

Wickersley Partnership Trust

BEHAVIOUR AND DISCIPLINE POLICY (Incorporating Physical Restraint)

Updated March 2018

"Everyone in our school has a right to learn and teach in safety and for that right to be respected at all times by others around them."



WICKERSLEY
PARTNERSHIP
TRUST.

1 Aims and Expectations

- 1.1 It is a primary aim of Trust and the Academies within it is for every member of the Academy community to feel valued and respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The Trust's behaviour policy is therefore designed to support the way in which all members of the Academies can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.2 The Academies within the Trust have a Code of Conduct that sit alongside a number of rules. Both of these are not primarily concerned with rule enforcement but are concerned with the safety of everybody in the Academies and as a means of promoting good relationships, so that people can work together with a common purpose of helping everyone to learn. This policy supports the Trusts community in aiming to allow everyone to work together in an effective and considerate way.

Our Code of Conduct is:

- **We are good learners and do our best** so we can be proud of ourselves and our work.
 - **We listen carefully** so we can learn from each other.
 - **We are kind, caring, co-operative and helpful** to make our school a safe and happy
 - **We move quietly around school** so that others can work and to avoid accidents.
 - We settle our disagreements peacefully by talking about them so that we do not hurt each other.
 - **We look after the school and its equipment** so that we have what we need to learn and can work in a pleasant environment.
 - **We look after other people's property** so that all our belongings are safe. This code of conduct applies to everyone who comes into any of our Academies.
- 1.3 The Trust expects every member of the Trusts community to behave in a considerate way towards others.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5 This policy aims to help children grow in a safe and secure environment, to become positive, responsible and increasingly independent members of the Trusts community.
- 1.6 The Academies within the Trust reward good behaviour in a variety of ways, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2 Rewards and Sanctions: Strategies to promote good behaviour.

2.1 Rewards

Throughout the Trust we encourage good behaviour through our reward system. We praise and reward children for good behaviour in the following ways:

Staff in school congratulate children offering specific praise for their behaviour.

Staff in school give children team points and explain why they have been given.

Children receive team points, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school. They are focused on the areas of achievement, effort, contribution, behaviour and commitment; pride, perseverance and productivity.

Each week we nominate a child from each class to be 'Star of the Week'.

Each 'Star of the Week' receives their award in a special school assembly. They get a certificate, a Head Teacher's award and three team points.

All classes have an opportunity to nominate children for an achievement assembly where they are able to show examples of their best work, to receive a special mention sticker and have their name entered on the Special Mentions celebration board in the school hall.

Monthly class team point awards are given to the girl and boy in each class who have gained the most team points. Children who get four or more certificates are rewarded with a trip to a bowling alley and for lunch out.

At the end of the year the team with the most monthly wins is rewarded with a trip to the seaside. The Head Teacher and Deputy Head Teacher give rewards through nomination of children by class teachers and adults in school. These gain the recipient three and two team points respectively.

2.2 The Academies within the Trust acknowledges all the efforts and achievements of children, both in and out of school. They are encouraged to bring certificates and awards to show their class. The Record of Achievement contains information regarding children's achievement both in and out of school, for example, music or swimming certificates.

2.3 Sanctions

The Academies within the Trust employ a number of sanctions to enforce the school rules and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

We expect children to listen carefully to instructions in lessons. If they do not do so, we give them a verbal reminder and explain the effect on them and others of 'not listening', we may ask them either to move to a place nearer the teacher, or to sit on their own.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task. This requires teaching staff to be aware of each child's capabilities and to differentiate tasks to enable all children to succeed.

If a child is disruptive in class, the teacher reprimands him or her, explaining specifically the right of everyone to learn and the expected behaviour. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others. Strategies may need to be put into place to enable the child to access learning without behavioural stressors.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and moves the rest of the class away from the child. Another member of staff will then be asked to supervise the class while the teacher deals with the incident.

If a child threatens, hurts or bullies another child, the class teacher records the incident and discusses the incident both with the bully and the target child to resolve the issue. The bully may be isolated, withdrawn from class or not allowed playtimes as a punishment until behavioural change can be achieved. If a child repeatedly acts in a way that disrupts or upsets others, the

school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

Any child who does not show that they can behave in a sensible and safe manner at playtimes that child will be removed from the playground/field to a place of closer supervision

Sanctions focus at all times on the fact that the behaviour is undesirable not the child.

- 2.4 The class teacher discusses the school rules with their class as part of PSHCE teaching. In addition to the school rules, each class also has its own set of rules specific to that class, which is agreed by the children. These rules are set out in a positive way – what we 'do' rather than what we 'don't do'. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class or the Learning Mentor may follow-up these during circle time.
- 2.5 The Trust and the Academies within it does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children and staff attend school free from fear. For further information see the Trust's Anti-Bullying Policy.
- 2.6 All members of staff are aware of the regulations regarding the use of reasonable force by teachers, as set out in section 93 of the Education and Inspections Act 2006 *The Use of Force to Control or Restrain Pupils* and the guidance in DfE Advice for Head Teachers, staff and Governing Bodies, July 2013. Teachers in our Academies do not hit, push or slap children. Staff only intervene physically to restrain children in order to prevent injury to a child or member of staff, or if a child is in danger of hurting him/herself. The actions that we take are in line with Government guidelines on the restraint of children. (See section 7 Positive Physical Intervention).
- 2.7 Any child, who brings items into school which will endanger the safety of another person e.g. a knife or weapon of some kind, will receive a fixed period exclusion with the police and social services being informed immediately.

3 The Role of the Class Teacher

- 3.1 It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time in order to maintain the safety of everyone concerned.
- 3.2 The class teachers in our Academies have high expectations of the children with regard to behaviour and they strive to ensure that all children work to the best of their ability. There is an expectation of compliance.
- 3.3 The class teacher treats each child fairly and enforces the code of conduct consistently. The teachers treat all children in our Academies with respect and understanding.
- 3.4 If a child misbehaves repeatedly in class, the class teacher may begin to keep a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from colleagues such as the Learning Mentor, SENCO, their Line manager or the Head of School.
- 3.5 It is the class teacher's responsibility to develop and maintain an up to date knowledge and understanding of children's social, emotional and behavioural development so that all children's needs can be met effectively as set out in the Teachers' Standards 2011.
- 3.6 It is the class teacher's responsibility to endeavour to establish the reasons for a child's behaviour and to do all they can to provide that child with repeated opportunities to demonstrate appropriate behavioural responses. This involves developing a consistent and reliable positive relationship with the child in order to build trust. From this, behavioural changes can then be achieved through

providing a secure and supportive environment and giving the child appropriate strategies to deal with their responses to stress.

- 3.7 It may become appropriate to refer the child to the Inclusion Manager and Learning Mentor for an assessment of Social, Emotional and Behavioural Difficulties (Boxall Profile) to determine any developmental gaps which may need addressing to enable the child to move forward in their social, emotional and behavioural development. This would only be after the class teacher has provided clear and consistent strategies over a period of time, recorded in a behaviour plan and delivered with the support and cooperation of parents and the knowledge and understanding of the pupil.
- 3.8 The class teacher liaises with external agencies through the Inclusion Manager, as necessary, to support and guide the progress of each child. The class teacher and Inclusion Manager may, for example, discuss the needs of a child with a health professional, a social worker or Local Authority (LA) behaviour support service.
- 3.9 The class teacher reports to parents about the progress of each child in their class, including their behaviour, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

4 The Role of the Head

- 4.1 It is the responsibility of the Head of School, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school and to report to Governors/Directors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head of School to ensure the health, safety and welfare of all children in the school.
- 4.2 The Head of School supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in their implementation of the policy.
- 4.3 The Head of School keeps records of all reported serious incidents of misbehaviour.
- 4.4 The Head of School has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head of School may permanently exclude a child. These actions are taken only after the school governors have been notified and in accordance with LA policy.

5 The Role of Parents

- 5.1 The Academies within the Trust collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- 5.2 We explain the school rules in the school code of conduct, which is shared through the school planner and they are displayed prominently in school. The school expects parents to read them and through the attendance of their child at the school, to support them.
- 5.3 We expect parents to support their child's learning and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 5.4 If any Academy within the Trust has to use reasonable sanctions to punish a child, the Trust expects parents to support the actions of that Academy. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head of School then the Academy Governors/Directors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented and passed to the Trustees.

6 The Role of Governors/Directors

- 6.1 Whilst the Trustees have overall responsibility, the Local Academy Boards of the Trust ensure that the setting down of these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness is undertaken. The Governors/Directors support the Head of School in adhering to these guidelines.
- 6.2 The Head of School has the day-to-day authority to implement the Trust's policy on behaviour and discipline, but Governors/Directors may give advice to the Head of School about particular disciplinary issues. The Head of School must take this into account when making decisions about matters of behaviour.

7 The use of "Positive Physical Intervention" to Manage Physically Challenging Behaviour

This section of the policy is based upon Education and Inspections Act 2006 (part 7 and should be read in conjunction with Rotherham MBC Positive Behaviour Management Policy (January 2009).

- 7.1 Section 93 of the Education and Inspection Act 2006 stipulates that reasonable force may be used to prevent a pupil from doing or continuing to do any of the following.
- Child/young person attacks a member of staff, or another child /young person
 - Children/young people who are fighting and are at risk of injuring themselves or others
 - A child/young person is committing or is on the verge of committing deliberate damage to property
 - A child/young person absconds from the class or tries to leave the school setting
- 7.2 Use of physical interventions is always a **last resort** and must be taken in the child/young person's best interest with the regard to the safety of all others and where it is absolutely necessary. Assessing and managing risk is central to the process of deciding whether to use force and ensuring that it is both reasonable and proportionate to the circumstances.
- 7.3 Teaching and non-teaching staff should operate within an appropriate "Duty of Care" and follow the guidance within this policy.

7.4 Team Teach

Team Teach is a holistic approach that promotes techniques that are effective with challenging behaviour. A huge emphasis is placed on preventing and de-escalating situations and behaviours using the "Help Script", before physical intervention becomes necessary. However "Team Teach" does recognise that there will be times when staff are left with no other option than to step in and use positive physical interventions.

All staff within Sandhill Primary Academy are committed to "Team Teach" and we ensure that all staff are trained. Any newly appointed staff are trained as soon as possible after taking up their appointment. Any risk associated with physical intervention is covered in great depth during initial and refresher training. While Team Teach techniques seek to avoid injury to all pupils, it is possible that bruising or scratching may occur accidentally, these are not to be seen necessarily as a failure of professional technique but a possible side effect of ensuring that all pupils remain safe.

Parents are informed through the SEN Information Report, the SEN Local Offer and transition visits.

7.5 Positive Behaviour Management Plans

When classroom management is not effective in dealing with incidents of inappropriate behaviour, it may be necessary to write a positive behaviour management plan. The Inclusion Manager is responsible for writing the plans in consultation with the class teacher and learning mentor. The plans include current behaviours, possible triggers, how to manage the environment and clear instructions on how to intervene. The plan provides clear guidance on which positive handling technique should be used and which techniques should be avoided.

The class teacher, parent, inclusion manager, pupil and either Head of School or Executive Head Teacher will sign the plan. It will be reviewed every term or earlier if necessary. A copy of the plan is then given to the relevant staff. Any supply or unfamiliar staff will be given the opportunity to read all plans. (See Appendix two for Individual Behavioural Intervention Plan)

7.6 Recording of Incidents of Serious Concern and/or Positive Handling

When an incident of serious concern and/or positive handling occurs, it should be recorded on the appropriate recording sheet and a copy given to the Inclusion Manager, the senior member of staff in school and the parent, see Appendix 3 for Serious Incident Record. A copy should be kept with the pupil's inclusion records. All documentation should be completed within twenty four hours of an incident.

After any crisis pupils will be offered a repair and reflection process by a member of staff.

7.7 Responding to Complaints and Allegations

Parents/carers and children/young people have a right to complain about actions taken by school staff. This might include the use of reasonable force. If a specific allegation of abuse is made against a member of staff then the Academy will follow the guidance set out by Keeping Children Safe in Education (2014).

8 Fixed-term and Permanent Exclusions

8.1 We do not wish to exclude any child from any of our Academies, but sometimes this may be necessary. The Trust has therefore adopted the standard national list of reasons for exclusion on behalf of the Academies within it and the standard guidance, *Exclusion from maintained schools, Academies and pupil referral units in England, Statutory Guidance 2012*).

8.2 Only the Head of School or Executive Head Teacher (or the acting Head of School) has the power to exclude a child from school. The Head of School or Executive Head Teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Head of School may exclude a child permanently. It is also possible for the Head of School or Executive Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

8.3 If the Head of School or Executive Head Teacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head of School or Executive Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Local Academy Board. The Academy will then inform the parents how to make any such appeal.

8.4 The Head of School informs the LA and the Local Governing Board about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

- 8.5** The Local Academy Board themselves cannot either exclude a child or extend the exclusion period made by the Head of School or Executive Head Teacher.
- 8.6** The Local Academy Boards consider any exclusion appeals.
- 8.7.1** When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA and consider whether the child should be reinstated.
- 8.7.2** If the Governors/Directors appeals panel decides that a child should be reinstated, the Head of School or Executive Head Teacher must comply with this ruling.
- 9.0** Drug and Alcohol Related Incidents

- 9.1** It is the policy of the Trust that no child should bring any drug, legal or illegal, to any Academy within the Trust, which the child attends. If a child requires medication during the school day the parent or guardian is asked to notify the school and take it directly to the school office for safekeeping. Any medication needed by a child while in school must have a completed medicine form and be taken under the supervision of a teacher or other adult worker. Inhalers will be kept so that they are immediately accessible by the pupil as needed. (Refer to Medicines in School Policy).
- 9.2** The Trust and the Academies within it, take very seriously misuse of any substances such as glue, other solvents or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into any Academy within the Trust for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded and the police and social services will be informed.
- 9.3** If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home and social services will be informed.
- 9.4** It is forbidden for anyone, adult or child, to bring onto Academy premises, illegal drugs. Any child who is found to have brought to the Academy any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the Academy until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Head of School or Executive Head Teacher. Again, social services will be informed.
- 9.5** If the offence is repeated the child will be permanently excluded.
- 9.6** If a child is found to have deliberately brought illegal substances into the Academy and is found to be distributing these to other pupils, the child will be permanently excluded from the school. The police and social services will also be informed.
- 10 Monitoring and review**
- 10.1** The Head of School/Inclusion Manager monitors the effectiveness of this policy on a regular basis. He/she also reports to the Local Academy Boards on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 10.2** The Academies within the Trust, keep a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Head of School or Executive Head Teacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give verbal details of any incident to the class teacher.
- 10.3** The Head of School or Executive Head Teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

- 10.4** It is the responsibility of the Local Academy Boards to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The Local Academy Boards will pay particular attention to matters of racial equality, it will seek to ensure that the Academies abide by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools* and that no child is treated unfairly because of race or ethnic background.
- 10.5** The Trustees review this policy annually. However, they may review the policy earlier than this if the Government introduces new regulations, or if they receive recommendations on how the policy might be improved.

Appendices

Appendix 1 – Differences Between the Academies within the Trust

Appendix 2 - Further sources of information

Appendix 3 - Individual Behaviour Intervention plan

Appendix 4 - Serious Incident Record

Appendix 1 - Differences between the Academies within the Trust

The Policy Updates and Implementation are the responsibility of the following people:

Monkwood Primary Academy:

Ms Kay Sherburn, Head

Appendix 2 - Further sources of information

Other advice and guidance which may be read alongside this policy

Behaviour and Discipline in Schools. Advice for Head Teachers and school staff, February 2014.

Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders (2002)

Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (2003)

Screening, searching and confiscation – advice for Head Teachers, staff and Governing Bodies.

Dealing with allegations of abuse against teachers and other staff – guidance for local authorities, Head Teachers, school staff, Governing Bodies and proprietors of independent schools

Education Act 1996

School Standards and Framework Act 1998

Education Act 2002

Education and Inspections Act 2006

School Information (England) Regulations 2008

Equality Act 2010

The Education (Independent School Standards) (England) Regulations 2010

Education Act 2011

Schools (Specification and Disposal of Articles) Regulations 2012

The Education (Independent School Standards) (England) Regulations 2012

The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012

Home school agreements

Screening, Searching and Confiscation – advice for Head Teachers, staff and Governing Bodies

Exclusions Guidance

Safeguarding

SEN Code of Practice

The Government's former expert adviser on behaviour, Charlie Taylor, has produced a checklist on the basics of classroom management. Teachers can use it to develop between five and ten essential actions to encourage good behaviour in pupils.

Rotherham MBC Positive Behaviour Management of Children and Young People –
Overarching Guidance, 2009

Rotherham MBC Positive Behaviour Management of children and Young people in School
and Educational Settings

Individual Behaviour Intervention Plan Number

Name of Academy: _____

Name of Child: _____ Year Group & Class: _____ Class Teacher: _____

Start Date: _____ Review Date: _____

Step	Action	Outcomes
1	Identify the function of the behaviour. (See functional behavioural assessment pro-formas) Describe the behaviour in measurable terms. How does the behaviour meet the pupil's needs? What triggers are there for the behaviour?	
2	Select a replacement behaviour. What should the pupil do instead? What do successful pupils do? Will the behaviour help the student meet his/her needs?	
3	Design a teaching plan. The expected behaviour includes: Conditions Behaviour	Expected behaviour:
		Teaching examples:

Individual Behaviour Intervention Plan Number

Step	Action	Outcomes
	<p>Teaching examples should: Describe when to use the behaviour. Are realistic.</p> <p>Non-examples should: Describe when not to use the behaviour. Are realistic.</p>	<p>Non-examples:</p> <hr/> <p>Models and/or demonstrations:</p>
4	<p>Arrange the environment to facilitate success:</p> <p>Consider changes to: Physical environment Classroom procedures Task requirements Teacher-pupil interactions</p>	<p>Prevent failure:</p> <hr/> <p>Promote success:</p>
5	<p>Risk assessment</p> <p>Refer to appropriate risk assessments made and person responsible.</p>	
6	<p>Positive handling</p> <p>Describe any medical conditions which should be taken into account before physically intervening.</p>	<p>Is there a possibility of positive handling being required to keep the pupil or others safe? Yes/No</p>

Individual Behaviour Intervention Plan Number

Step	Action	Outcomes
	Describe holds which staff have been trained to use.	

Please attach a current risk assessment for the pupil.

In addition, for pupils on the autism spectrum, please ensure there is a current sensory questionnaire, environmental audit, pen portrait and strategy checklist.

Shared with pupil on: Signature:

.....

Shared with parents on: Signature:

.....

Shared with teaching assistant on: Signature:

.....

Shared with learning mentor on: Signature:

.....

If positive handling may be needed:

Agreed by:

Head of School: Signature:

Executive Head Teacher: Signature:

Inclusion Manager: Signature:

Name of Academy: _____

1. Name of Child/Young Person: _____ Date of Birth: _____	
Date of Incident: _____ Time of Incident: _____	
Location of Incident: _____	
2. Staff Involved:	
1 _____	Designation: _____
2 _____	Designation: _____
3 _____	Designation: _____
3. Names of Witnesses:	
4. Antecedents (events leading up to the incident):	
5. Behaviours (description of behaviour exhibited by the child/young person):	
6. Consequences (what happened and how was the situation resolved):	
7. Injuries: (to staff or child/young persons, type of injury and treatment, if any)	

8. Damage (to property or equipment):
9. Debrief - pupil (was the incident talked through with the child/young persons and by whom?):
10. Debrief – staff (was/were the members of staff given the opportunity to talk through the incident and by whom?):
11. Any further actions taken (e.g., police or Social Services involved, behaviour plan changed etc, medical referral, injury and/or violence to staff form completed):

Positive Handling Record

12. Justification for the use of control or restraint : (please tick)

Physical safety of the child/young persons is at risk		<input type="checkbox"/>
Physical safety of another child/young person is at risk		<input type="checkbox"/>
Physical safety of a member of staff is at risk		<input type="checkbox"/>
The child/young person is attempting to harm him/herself		<input type="checkbox"/>
To prevent absconding		<input type="checkbox"/>
To prevent disruption to other child/young persons		<input type="checkbox"/>
To prevent the committing of a criminal offence		<input type="checkbox"/>
Member of staff believes that any of the above was likely to occur		<input type="checkbox"/>
To prevent or interrupt serious damage to property (describe)		<input type="checkbox"/>

13. De-escalation strategies used: (please tick all strategies tried)

verbal advice/support	reassurance	calm voice	non-confrontational body language
voice matching	distraction	humour	options provided
time-out offered	time-out directed	change adults	remove from situation
remove others from situation	incentive to calm	eye contact	explain consequences

14. Physical strategies used: (state types of escort/hold used, length of hold)

15. Notification (who has been notified about this incident?):

16. Was the parent/carers informed? : (please tick)

Yes **No**

By whom: _____ **When -**

Date: _____

Time: _____

17. Signature of those Involved:			
1 - Leader:	_____	Date:	_____
2 - Staff Member 2:	_____	Date:	_____
3 - Staff Member 3:	_____	Date:	_____
4 - Witness 1:	_____	Date:	_____
5 - Witness 2:	_____	Date:	_____
6 - Witness 3:	_____	Date:	_____
18. Completed by:			
Name:	_____	Role:	_____
Signed:	_____	Date	_____
17. Signature of those Involved:			
Inclusion Manager:	_____	Date:	_____
Head of School:	_____	Date:	_____
Executive Head Teacher:	_____	Date:	_____