



# Baines' Endowed

Church of England Primary Academy

A member of **CIDARI**

## **Baines' Endowed Church of England Primary Academy**

### **Behaviour Management Policy**

Our mission statement at Baines' Endowed Church of England Primary is:

*"With God, nothing is impossible" Luke 1:37*

To support our pupils, staff, parents and governors in their quest to achieve the 'impossible', we will teach, guide and nurture our community in the following twelve values:

generosity	compassion	courage	forgiveness
friendship	respect	thankfulness	trust
perseverance	justice	service	truthfulness

At Baines' Endowed, we believe that by valuing all God's children and teaching them to learn, develop and grow in the Gospel values, we will allow them the opportunity to believe that, with the help and love of God the Father, God the Son and God the Holy Spirit, they can achieve what they aim to achieve.

This policy complies with Section 89 of the Education and Inspections Act and should be read in conjunction with;

- Behaviour in Schools February 2024
- Pastoral Care & Child Protection Policy
- Care and Control of Pupils Policy
- Equal Opportunities Policy
- Managing Allegations Against Staff Policy
- Valuing All God's Children document
- Managing Allegations Against Pupils Policy
- Searching, screening and confiscation at school
- Equality Act 2010
- DfE Suspension and Permanent Exclusion Guidance May 2023
- Cidari Staff Discipline, Conduct and Grievance Policy
- Attendance Management Policy/MFE
- Racial Equality Policy
- SEND Policy
- Children's ALWAYS promises
- Online Safety Policy
- Early Years Wellbeing Toolkit and Graduated Approach
- Children and Families Act 2014
- When the Adults Change Everything Changes - Paul Dix

## **PURPOSE**

At Baines' Endowed, the Academy culture and values are manifested through the behaviour of all its members. High standards and clear rules reflect the values of our Academy and outline the expectations and consequences of behaviour for everyone. Our Academy behaviour policy provides details on how staff and other agencies concerned with school: pupils, parents, governors, teachers, non-teaching staff, church, Cidari, LA (Local Authority) and external agencies will support pupils to meet these expectations. This policy will be implemented in line with our Academy Christian Mission Statement and values.

## **INTENT**

- To promote and ensure good behaviour and respect for others at all times
- To secure an acceptable standard of behaviour of pupils at all times
- To promote, among pupils, self-discipline and proper regard for authority
- To prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- To ensure that pupils complete any tasks reasonably assigned to them in connection with their education
- To regulate the conduct of pupils to support best learning, progress and attainment

## **IMPLEMENTATION**

At Baines' it is everyone's responsibility to support the pupils in managing their behaviour. Behaviour management is led by a member of the Senior Leadership Team who is responsible for overseeing the implementation of the policy along with ensuring appropriate training is in place. The Academy has well established systems and social norms underpinned by the mission statement and values. Specific rules are in place across the whole Academy with regards to behaviour in learning spaces (classrooms, halls, playgrounds, breakout rooms) and behaviour in transitional spaces (corridors). Pupils are taught the skills to manage their behaviour and the expectations of consistency regardless of where they are and which adults are implementing the policy.

The Academy uses a positive and restorative approach to behaviour management based around the research and guidance of Paul Dix. Pupils hear the same messages in the same way from all members of staff. Pupils who do not follow the rules will receive a '30 second intervention' which will be picked up by the member of staff who identified the breaking of rules. Some pupils may take longer than others to develop the ability to manage their behaviour, and a system of consequences (see Behaviour Response Procedure) is in place and children will be supported in a variety of ways either as individuals or groups. Incidents of poor behaviour will be recorded on the management information system and analysed regularly by the Behaviour Mentor. Children will be identified and appropriate interventions will be sought. If children's behaviour does not improve, additional support will be sought from external agencies such as the Inclusion Team, Educational Psychologists, Early Help services.

Specific 'Hate Crime' incidents will be recorded on the appropriate form in line with LA requirements.

Behavioural incidents that occur at break times will be dealt with by support staff during those times. Incidents will be recorded using the classroom systems.

If behaviour is such that it would be deemed unsafe, trips out of school may be withdrawn.

*These procedures will be followed, or may be adapted in individual circumstances, where the Headteacher deems it necessary and appropriate to do so.*

## **The Role of Staff**

All staff will implement the Behaviour Management Policy within the Academy's 'Culture of Kindness' and will receive regular (on induction and at least annually, more frequently if necessary) training, development and support on behaviour management in a variety of ways. This may be in

person, via e-mail or as peer support. All staff are responsible for ensuring the policy and its principles are adhered to. Leadership and management of this is ultimately the responsibility of the Headteacher supported by the Senior Leadership Team.

Pupils are supported by a variety of adults throughout the academy on a daily basis. There is a small, dedicated team of more specialised pastoral staff who support those pupils with additional needs where those needs might affect their emotional wellbeing and, as a result, their behaviour, along with providing support and guidance to other members of staff and parents/carers as necessary.

Behaviour Management Lead - leads on the management of behaviour throughout the school

SENDCo - leads and manages provision for children with additional needs

Behaviour Mentor - supports children and staff with specific behavioural needs

Learning Mentor - supports children and staff to ensure classroom learning can take place

Pastoral Engagement Officer - supports children, families and staff with other pastoral/social needs

### **The Role of the Governors**

Governors are closely involved in developing the culture of the school and in promoting a positive climate within it. One governor has responsibility for oversight of the special educational needs provision within school along with safeguarding/pastoral care. Governors are kept updated through both formal and informal visits to the Academy and through Local Governing Committee meetings. In extreme cases the headteacher will inform the chair of governors and arrange suspensions and permanent exclusions as a last resort to preserve the safety and well-being of all involved.

**Lead governor:** Lindsey Taylor

### **The Role of the Pupil**

All pupils receive regular (at least half termly) learning support on behaviour management in a variety of ways. Pupils will be taught the rules, expectations and consequences around behaviour management and conduct both within and outside of the Academy. They are expected to manage their behaviour appropriately with guidance and support. Reintegration meetings occur following suspensions and involve the parents/carers if it is an external suspension. Such meetings involve the re-induction into behaviour systems, rules and routines.

### **The Role of Parents/Carers**

It is expected that parents/carers will support and work in partnership with the Academy to establish and maintain appropriate behaviour both within and outside of the Academy. A Home/Academy Agreement is shared on the Academy website and with parents/carers during the admission procedure.

### **Bullying**

Bullying is the use of persistent harm with the intention of hurting another person. It can involve persistent physical, verbal attacks, name calling, malicious gossip, damage or stealing the property of victims or coercing the victims into acts they do not want to do.

Bullying can be:

- **Emotional** – being unfriendly, excluding
- **Physical** – pushing, kicking, hitting, punching or any use of violence
- **Religious** – religious taunts, teasing and name calling
- **Racist** – racial taunts, graffiti, gestures
- **Sexual** – unwanted physical contact or sexually abusive comments
- **Verbal** – name calling, sarcasm, spreading rumours and teasing
- **Cyber** – all areas of the internet, such as email and internet chat room misuse, mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities
- **Homophobic** – when people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality.

Children can become upset because of normal peer conflict and it is important to differentiate between this and bullying. The following table is useful in determining whether the conflict is in fact bullying:

<b>NORMAL PEER CONFLICT OR BULLYING</b>	
<b><u>Normal Conflict</u></b>	<b><u>Bullying</u></b>
Equal power – or friends	Imbalance of power
Happens occasionally	Repeated negative actions
Accidental	Purposeful
Reaction to provocation	Premeditated
Not seeking power or attention	Serious with threat of physical or emotional harm
Generally not trying to get something	May attempt to gain material things or power
Remorse – will take responsibility for actions	No remorse – may blame the victim

### **Procedures**

Allegations of bullying can come in different ways:

- o A member of staff may observe repeated incidents
- o A child may report incidents
- o A child, other than the victim, may report incidents
- o A parent may report incidents

However the allegation comes to light, it is reported to a senior member of staff who then investigates the situation by discussion with all parties, including the child, the alleged perpetrator, other children and any adult who may have information. A discussion with parents/carers will be undertaken. Incidents will be recorded using the Bullying Record (Hate Crime) form (Appendix 4)

The children are encouraged to give their own full account of the incident and then to listen to the accounts of the others. Any staff who observed the incident are asked to give a full account of what they saw and heard. If from the information the conclusion is that the incident was not bullying, this is explained to the child and their parent/carer. The child is also reassured and supported as necessary.

If from the information the conclusion is that the incident was bullying the following steps are taken for the child who was bullied:

- o The child is told that it was bullying
- o Parents are informed of the accounts and the conclusions
- o The class teacher is informed of the conclusions and asked to monitor the wellbeing of the child over the coming weeks

The following steps are taken for the child who bullied:

- o The child is told that the incidents constitute as bullying and the reasons for reaching the conclusion

- o Discussion with the child is undertaken to try to bring them to understand the impact of their actions, the reasons it is inappropriate and to come to a genuine feeling of contrition.
- o Restorative consequences are decided in terms of the seriousness of the bullying; consequences are as below;
- o Parents are contacted, informed of the incident, the accounts and the conclusions
- o Parents are informed of the consequences
- o Parents are asked to reinforce the discussions staff have had with the child
- o The class teacher is informed of the conclusions and asked to monitor the child's wellbeing and regulation over the coming weeks

### **Consequences**

- o Restorative conversations and teaching and learning
- o Removal from class or from the playground
- o Lunchtime exclusion from school
- o Fixed term exclusion from school - Chair of Governors, Trust Chief Operations Officer and Local Authority Exclusion Officer informed
- o Permanent exclusion from school - Chair of Governors, Trust Chief Operations Officer and Local Authority Exclusion Officer informed

### **Suspensions of Bullying**

If a significant change in a child's demeanour or behaviour is noted staff consider the possible reasons and investigate in terms of them. If a possibility of bullying is detected the above procedures are followed.

### **Prevention**

We operate a range of actions, procedures and activities to develop children's abilities to relate to each other, to play appropriately and thereby reduce the possibility of bullying. These include:

- School Values and Worship
- Children's ALWAYS Promises
- PSHE curriculum
- Computing curriculum
- Provision of a variety of quality play resources for break-times
- Play-leaders
- Spiritual, Moral, Social and Cultural Development activities
- Role Play
- Hot seating
- Circle time and discussions
- Reading and discussing stories and poems
- Writing stories and poems

We monitor incidences to try to identify causal factors which we can plan to overcome.

### **Out of School Hours**

Whilst it is recognised that the Headteacher has the authority to intervene with misbehaviours out of school hours, it is the opinion of the Trust, Academy and Governors that at these times, it is the responsibility of the parents/carers to manage their children. Any incident that occurs outside of the Academy, which impacts on Academy life or brings the reputation of the school into disrepute, will be dealt with in accordance with Academy procedures. Any reports of poor behaviour outside of the Academy will be relayed to the parents/carers of relevant children and other services/authorities as appropriate. The Academy may take action such as inviting other professionals into school to educate and support children e.g. PCSO.

## **IMPACT**

The impact of this policy will ensure that;

- Children will behave in a safe and respectful way throughout the Academy.
- Children will feel safe and respected throughout the Academy.
- Children will be able to concentrate on their learning and make good progress.
- Children will develop their social skills to enable them to become fully functioning members of society.
- Staff will be well trained, and able to implement the policy.
- Parents will support the Academy values and approach to behaviour management.

## **Review**

*Policy to be reviewed March 2027 by Pastoral Lead/SLT*

*signed ..... date ..... Pastoral Lead/SLT*

*signed ..... date ..... chair of governors*

# Behaviour Response Procedure: Academy Standard Practice

## Consistent use of the following by all members of staff:

- 'Meet and Greet' at the door each morning
- Use of the Recognition Board - to be changed regularly and at least weekly
- Take the 'Adult Stance'
- Use a calm, neutral voice
- Focus on the positive behaviour
- Treat the pupil with Respect
- Don't take the pupil's behaviour personally

## Stage 1 Responses: All Staff

1. Build effective relationships: get to know your pupils and let them know you
2. De-escalate: Use a 30 Second Intervention  
Time to calm: Give pupils 'Take Up Time' to make a choice about changing their behaviour
3. Create an inconvenience:  
Hold a Restorative Conversation in the pupil's 'own' time. Ensure pupils complete any 'missed work' in their 'own time'. At break times, children will walk with a member of staff as this 'inconvenience'
4. Follow Up: focus on positives

## Stage 2: Dealing with Continuous Low Level Disruptions to Learning or Verbal or Physical Aggression: Teaching and Support Staff

- Each time a child ends the day on Red the class teacher logs this as a behaviour incident on Arbor.
- Each time a pupil is on Red their ALWAYS badge is removed by the class teacher and kept with the teacher until it is earned back (five consecutive Green days).

1. Logged on Arbor **once**: **Class Teacher** restorative talk with pupil - Class Teacher keeps pupil in to 'take time back'.
2. Logged **twice**: pupil gives time back at break in **Small Hall** (EYFS to have a 'Time Out' in class) and after this the **Class Teacher** has a restorative talk with the pupil.

3. Logged a **third** time: pupil is placed in a **parallel class** and **Class Teacher** phones parent to discuss pupil's poor choices; parents will be asked to speak with their child about the incident to prevent any repeated occurrence.
4. Logged a **fourth** time: pupil is sent to **Phase Leader** for a Restorative Conversation during breaktime or lunchtime and **Class Teacher** informs **Behaviour Lead (DHT)** who sends a **letter** home to the parent to state that the behaviour is still continuing and if another incident occurs, the parent will be invited into school for a meeting with the Class Teacher and Phase Leader/member of SLT.
5. Logged for a **fifth** time: pupil is sent to member of SLT (DHT/AHT/SENCo) and **parent meeting is arranged by SLT**. Behaviour and improvement required is discussed and SLT informs parent/carer of the next Stage if poor behaviour continues. **A Behaviour Improvement Plan is set and pupil is placed on an appropriate behaviour support programme, i.e. Language for Behaviour and Emotions Programme, where possible. A two week 'Support Card' will be given to the children to keep them focused on their targets and support them to make improvements to their behaviour. If this is successful and the child remains 'green' for at least a week of this they will be able to make their way back up the ladder. Subsequent 'green' weeks will also have this effect. If however it is not successful, a further 2 week 'Support Card' will be given and managed by a Senior Leader. This will be followed by a further card reporting to the Headteacher.**

**Staff to attend meeting:** **member of SLT/Class Teacher/Pastoral Team - pupil to be called in at end of meeting if necessary.**

1. If behaviour continues or worsens, the pupil moves to Stage 3.
2. If behaviour improves child moves back up the ladder.

### **Stage 3: Dealing with Continuous Disruption to Learning: SLT**

**SUSPENSION 1:** Pupil is sent out of class for internal suspension for a maximum of one day. Behaviour Lead (DHT) inform parents.

**SUSPENSION 2: Letter given to parent/carer.** Pupil is suspended for a minimum of one day, depending on the behaviour, and parent receives a letter and attends a reintegration meeting with a Deputy Headteacher/Assistant Headteacher. Strategies for improvement are discussed.

The Cidari MAT Exclusion Officer, the LA Exclusion Officer and the Chair of Governors will be informed. The incident will be recorded and reported to the DfE.

**SUSPENSION 3: Letter given to parent/carer and Behaviour Plan is Created.** Pupil is suspended for a minimum of two days and parent receives a letter and attends a reintegration meeting with Deputy



Headteacher/Headteacher. A plan to improve behaviour is created and agreed by home and school. Parents/Carers are given a copy of any agreed Behaviour Improvement Plan at the Reintegration Meeting. The Cidari MAT Exclusion Officer, the LA Exclusion Officer and the Chair of Governors will be informed. The incident will be recorded and reported to the DfE.

#### **SUSPENSION 4: Letter given to parent/carers. Behaviour Plan is reviewed. Sanctions are agreed.**

Pupil is suspended for a minimum of three days and parent receives a letter and attends a reintegration meeting with the Headteacher. The Behaviour Improvement Plan is reviewed and any necessary amendments are made. The new plan, including any appropriate sanctions, is agreed by home and school. Parents/Carers are informed that should the behaviour fail to improve and the case needs to move to Step 5, when Alternative Exclusion and Permanent Suspension will be discussed as ways to resolve the persistently disruptive behaviour. The Cidari MAT Exclusion Officer, the LA Exclusion Officer and the Chair of Governors will be informed. The incident will be recorded and reported to the DfE.

#### **SUSPENSION 5: Letter given to parent/carers. Alternative Provision and Permanent Exclusion are discussed. Solution agreed by HT.**

Pupil is suspended for a minimum of five days and parent receives a letter and attends a reintegration meeting with the Headteacher. Alternative Provision and Permanent Exclusion will be discussed as ways to resolve the persistently disruptive behaviour. An appropriate solution will be agreed by the Headteacher. The Cidari MAT Exclusion Officer, the LA Exclusion Officer and the Chair of Governors will be informed. The incident will be recorded and reported to the DfE

### **Dealing with Extreme Behaviour**

If any of the following behaviours occur, send a pupil for a member for the Pastoral Team or send the pupil, with an adult, to a member of the Senior Management Team (Key Stage Leader or SLT) to allow **Learning in the Classroom** to continue:

- Repeatedly answering back or shouting at the teacher/adult
- Running around the classroom and refusing to sit down
- Running out of the classroom
- Throwing furniture
- Physically assaulting another pupil or adult
- Swearing at a member of staff
- Physically assaulting another pupil or member of staff

When any of these events occur, the pupil will immediately move to **Stage 3/ Step 1: Internal Suspension**

If the pupil refuses to comply with Step 1, they will immediately move to **Step 2: Suspension**



## Behaviour Response Policy and Procedures



### Always

'Meet and Greet'  
 Recognition Board  
 'Adult Stance'  
 Use a calm, neutral voice  
 Focus on positive behaviour  
 Treat the pupil with Respect  
 Don't take the pupil's behaviour personally

### Always

Build effective relationships  
 De-escalate: 30 Second Intervention  
 Time to calm: 'Take Up Time'  
 Create an inconvenience  
 Restorative Conversation pupil's 'own' time.  
 Pupils complete any 'missed work' in their time'  
 Follow Up: focus on positives

### Traffic Light and Logging on Arbor (Recorded at end of each day when on Red)

1. **Class Teacher Restorative Talk** with pupil - Class Teacher keeps pupil in. Child's name put on rung 1 of ladder. New day - child back to 'green'
  2. **Breaktime Suspension** in Small Hall followed by restorative talk with Class Teacher. Child's name moved to rung 2 of ladder. New day - child back to 'green'
  3. **Parallel class**. Class Teacher phones parent. Parents talk with their child. Child's name moved to rung 3 of ladder. New day - child back to 'green'
  4. **Phase Leader Restorative Conversation** during breaktime or lunchtime. **Letter sent home to parents**. Child's name moved to rung 4 of ladder. New day - child back to 'green'
  5. **Pupil sent to a member of SLT (DHT/AHT/SENCo)**. **Parent meeting arranged**. Child's name moved to rung 5 of ladder. New day - child back to 'green'
- \*Child is able to move back up the ladder with improved behaviour (see Stage 2 point 5)

### Extreme Behaviours: Send for Pastoral Team or SLT

- Repeatedly answering back or shouting at the teacher/adult, persistently disrupting learning
- Running around the classroom and refusing to sit down
- Running out of the classroom
- Throwing furniture
- Physically assaulting another pupil or adult
- Swearing at a member of staff
- Physically assaulting another pupil or member of staff

*When any of these events occur, the pupil will immediately move to **Stage 3/Step 1: Internal Suspension***

*If the pupil refuses to comply with Step 1, they will immediately move to **Stage 3/Step 2: Suspension 1***



## Behaviour Response Procedure: Parent/Carer Copy



### Staff will always:

- 'Meet and Greet'
- Recognition Board
- 'Adult Stance'
- Use a calm, neutral voice
- Focus on positive behaviour
- Treat the pupil with Respect
- Don't take the pupil's behaviour personally

### Stage 1:

1. Build effective relationships
2. De-escalate: 30 Second Intervention
3. Time to calm: 'Take Up Time'
4. Create an inconvenience
5. Restorative Conversation pupil's 'own' time.
6. Pupils complete any 'missed work' in their 'own time'
7. Follow Up: focus on positives

### Stage 2: *If children's behaviour results in going to Red on the Traffic Light System*

1. **Class Teacher Restorative Talk** with pupil - Class Teacher keeps pupil in.
2. **Breaktime Suspension** in Small Hall followed by restorative talk with Class Teacher.
3. **Parallel class.** Class Teacher phones parent. Parents are asked to talk with their child.
4. **Phase Leader Restorative Conversation** during breaktime or lunchtime.  
Behaviour Lead (DHT) sends letter home to parents that day.
5. **Pupil sent to a member of the Senior Leadership Team (SLT: DHT/AHT/SENCo).** SLT arranges meeting with parent within 24 hours. Behaviour Improvement Plan is set.  
\*Child is able to move back up the ladder with improved behaviour

### Stage 3: Dealing with Continuous Disruption to Learning

1. **SUSPENSION 1:** Pupil is sent out of class for internal suspension for a maximum of one day.
2. **SUSPENSION 2:** Minimum of one day suspension. Parent receives a letter and attends a reintegration meeting with a Deputy Headteacher/Assistant Headteacher.
3. **SUSPENSION 3:** Minimum of two day suspension. Parent receives a letter and attends a reintegration meeting with the Deputy Headteacher/Headteacher. A Behaviour Improvement Plan is created and agreed by home and school.
4. **SUSPENSION 4:** Minimum of three days suspension. Parent receives a letter and attends a reintegration meeting with the Headteacher. The Behaviour Improvement Plan is reviewed and amendments are made.
5. **SUSPENSION 5:** Pupil is suspended for a minimum of five days. Parent receives a letter and attends a reintegration meeting with the Headteacher. Alternative Provision and Permanent Exclusion will be discussed as ways to resolve the persistently disruptive behaviour. An appropriate solution will be agreed by the Headteacher.



# Behaviour Improvement Plan for \_\_\_\_\_ Date: \_\_\_\_\_

My current behaviour in school is:

- 
- 
- 
- 

I agree to change my behaviour by:

- 1.
- 2.
- 3.

School will support me by:

- 1.
- 2.
- 3.

My Parent/Carer/Adult will support me by:

- 1.
- 2.
- 3.

I agree to follow this Behaviour Plan

Signed: \_\_\_\_\_

School agrees to offer support

Signed: \_\_\_\_\_

I will support my child to achieve these aims

Signed: \_\_\_\_\_

BR Letter 1

Date: .....

Dear Parent/Carer,

I am writing to you regarding your child's behaviour in school. I am disappointed to inform you that ..... has continued to repeatedly break our school rule/value of .....  
As a result of their behaviour, they have received a consequence with the Phase Leader.

Please discuss this poor behaviour with your child and encourage them to follow the school rules and embrace our values.

If the poor behaviour continues, you will be expected to attend a meeting in school with your child's Class Teacher and the Phase Leader to discuss the next steps.

Please do not hesitate to contact me if you have any queries regarding this matter.

Yours sincerely

Miss N. Sawyer  
Deputy Headteacher/Behaviour Lead

# RACIST/BULLYING/HATE CRIME REPORT FORM

School \_\_\_\_\_

Date & Time of Incident \_\_\_\_\_

<u>Perpetrator</u>		<u>Victim</u>		<u>Nature of Racist Incident</u>	
Pupil/Pupils		Pupil/Pupils		Verbal Abuse	
Outside Person(s) inc Parents		Outside Person(s) inc Parents		Violence	
Teaching Staff		Teaching Staff		Provocative Behaviour	
Support Staff		Support Staff		Graffiti	
Unknown		Victimless Incident		Possession/Distribution of Racial Material	
Where known:		Where known:		Other	
Ethnic Origin		Ethnic Origin		<u>Nature of Bullying Crime Incident</u>	
Sex		Sex		Verbal	
Age/Year/Group		Age/Year/Group		Physical	
<u>Brief Description of Incident:</u> ..... ..... ..... .....				Racial	
				Homophobic	
				Text Message/ MSN	
				<u>Nature of Hate Crime Incident</u>	
<u>Brief Description of Action taken:</u> ..... ..... ..... ..... <b>A MORE DETAILED REPORT WILL BE HELD IN THE SCHOOL FILES.</b>				Race	
				Religion & belief	
				Disability	
				Sexual orientation	
				Transgender	

Signed: .....  ..... Print Name and Role  Date: ..... Please send completed forms to: Ged McNally, <a href="mailto:Exclusionsfromschool@blackpool.gov.uk">Exclusionsfromschool@blackpool.gov.uk</a>	<b><u>Place of Incident</u></b>	
	Classroom	
	Corridors	
	Social area	
	Out of school	

PRIVATE & CONFIDENTIAL TO SCHOOL

<b><u>Perpetrator</u></b>	<b><u>Victim</u></b>	<b><u>Witness/s</u></b>
Pupils/Pupils:	Pupils/Pupils:	Pupils/Pupils:
<b><u>Description of incident:</u></b> ..... ..... ..... ..... ..... ..... ..... ..... .....		
<b><u>Description of Action taken to resolve incident/ any follow up action required:</u></b> ..... ..... ..... ..... .....		
Member of Staff:.....		