above (e.g. 'front on' hug/lap sitting). If this should happen, the adult must ensure that they have informed a senior member of staff. The adult will be asked to make a note of this, in order to record and monitor the amount of times the student is seeking this support from staff and to analyse the child's unmet need.

Please note that although we have a touch policy and believe that contingent touch can be a positive experience for the children that we care for, this does not mean that staff have to use physical interventions with children.

It should also be realised that some children will not want to be touched and this will be respected.

Staff have a 'Duty of Care' towards the students in their care. Therefore, if a student is likely to be at risk from harm if they do not physically intervene in an emergency situation, they must take action. The action taken will be dependent on the dynamic risk assessment that they make at that moment in time.

Parents/carers will be made aware of this statement when their child is admitted to this school.



Reflection Area

Think through the 3Ws...

What I did?

Why I did it?

What I can do to make it right?



5 min

You need to turn the timer for **5 minutes** in your own classroom.

Or...



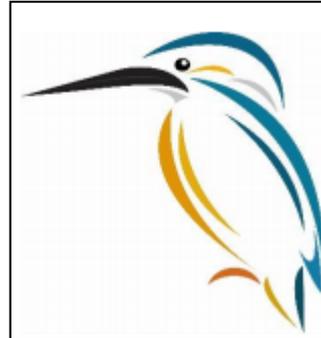
10 min

10 minutes in another classroom.

Appendix D

Optional form to be completed by the child or staff member without access to cpmis at the time of the incident.
This must be uploaded to cpmis as soon as access becomes available.

Reedings Junior School



The 3Ws form

What I did?

Why I did it?

What I can do to make it right?

Name of pupil: _____

Name of adult: _____

Date/Time: _____