



## **Behaviour Policy**

### **1.0 Introduction**

1.1 Our vision at Naphill and Walters Ash School is to have high standards of teaching and learning which challenge our children to achieve. Our Behaviour Policy supports this ideal by:

- Promoting respect and tolerance for each other and the school.
- Helping pupils towards an understanding of what is right and wrong.
- Supporting everyone in forming good relationships with adults and peers.

1.2 The promotion of good behaviour and discipline during a child's formative years can have a profound and often far reaching effect on his or her social behaviour and self-esteem. If children are given the opportunities to experience personal and social success they are more likely to perceive themselves as a capable, likeable and worthwhile people. A child with positive self-esteem has confidence in their ability to succeed and to learn. Commendable conduct by pupils is also fundamental to the effectiveness and well-being of the school. Indeed, it is essential in providing for a secure, caring, happy, motivating and purposeful environment in which children can learn and flourish. The Naphill and Walters Ash School community has a shared responsibility to manage the behaviour of its pupils by promoting and modelling appropriate behaviour and discipline; seeking to avoid unacceptable performance and, where necessary, restoring appropriate behavioural standards.

1.3 This policy and code of practice applies to pupils on school premises, on field trips and other authorised out-of-school activities at any time.

### **2.0 Aims of the Policy**

- To ensure consistency by providing a reference document for the whole school community
- To encourage and promote appropriate behaviours through positive policy and practice
- To clearly identify the strategies used to encourage positive behaviour and deal with inappropriate behaviour
- To raise standards and improve expectations of behaviour
- To marginalise bad behaviour by promoting good behaviour and discipline within the school
- To recognise and promote a child's right to learn in a secure, caring, happy, motivating and purposeful environment
- To develop excellent classroom management and organisation to encourage and promote effective learning

- To ensure that every child is listened to and respected
- To ensure that each and every child experiences praise, positive recognition and success

### **3.0 Staff Responsibilities for Encouraging Positive Behaviour and Attitudes**

- Use the school code system consistently in Key Stage 1 and 2
- Establish and reinforce the 5Rs and the expectations that go with them
- Use positive language.
- Praise more than criticise
- Demonstrate respect and do not humiliate.
- Provide a good role model.
- Use every opportunity offered in the school day to praise and reward positive behaviour.
- Acknowledge positive behaviour and achievement with a positive response.
- Be in class at the beginning of the session to ensure appropriate behaviour when the children enter the classroom.
- Liaise with colleagues over any concerns regarding behaviour on an individual, class or school level.

### **4.0 The School Expectations**

4.1 We expect our children and staff to act in a manner that reflects the 5Rs so everyone is;

Responsible  
Resourceful  
Reflective  
Resilient  
Reasoning

These values are underpinned by Respect. These values/attributes are reflected in the codes and in all aspects of the school and are used by staff to convey what behaviour we expect from the children.

### **5.0 Rewards**

5.1 Every week in Phase Assemblies a child from each class will be awarded a Head Teacher's award for good behaviour and/or work. In the Key Stage 1 assembly the children sit on Golden Chairs. During this assembly children are rewarded for keeping the Forest School safety rules and one child from each group is given Safety Squirrel to look after for a week. These rewards are aimed at those children who do not need reminding as to what the rules are and who behave well at all times.

5.2 If a child has kept the Golden Rules and received fewer than 2 blue codes in a half term then they are awarded with Golden Time Plus. This is a whole school

reward and the children choose from a range of activities that are run by the staff. Those pupils with two blue codes, or any of the more serious codes, do not participate in Golden Time Plus. This is treated as a detention for them.

## **6.0 House Points**

- 6.1 Children will also be given house points for good work, doing something kind, helping to tidy up after art etc. It is expected that all staff, including lunchtime and office people, will use their professional judgement when giving house points so that the children learn that they reward a high standard of work or effort and 'exceptional' behaviour.
- 6.2 House points are used to encourage a sense of team and encourage the pupils to understand that as individuals they have a collective sense of responsibility and belonging.
- 6.3 The children will be given a token when awarded a house point. The token will be the colour of their house and at the end of each week the school councillor in the class will count up the number of tokens awarded to each house.
- 6.4 Once a week the winning house captains will be presented with a cup decorated with their colour ribbons in assembly. At the end of each half term the winning house will be rewarded with an activity/event etc e.g. mufti day just for Ash. This decision is made by the School Council and Junior Leadership Team.

## **7.0 Headteacher's Awards**

- 7.1 If a child has completed a particular piece of work to a very high standard or made great progress then the class teacher will send that pupil to the Head teacher to receive a special Head Teacher's award.

## **8.0 Classroom Strategies and Rewards**

- 8.1 Each class teacher will have their own way of rewarding children who do excellent work, try hard or who behaved well. Golden Time, raffle ticket awards, Star of the Day rosettes and table points etc will be used as the class teachers will devise a system that they feel works well for their class.
- 8.2 All classes should have some form of visual behavioural clues – e.g. a chart that shows good listening strategies. Staff should speak to the SENDCO to obtain such information.

## **9.0 Strategies to Encourage Positive Behaviour**

- 9.1 We encourage positive behaviour using a range of strategies. This is not a definitive list: teachers will select, modify, alter and add to them as appropriate.

- Positive language to emphasise desired behaviours and attitudes e.g. saying, 'The school rule is we look after property, we don't waste or damage it.'
- Non-verbal communication e.g. a smile, thumbs up or a reassuring nod
- Highlighting excellent work to the class. Complementing the children who are working well instead of highlighting those who are not on task.
- Giving older children responsibilities or privileges e.g. assisting lunchtime supervisors with the younger children or appointing monitors for specific areas of the school
- Assemblies are used to reinforce whole school values: they are also used to praise individual, group, class or whole school successes e.g. passing on positive comments from visitors or positive feedback from a trip or event: so that children are aware of how they are succeeding.
- Discussions with individuals, classes or the whole school highlighting the positive behaviour to marginalise unacceptable behaviour.
- Letters, communication via the home-school diary, telephone calls or conversations with parents to inform them how well their children are doing e.g. parents may be invited in after school to see a good piece of work or to hear praise for good and/or improved behaviour.
- All staff are expected to role model the school values e.g. by being polite, courteous and positive.
- All staff are expected to be consistent and fair in rewarding children throughout the whole school.
- Children's work should be recognised and celebrated through ongoing marking and high quality display.
- Tangible demonstrations of trust in children are also used to recognise good behaviour e.g. giving children the responsibility of preparing equipment for a practical lesson or sending them around the school with a message.

## **10.0 Discipline: Successful Techniques in Dealing with Inappropriate Behaviour**

10.1 Consistent standards are essential to ensure fairness. The verbal and non-verbal strategies used should be relevant. Strategies **should not** be used to humiliate children. Where possible, when it is necessary to deliver a severe reprimand, the children will be spoken to away from other children.

10.2 In order to ensure consistency across the school the Code System is used in all classes in KS1 and KS2 with an adapted version in Foundation. The codes are a graded list of behaviours from calling out to ones that need result in exclusion. A child is always given a verbal warning to stop the behaviour that may lead to an orange (minor) code being given. E.g. 'stop calling out' but if that behaviour is repeated in a lesson a code orange will be given. This code is then recorded in the class. Three orange codes (an orange strike) given in a week result in a detention. The Code system is regularly reviewed by all staff at the start of each term.

- 10.3 SEND children may need to have the Code System adapted to match their individual needs.
- 10.4 In Key Stage 2 if work is not completed on time or to the standard expected staff may ask pupils to complete or redo work at lunch or break times.
- 10.5 Other steps that may be taken in dealing with an incident may include:
- A child may be asked to write a letter of apology.
  - Contacting parents
  - Liaising with other colleagues e.g. Key Stage Leader, Head and Deputy – a pupil may be sent to one of the senior staff to be spoken to.

## **11.0 Foundation Stage Sanctions and Rewards**

11.1 All children follow the 'Golden Rules';

- Use your inside voice
- Put things away
- Walk, not run
- Be polite
- Put your hand up
- Share with others
- Take turns

11.2 Lots of verbal praise and stickers are given for good behaviour and work. The children have an adapted version of the code system which applies to the above rules. Blue codes are followed by an immediate time out, and orange code warnings are removed at the end of each session so a child starts afresh each new session. In each class there is a celebration board, 'Hairy Maclary says well done' and when a child does something that is kind, helpful etc without being prompted to do so their name goes on this board.

11.3 Once a week during golden assembly 1 child from each class is also chosen to receive a Head Teacher's reward sticker for something special they have done that week.

11.4 As with the rest of the school if a child receives a blue code then notification is sent home to the parents.

## **12.0 Continual Problems**

- Report Cards – these are primarily aimed at children in Key Stage 2 who display aggressive or continually disruptive behaviour. There will be an initial meeting with the parents and the report card will last for at least two weeks. Sanctions will include loss of break and lunch times, not attending extra curricular clubs, parents bringing the child to the office in the mornings etc. If after the first week there is no improvement in behaviour

the school will consider removing the child from class altogether for the next week. They will still attend school but have work set for them to be completed in the school office on their own.

- Liaising with the school's SENDCO and parents, use of behavioural provision mapping may be needed. Advice could be sought from the Wycombe PRU and other external agencies.
- Time Out – some children need the option of having a safe place to go whilst they 'cool down' as it could make the situation worse if they stayed in class or with their peers.
- If a single child loses control and refuses to take time out it may be more appropriate to move the rest of the class and leave the child back with an adult to watch over them. The class teacher should send a red card to the office immediately and call on a member of staff close by to take their class to either the hall or lunchroom as a place of sanctuary until the situation calms. The remaining child should be monitored and only talked to when they have calmed down. Any damage done to the room should then be cleared up and at some time later an apology offered to the class and teachers concerned.
- The school will refuse to take children on visits and residential trips if the child's behaviour could endanger themselves or others, if there has been a serious transgression at school before the visit takes place or if the number of 'codes' given to a pupil indicates continual poor conduct. Staff will meet with the parents of any child they have concerns about to discuss concerns and any repercussions to their child's behaviour and if this behaviour is likely to jeopardise the place on the school trip this will be made very clear to both the child and the parents/carers.
- Exclusion from class/exclusion from school. The school will adopt the latest guidance by the LA.

### **13.0 Rewards and Sanctions at Break and Dinner Time**

13.1 Pupils are expected to show supervisors and teachers the same respect.

13.2 The playground supervisors reward pupils who have behaved well or whose behaviour has improved in the playground by **verbal praise and positive affirmation**.

13.3 Supervisors will use the Code System and will be able to give out house point tokens for positive behaviour.

13.4 In the case of very serious incidents such as fighting, bullying, racist or homophobic abuse, the Senior Supervisor will refer the pupil to the Head/Deputy.

13.5 After dealing with the incident the Head/Deputy will inform the pupil's teacher.

### **14.0 Liaison with Parents**

- 14.1 Parents have an important part to play in ensuring good behaviour and discipline in their children and it is vital that an excellent three-way partnership exists between child, parent and teacher. The Home-School Agreement identifies some of the key responsibilities of children, parents and the school in maintaining high standards of behaviour.
- 14.2 Communication should be an ongoing process. Commendable achievements are communicated to parents via the annual record of achievement, open evenings, verbal and written communication, school newsletters and the home-school diary. Equally the school has a responsibility to advise parents as soon as possible in instances of acute or sustained inappropriate behaviour, seeking their assistance to appropriate relevant and effective corrective action. In such cases it may be necessary to communicate with parents via letter, telephone, face-to-face conversation or formal interview.
- 14.3 We take a proactive approach when dealing with any issues that occur outside of school. Parents and pupils can discuss issues in particular regarding cyber related comments/behaviour that they either become aware of or that we are made aware of first. The school recognises that parents can often be unaware of what their child is seeing and or saying online.

## **15.0 Use of Force**

- 15.1 The school deplores the use of corporal punishment. It has been illegal in all schools since 1999. However, in line with the 1996 Education Act (section 550A) Naphill and Walters Ash School does allow teachers (and others who have been authorised by the Headteacher to have control or charge of pupils) to use such force as is reasonable in all circumstances to prevent a child from doing or continuing to do any of the following:
- Committing a criminal offence.
  - Injuring themselves or others.
  - Causing damage to property (including the pupil's own property).
  - Engaging in behaviour prejudicial to maintaining good order and discipline at the school or among its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.
- 15.2 For more information on use of force in school see Appendix A.

## **16.0 Exclusion from School**

- 16.1 In cases of extremely serious bad behaviour it may become necessary for the school to implement exclusion procedures. In such cases the school will adopt the latest guidance by the Local Education Authority. Section 103 of the Education and Inspections Act 2006 places a duty on parents in relation to an excluded pupil. A parent has to ensure that his or her child is not present in a public place during school hours without reasonable justification during the first 5 days of each and every fixed period or permanent exclusion. This requirement applies whether or not the pupil is in the company of a parent. A failure to comply with this requirement is an offence for which parents can be

prosecuted or given a fixed penalty notice of £50. The penalty increases to £100 if unpaid after 28 calendar days. If still unpaid after 42 days the parent is subject to prosecution for the original offence. The pupil concerned may also be removed from the public place by the police and taken to designated premises.

## **17.0 Behaviour Policy for Forest School**

At Forest School, we will be taking the children in groups of 15/16 to Bradenham Woods. As these woods have public access, it is of paramount importance that each child behaves in a safe and sensible way.

### **17.1 Aims of our Policy**

- To ensure consistency by providing a reference document for each Forest School group
- To clearly identify the strategies used to deal with inappropriate behaviour in the woods
- To set high expectations of behaviour at Forest School
- To recognise and promote a child's right to belong to a secure, caring, happy, motivating and purposeful environment
- To ensure that each and every child experiences praise, positive recognition and success
- To enable the children to make safe choices.

### **17.2 Staff Responsibilities for Encouraging Positive Behaviour and Attitudes at Forest School**

- Use positive, aspirational language.
- Celebrate each child's creativity.
- Demonstrate respect and do not humiliate.
- Provide a good role model.
- Use every opportunity offered at Forest School to praise and reward positive behaviour.
- Acknowledge positive behaviour and achievement with a positive response.
- Liaise with parents and colleagues over any concerns regarding behaviour.

### **17.3 Forest School Rules**

- The Golden Rules apply in the Forest.

#### Specific rules

- Children will respect the physical boundaries of the Forest School site.
- They will treat the Forest School site with respect.
- Children will respond immediately and appropriately to any muster or emergency signal.
- Children will abide by all the Forest School safety rules.



## **17.4 Dealing with Inappropriate Behaviour at Forest School**

- Children will be expected to keep the Golden Rules and Forest School safety rules in the woods.
- Children who break the rules, or endanger themselves or others within the group, will be given 'time-out' in the log circle.
- For minor infringement of rules, children will be given a warning and one chance to correct their behaviour. If they fail to do this, they will be given 'Time-out'. On return to school, they will be given an orange code.
- Should a child persist in unsafe behaviour, they will miss the next session of Forest School.
- If children use an emergency call or blow their whistle when there is no emergency, they will miss the next session. No warning will be given in this instance.

## **17.5 Liaison with Parents**

- Parents will be informed by letter if their child will be missing the next session of Forest School.

## **17.6 Rewards**

- Good behaviour at Forest School will be celebrated weekly at the EYFS/KS1 Golden Assembly
- S/he will sit on a golden chair and take home 'Safety Squirrel' (a puppet for a week).
- S/he will get a sticker to stick in his/her Forest School Diary.

## **18.0 Monitoring and Evaluating the Effectiveness of the Policy and Code of Practice**

18.1 The Headteacher and Senior Management Team will have the responsibility for monitoring and evaluating the implementation of the policy and code of practice using a range of strategies:

- Feedback from stakeholders: informal and formal e.g. via questionnaires
- Lesson observations
- Playground observations
- Monitoring the behaviour books and half-termly record of yellow cards
- In-service training and staff meetings
- Professional dialogue
- Supported School Self Evaluation Toolkit

## **19.0 Access to the Policy**

19.1 A full version of the current policy will be publicly available on the school website

19.2 Appendices are constantly updated and will therefore not be uploaded onto the website. Stakeholders may view them in the Policy File. The file can be located in the school office.

### **Approval**

Approved at the full governing body meeting held on 15<sup>th</sup> November 2018 minute 10.3

**Date for next review: Autumn Term 2020**

**Committee responsible: Teaching & Learning**

## **Appendix A – Control and Restraint of Pupils**

### **1.0 Objectives and Principles**

This document has been prepared based on the recommendations in the DCSF Document The Use of Force to Control or Restrain Pupils (April 2010).

The Headteacher and Governors have a responsibility to maintain the safety of pupils and staff. There is a responsibility to prevent serious breaches of school discipline and to prevent serious damage to property.

As all members of school staff are authorised by law to use force the school does not have a no-contact policy. We are, however, committed to the principle that force and restraint should only be used in a reasonable way and when all other means of resolving issues are deemed to be inappropriate.

We recognise that force in schools is generally used for two different purposes:

- a) To control: control can mean either passive physical contact (e.g. standing between pupils or blocking a pupil's path) or active physical contact (e.g. leading a pupil by the hand or arm, or ushering a pupil away by placing a hand in the centre of the back)
- b) To Restrain: When members of staff use "restraint" they physically prevent a pupil from continuing what they were doing after they have been told to stop. The use of restraint techniques is usually used in more extreme circumstances, such as when two pupils are involved in a fight and physical intervention is needed to separate them.

### **2.0 Minimising the Use of Force:**

At Naphill & Walters Ash School we aim to create a calm and orderly environment that minimises the risk of incidents arising that might require the use of force. This is done in a number of ways:

- Using resources including Social and Emotional Aspects of Learning to teach pupils how to manage conflicts and strong feelings
- Ensuring staff are aware of de-escalation techniques to manage conflict if it does arise
- Only using force when the risks involved in doing so are outweighed by the risks involved in not using force
- Having up to date and regularly reviewed risk assessments and positive handling plans for individual pupils

### **3.0 Staff Authorised to Use Force**

#### **3.1 Permanent Authorisation:**

Appendix C of this document contains an up to date list of those staff who have authority and training to use force to control or restrain pupils. This list is reviewed each year and includes an up to date record of appropriate training.

### 3.2 Temporary Authorisation:

In some circumstances a) staff whose jobs do not normally involve supervising pupils and b) volunteers working with pupils will be authorised to be in control or charge of pupils, will have statutory power to use force. This might include:

- School trips
- Off-site learning activities
- After school activities

The names of these staff will be recorded in the risk assessment and plans for these activities and signed off by the Headteacher.

## 4.0 Deciding Whether to Use Force

Staff should only use force when

- The potential consequences of not intervening are sufficiently serious to justify considering use of force
- The chances of having the desired result by other means are low
- The risks associated with not using force outweigh those of using force.

Some situations where reasonable force might be used are:

- To prevent a pupil from attacking a member of staff, or another pupil, or to stop a fight between two or more pupils
- To prevent a pupil causing deliberate damage to property
- To prevent a pupil causing injury or damage by accident, by rough play, or by the misuse of dangerous materials or object
- To ensure that a pupil leaves a classroom where the pupil persistently refuses to follow an instruction to do so
- To prevent a pupil behaving in a way that seriously disrupts a lesson
- To prevent a pupil behaving in a way that seriously disrupts a school sporting event or school visits

***It is unlawful to use force as a punishment and staff should not do this in any circumstances.***

Staff will be kept informed about, and advised how to deal with, pupils who present particular risks to themselves. These pupils should have an individual risk assessment and individual behaviour plan that determines the likely triggers for undesirable behaviour and the effective ways to manage such pupils. It is likely, but not exclusive, that these pupils will be determined as having a BESD SEN.

If a pupil is suspected of having a weapon or any other dangerous object and is likely to resist a search, staff should alert the office staff and call the police to deal with the situation.

## **5.0 Using Force**

Any staff using force or restraint to control a pupil should only use the minimum force necessary to achieve the desired result.

It is our policy that:

- In any situation a child is given an oral warning that force may have to be used if the situation or behaviour being dealt with persists. This should be done clearly and calmly in language the child can understand.
- Staff should, wherever possible, not use force unless or until another responsible adult is present to support, observe and call for assistance.
- Any force used should aim to bring about a swift conclusion to a situation but also ensure there is minimal risk of any injury to the child. Staff should be aware that any use of restraint does bring the risk of an injury to the child. Staff must ensure that any use of force that may constrict breathing is only used in extreme emergencies and where there is no viable alternative.

## **6.0 Staff Training**

The Headteacher will ensure that all staff, as part of their induction to the school, are aware of their responsibilities in relation to the School Policy on the Use of Force.

At Naphill & Walters Ash School we will ensure the following training is in place:

- At least one member of staff will have received training by expert accredited providers in physical intervention and restraint technique. It is, however, not assumed that the named trained members of staff should be solely responsible for dealing with all incidents where physical intervention or restraint is required.
- All staff are made aware of the policy on the use of force and restraint with a particular focus on when, where and how force and restraint may reasonably be used and the way such incidents should be recorded.

## **7.0 Recording Incidents**

Any use of force or restraint must be recorded on the attached form (Appendix A). This form must be completed as soon as practicable after the incident and handed to the Headteacher by the end of the working day on which the incident occurred.

## **8.0 Reporting Incidents**

The school acknowledges it has a duty to report to parents if there has been a significant incident where a member of staff has used force or restraint on a pupil.

Once an incident is recorded and passed to the Headteacher they will make a decision about whether the incident is deemed as significant within 1 working day.

If the use of force or restraint is seen to have been significant it must be reported to parents by either the Headteacher or Deputy Headteacher. Ideally this will be by telephone and will occur as soon as possible after the incident.

Families should be given access to a copy of this policy.

If there is any concern that reporting the incident could lead the child being put at risk of harm, the incident should be passed immediately to the designated teacher for Child Protection who should liaise with the Local Authority and/or Social Services.

## **9.0 Post Incident Support**

If there is any injury to the child as a result of the use of restraint or force first aid and medical assistance should be sought immediately. Staff and pupils should be given appropriate emotional support.

Any member of staff who has been assaulted may decide to report the incident to the police or seek advice from their professional association.

We will ensure that there is clear follow up and use of sanctions, in line with the behaviour policy, to the poor behaviour of the pupil concerned.

We will work to help the pupil and staff involved to rebuild a productive working relationship so, where appropriate, they may resume professional contact.

## **10.0 Complaints and Allegations**

If a specific allegation is made against a member of staff the school will follow the guidance set out in *Safeguarding Children and Safer Recruitment in Education*.

Other complaints should be dealt with according to the school complaints procedure.

## **11.0 Monitoring and Review**

The Headteacher will give an annual report to the Teaching & Learning committee of the Governing Body on the use of force and restraint.

This document forms part of, and will be reviewed alongside the School Behaviour Policy in a cycle determined by the Governing Body.

## Appendix B: Incident Record Form

Details of pupil on whom force was used – name, class, and any SEN, disability or other vulnerability

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Date, time and location of incident

--

Names of staff involved (directly or as witnesses)

--

Details of other pupils involved (directly or as witnesses), including whether any of the pupils involved were vulnerable for SEN, disability, medical or social reasons

--

Description of incident by the staff involved, including any attempts to de-escalate and warnings given that force might be used

--

Reason for using force and description of force used

--

Any injury suffered by staff or pupils and any first aid and/or medical attention required

--

Reasons for making a record of this incident

--

Follow up, including post-incident support and any disciplinary action against pupils

--

Any information about incident shared with staff not involved in it and external agencies

--

When and how those with parental responsibility were informed about the incident and any views they have expressed

--

Has any complaint been lodged (details should not be recorded here)?

--

Report compiled by

--

Name and role

--

Date

--

Report countersigned by

--

Name and role

--

Date

--

Please Note: The names of pupils should be removed before the completed form is sent to parents and the names of members of staff should only be included with their consent.



**Appendix C: List of staff authorised to use force and the training they have received**

*The current list of trained staff is held in the school office.*

## Appendix D: Example of Behaviour Plan and Risk Assessment

**Individual Behaviour Management Plan Naphill & Walters Ash School**

**NAME:**

**D.O.B.**

**DATE:**

**STAFF INVOLVED:**

**TRIGGER BEHAVIOURS:**

**TOPOGRAPHY OF BEHAVIOUR:**

**PREFERRED SUPPORTIVE STRATEGIES:**

**DETAILED ADVICE:**

**PREFERRED HANDLING STRATEGIES:**

<b><u>DEBRIEFING PROCESS:</u></b>	<b><u>SIGNATURES:</u></b>  <b><u>School:</u></b>  <b><u>Parent:</u></b>  <b><u>Review date:</u></b>
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### Pupil Risk Assessment

Criteria to trigger detailed risk assessment:

Aggressive Behaviour

Any one of these criteria will trigger the need for the following individual risk assessment to be completed.

Name of Pupil		
Date of Risk Assessment		
Serious Incident Form Statistics		
Have other people been the victim of this pupil's behaviour	Adults (Name of involved)	Pupils (Name of involved)
Have any of these incidents been physical attacks or attempted physical attacks? (tick as appropriate)	Yes	No
Give illustrative frequency (i.e. amount of time span of school weeks)		
Number of incidents towards	Adults	Pupils
Description of incidents		
Number of occasions where a significant injury has occurred		
Is there a pattern (i.e. place /lesson incidents occur)		
What interventions and measures have already been tried and with what success?		

Following completion of the above a behaviour plan should be created to reduce risk/respond to occurrences.

This plan was created by:

Name

Signed

With contributions from:

Name

Signed

Risk Assessment Review Date: