

## **Houghton Conquest Lower School** **Behaviour Policy** ***‘Staying on Green but Going for Gold!’***

Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects.

### **Statement of Principles** **From the Governors of Houghton Conquest Lower School**

The Governors at Houghton Conquest Lower School believe that the following principles should guide our Behaviour Policy:

1. Respect and consideration for others and good manners will be central to our policy.
2. All members of the school currently have the right to work and learn in an atmosphere which is conducive to effective learning and the responsibility to ensure that others are able to do so too.
3. Good teaching that is stimulating, challenges and supports pupils provides the best incentive for them to have good attendance and to behave well.
4. Positive behaviour management techniques and the use of rewards will always be promoted as this is more effective in promoting good behaviour than the use of sanctions.
5. Rewards and sanctions must be used consistently across the school but should be used responsively to the needs of individual pupils and situations.
6. Every pupil is entitled to support to behave well, differentiated where necessary to meet individual needs.
7. Expectations of pupils' behaviour and of dress should be consistent across the school and understood by all.
8. The school is committed to promoting social and educational inclusion and will strive to eliminate all forms of discrimination, harassment and bullying.
9. The school is committed to strengthening and developing the partnership between the student, their parents or carers and the school to ensure its maximum effectiveness.
10. Each member of the community must be valued as an individual but not to the extent that this impinges on the learning of the majority.

#### **Intent**

At Houghton Conquest Lower School we are committed to creating a positive and motivational learning atmosphere within a happy and nurturing environment. We believe all adults working at Houghton Conquest Lower School have a responsibility to set this expectation by being positive role models who help maintain the ethos of our school. We

work hard to provide a supportive environment, where children are helped to make positive behaviour choices through a carefully planned system that clearly identifies rights, rules, responsibilities and consequences. We understand that although at times we must address behaviour, we must also keep every child's self-esteem intact; positive attitudes and respect for others are therefore valued and all staff lead by example. This policy is the outcome of discussions within the school between staff, children, governors and parents.

### **Aims:**

At Houghton Conquest Lower School, we aim to:

- Develop positive behaviours so that everyone sees themselves as part of a happy learning community.
- Gain an insightful understanding of values which are appreciated in society like honesty, forgiveness, tolerance and respect.
- Have very high expectations concerning behaviour and hope to develop children's understanding of the impact of choices they make, whether positive or negative.
- Work in partnership with parents.
- Satisfactory behaviour and achievement is not automatically learned. Instead, positive behaviours must be modelled, explained, taught, supported and recognised.

### **School Expectations:**

- School uses the system of 'Golden Rules'.
- The rules are designed to focus on positive actions (be respectful) rather than what children should not do (do not run). The rules are agreed actions so that there is consistency and fairness in all areas of school life.
- However, as an inclusive school we recognise that all children are individuals with specific needs. Therefore, within this consistent approach is an element of flexibility to address the needs of specific children.
- The 'Golden Rules' are displayed in all classrooms and communal areas.
- **Everyone** is responsible for behaviour of **all** children and adults should reinforce the rules whenever appropriate.
- The assembly programmes support the school's Golden Rules and values and are discussed in PSHE.
- The role of the Headteacher and Governing Body is to ensure that the procedures in this policy are consistent throughout the school.

## **Our Golden Rules**



# The ‘Stay on Green’ System

The system is designed so:

- That all children have the opportunity to make positive choices about their behaviour and influence outcomes.
- Children who regularly meet the school’s ‘Golden Rules’ are recognised and celebrated.
- Teachers integrate a consistent system within daily teaching in order to promote positive behaviours.
- Develop effective behaviour management skills.

**How it works:**

- In the class there is a prominent ‘Stay on Green’ display. **(ANNEX 1)**
- On this display, all children have a label with their name on it.
- Each day, every child starts on the green.
- If children make the right choice, they are celebrated by placing them onto the gold (star) and are rewarded Golden Tickets.
- Children earn team points and Golden Tickets for good behaviour (e.g. helpfulness or politeness) and these are put in a special box in each classroom. At the end of the week the Golden Tickets are added up and the pupil with the most in the year group/class receives a Golden Certificate. The Golden Certificates are given out in our weekly celebration assembly, therefore promoting the ethos of ‘Going for Gold’.
- If children make a wrong choice, they are politely reminded that their behaviour is breaking a Golden Rule. They are then warned, if the behaviour continues.
- Then, if the behaviour is repeated the child’s name is placed on the amber face, which means the child must stay behind for five minutes at playtime/lunchtime (depending on the time of day). We call it LOPs for short (loss of privilege).
- Depending on the behaviour and if it continues to be repeated after the child has conducted LOPs, staff members will use their professional judgement to ask a child to go to the reflection room during their lunch period or for the remainder of the lunch period if repeating offence continues to occur but does not warrant an escalation of consequence. This is seen as a preventative measure to get to the root cause of the repeating offence and put in place strategies to prevent this from occurring.
- If the preventative measures do not work or if the behaviour is more serious, the child’s name will be placed on the purple face, which means they are sent to the Headteacher’s Office. Parents/carers will be asked to formally meet with the class teacher and the Behaviour Support worker/headteacher to discuss the consequence and put in place a short ‘behaviour contract’ for the child to work towards. (Meeting to be held the same day or morning after the offence, where possible) A week later the parents will receive a call from the class teacher to update them on their child’s progress.
- Teachers will record purple behaviours in our behaviour folder in the main office.
- The system allows children to reflect on their actions, attitudes, behaviours and if behaviours change (e.g. to be more positive) then they can move back towards green (and then towards gold).

<b><u>Behaviour Colour</u></b> <u>Including examples although not an exhaustive list</u>	<b><u>Action</u></b>	<b><u>Who involved?</u></b>
<b><u>Gold</u></b> <i>Leading by example and encouraging others Being a role model to others in work Attitude and behaviour Embracing all areas of school life and learning,</i>	Golden tickets received contribute towards Golden Certificate (child who has earned the most) - given out in our Friday celebration assembly by the Headteacher	Class teacher. SLT. Good book Certificates

<p><i>Consistently displaying excellent behaviour</i> <i>Always showing initiative.</i></p>		
<p><b>Green</b> <i>Cooperating with others</i> <i>Respecting others</i> <i>Respecting belongings</i> <i>Always doing your best</i> <i>Being polite</i> <i>Showing good manners</i> <i>Good listening</i> <i>Being considerate.</i></p>	<p>Children have 30 minutes Golden Time each Friday. Team points awarded</p>	<p>Class teacher provides <u>planned</u> 'Golden Time' session for 30 minutes.</p>
<p><b>Warning - polite reminder</b></p>	<p>Child is politely reminded of Golden Rules. Appropriate time given for child to address behaviour, if not corrected the child is warned. If behaviour is repeated, then child is moved to amber.</p>	<p>Adult in class. Reflect upon actions - Time out in class</p>
<p><b>Amber</b> <i>Not ignoring inappropriate behaviour</i> <i>Fiddling and distracting others</i> <i>Running in school</i> <i>Not lining up properly</i> <i>Interrupting</i> <i>Not listening</i> <i>Name calling and answering back</i> <i>Inappropriate comments, incl. disrespect to adults</i> <i>Shouting out</i> <i>Ignoring staff instructions</i> <i>Throwing objects but not at people</i> <i>Chewing</i> <i>Invading other children's personal space</i> <i>Play fighting</i> <i>Inappropriate noises</i> <i>Telling lies</i> <i>Refusing to work</i> <i>Refusing to take consequence</i> <i>Damaging property</i> <i>Leaving class without permission.</i></p>	<p>Child has reflection time for 5 minutes at playtime or lunch time depending on the time of the day (LOPS).  After this time, teachers welcome back positively and reminds child of 'Golden Rules'. Child is given opportunity to join class and address behaviour.</p>	<p>Adult in class. Teacher or adult on playground duty.</p>
<p><b>Reflection Room:</b> Staff members to use their professional judgement to send child to the reflection room at lunch if repeating offence continues to occur but does not warrant an escalation of consequence.</p>	<p><b>Reflection Room:</b> Children will spend time in the reflection room discussing the reasons behind their consequence and consider how they feel and other children feel. Children will discuss strategies with the staff member to prevent the offence repeating/escalating in the future. Time will also be spent rebuilding relationships if required.</p>	<p>Member of SLT or Behaviour Support worker</p>
<p><b>Purple</b> <i>Damaging/destroying other people's work</i></p>	<p>Child is sent to a member of SLT.</p>	<p>Adult in class SLT</p>

<p><i>Damaging/destroying displays</i>  <i>Throwing object(s) at people</i>  <i>Threatening other children</i>  <i>Hurting other children</i>  <i>Making ourselves and others unsafe</i>  <i>Fighting, Swearing or Racist behaviour*</i>  <i>Physical assault on another child, including fighting*</i>  <i>Physical aggression towards an adult*</i>  <i>Threatening an adult*</i>  <i>Leaving school without permission*</i>  <i>Stealing*</i>  <i>Damaging property</i></p>	<p>If child refuses to go, class teacher will send another child to SLT/Office with 'RED' card.</p> <p>Parental/Carer involvement: Class teacher and Behaviour Support worker/Headteacher will meet formally with parents afterschool, or in the morning of the next day to discuss 'behaviour contract' with their child and the offence that took place.</p> <p><i>* Exclusion (temporary) includes the removal of children from lunchtimes.</i></p>	<p>Behaviour Support Worker  Parent/Carer  Recorded in Behaviour book</p>
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### **What is unacceptable behaviour at Houghton Conquest Lower School?**

Whilst we aim to always reward positive behaviour we are aware that there will be times when we have to deal with behaviour which is unacceptable, behaviour which goes beyond breaking one of the Golden Rules. The following are behaviours we view as unacceptable:

- Physical violence
- Discrimination of any kind
- Deliberate disobedience, including theft and lying
- Threatening or aggressive behaviour
- Disregard for the school environment and property
- Rudeness and swearing

The following could lead to a serious breach of the school behaviour policy.

### **Team Points**

The school runs a team point system which rewards good teamwork, good contribution to the lesson and good work in class books. The children and staff of the school are divided into 4 teams. Team points are collected weekly from each class and the totals are read out in our weekly celebration assembly. A running total is kept throughout the half term and the team with the most points at the end of every half term are rewarded with a treat, e.g. extra play, certificate, small gift that is part of a celebration e.g. Easter eggs etc.

### **Golden Time**

Golden time gives the opportunity for all children to celebrate their positive choices. 30 minutes is given each week. Golden time **must** be planned with enjoyable activities (e.g. class games, time out in the garden as a class, free laptop time, singing or drawing on scrap paper). Golden time activities should be varied, stimulating and wherever possible linked with children's interests and talents.

### **Children with specific behavioural needs (SEN, SEMH)**

We recognise that some children have specific needs with regards to their behaviour. For those identified with SEN /SEMH, the system may be altered and adapted to meet their needs and reasonable adjustments made. They stand outside the policy according to

their BMP (Behaviour Management Plan) which will indicate the actions planned to address and support their needs.

In these cases the following strategies may be put into place:

- A clear system of monitoring for analysis.
- Outside agencies may be involved e.g. Jigsaw Behaviour team, CHUMS,
- CAMHS.
- Support/alternative activities put in place where necessary.
- Out of the ordinary events will be considered carefully.
- 1:1 or small group intervention for nurture, anger management and social skills.
- Individual reward schemes.
- Strategies, support and rewards reviewed frequently (SEND support plan or Pastoral Support Plan).
- Risk assessments in place.
- Parents consulted and informed - home/school system of communication.
- Pupil passport to identify triggers and specific strategies for behaviour management.

### **Outside Class & Playground Positive behaviour management**

The principles of the 'Stay on Green' system will continue outside class and playground contexts.

#### **Outside Class:**

- All staff will support positive behaviour.
- Adults will have high expectations of learning and behaviour.
- Children will be praised for showing positive behaviour (in line with Golden Rules).
- Team points and Golden Tickets to be awarded accordingly.
- Warnings and 'consequences' for negative behaviour can be given.
- If children continue to choose to ignore Golden Rules, adult can send for SLT (when children reach PURPLE).
- Member of SLT will decide how to proceed.

#### **Playground - Playtime and Lunchtime:**

- All adults are responsible for engaging with children through play and conversation.
- All adults must be vigilant to address 'tensions' before they result in incidences.
- All adults must deal with incidents appropriately following the principles discussed here.
- Children must approach staff outside and not come into school.
- If behaviour poses serious health and safety risk a child is sent to get a member of the SLT.
- All significant incidences (Purple and Amber) must be reported to the class teacher, purple incidents will be recorded in the behaviour book accordingly.
- Use of reflection room can be used if required.
- Serious incidences will be referred to SLT.

#### **Reflective Room**

During lunch periods a room will be available called the 'reflective room' which will enable children who are repeating poor behavioural choices to reflect on their choices and discuss with a member of the senior leadership team or our Behavioural Support worker how they feel and understand why they are making those choices. Children are given an opportunity to think about their actions; and consider the 4 'W's:

- What I did
- Why I did it
- What responsibility did I not consider
- What I could do to fix it

Time will also be spent to rebuild any relationships where required and offer the child an opportunity to learn new strategies to support them from repeating the offence again.

### **Partnerships**

At Houghton Conquest Lower School we work alongside other agencies to support our behaviour policy. The partnership between home and school is vital and needs to be a positive working relationship which the child may benefit from. We always seek parental support when dealing with behaviour issues in school. Parents are encouraged to work with school and share strategies which can be implemented both at home and school. Houghton Conquest also works closely with other agencies such as the Education Welfare Officer (EWO), School Nurse and other support services and these are involved when needed.

## **Managing Behaviour**

There are four fundamental themes that form the basis of the school's Behaviour Policy; these themes are titled:

- 1. The Preventative Approach**
- 2. Utilising Positive Correction in line with Values Education**
- 3. Using Consequences**
- 4. Repairing and Rebuilding Relationships**

### **1. The Preventative Approach**

The prevention of inappropriate or challenging behaviour is the approach that lies at the heart of Houghton Conquest Lower School's Behaviour Policy. By using this approach we believe we are able to increase the likelihood of positive behaviour in our children. This, in turn, will increase their social and academic outcomes. This approach is developed with the children by creating a basic framework to which the whole school adheres to. Firstly, staff must help children to understand that they have four basic rights. These are as follows:

- The right to learn
- The right to be happy
- The right to be safe
- The right to be included

The children's understanding of these rights must then be linked to the fact that such rights cannot be enjoyed without corresponding responsibilities.

For example, if a particular child has the right to learn, they must also consider their responsibilities in helping other children to enjoy the same right. The way in which to help children to understand such responsibilities is by having routines that are clear and relevant. Such routines must be established at the beginning of each academic year; this is known as the establishment phase and it will set the tone for the rest of the year. All staff are responsible for establishing clear routines during this phase so that the children understand what is expected of them during each part of the school day.

The school has an annual programme of Values and the Values language is used by all staff and children throughout the school to help them gain an understanding of behaviour; to learn respect and appreciate each other.

The routines mentioned above will be supported throughout the school by the use of the Golden Rules (see Annex 2).

### **Encouraging Positive Behaviour**

In order to encourage and motivate children to make positive behaviour choices a number of strategies are employed. These strategies are designed to:

- Raise achievement
- Reward good behaviour
- Modify poor behaviour
- Raise self-esteem
- Give the children the moral and social courage to be the best they possibly can

### **Whole school strategies include:**

- Positive reinforcement of good behaviour by using the team point system in place
- Opportunities for children to share their positive behaviour choices with parties external to the classroom
- Rewards e.g. Golden Tickets
- Values Award for children showing the school values
- Small group intervention to support, to learn, to manage behaviour
- By promoting good behaviour all forms of bullying will be deterred and prevented.
- Home-School agreement is signed by the parent and child following their admission to the school.

### **Assembly Rewards**

Every week members of staff choose a child who they think has been exceptionally well behaved/made good progress, completed an excellent piece of work etc. and completes form before Friday. Then during the Celebration assembly, the Headteacher will announce the 'Star of the Week' and the 'Golden Certificate' of the week. On a bi-weekly basis children will also be selected for a Headteachers award where children will receive a treat from the Headteacher. Following this, there are also awards presented to children for showing their values in the community and an award for showing values during lunch times (Finer Diner Award) where children will sit on the top table which is decorated beautifully at lunch. The Headteacher also announces the team totals, birthdays and reading rewards. At the end of each half term, a special reward is organised for the winning team.

## **2. Utilising Positive Correction**

Whilst the use of the preventative approach encourages children to make positive behaviour choices, it is fully understood that there will be times when children will need some support to correct their behaviour. It is essential that there is a balance between prevention and positive correction. For this purpose, the principles surrounding positive correction are employed.

When members of staff are using positive correction as a strategy to encourage behaviour modification they must have thought about its use in depth and planned its use in advance. Staff must only use positive correction:

- In the short term and the immediate moment; it should not be the only method utilised when addressing behaviour management issues
- If it features the appropriate and positive language, tone and gesture



- If they are clear about the strategies available and which are the most appropriate in given situations
- In the least intrusive way in order that a situation does not escalate
- In a directional but positive manner
- To address primary and not secondary behaviour
- To remind or direct children within the framework of the school's Behaviour Policy i.e. the Golden Rules

### **3. Using Consequences**

Not all children respond to positive correction and that is why it is important that children are clear that there will be consequences to their actions; a result of certain behaviour choices. A consequence helps a child to connect their behaviour and the outcome; therefore the outcome has to be related to the child's action – it must also be reasonable. Children are more likely to learn from a consequence that is certain rather than severe and therefore it is vital that, even if a consequence is deferred to another time, it must be followed-up. The severity of the consequence will also depend on the child's actions.

#### **Examples of Consequences:**

- Deprivation of privileges e.g. a child may have broken the responsibility of walking in the corridor sensibly; the member of staff may expect them to lose a short time at playtime to show how they can walk sensibly
- Time out (see further details below) Children are given an opportunity to calm down and think about their actions; they should consider the 4 'W's':
  - What I did
  - Why I did it
  - What responsibility did I not consider
  - What I could do to fix it
- Time with a member of the teaching staff
- Time with the Headteacher and a letter to the parents
- The involvement of parents/carers (parents/carers will be involved after three serious incidents although if it is felt that their involvement would be beneficial at an earlier stage, a meeting will be organised)
- Help from outside specialists
- Removal from classroom
- Suspension or exclusions

### **4. Repairing and Rebuilding Relationships**

As a result of a consequence being applied or the use of positive correction, the member of staff dealing primarily with the child should repair and rebuild the relationship. Repairing and rebuilding is imperative because it restores strained relationships and enables the return of a positive learning environment as well as building the child's confidence and self-esteem.

## **Additional Information**

The school has a legal duty to safeguard pupils and where behaviour concerns suggest that a child is suffering, or is likely to suffer, significant harm; school staff should follow the child protection and safeguarding policies.

If the disruptive behaviour under review might be the result of an unmet educational need or other need to be identified the school will consider a multi-agency involvement.

### **The Red Card System: Whole School Plan for a Crisis**

If a member of staff needs support with a child then they use the red card system. Staff use a red card to indicate to another member of staff that help is needed; individuals should never feel ashamed or weak for requesting such help. The receiving member of staff ensures that their own class is covered before leaving to assist. This strategy enables the child to exit the room with dignity. If the child refuses or continues with the disruption, the class is removed, and a member of the Senior Leadership Team is sent for. The class teacher or teaching assistant who works with the child is to restore relationships before acceptance back into the class. A colleague may cover for a short time to facilitate this.

Where the red card system is being used regularly for a particular child, a special behaviour plan and/or risk assessment should be written, and this could be part of adding the child to the SEND list (see the school's Special Educational Needs (SEND) policy).

### **Physical Contact and Intervention**

On rare occasions it may be necessary to physically restrain a child for their safety and/or others safety. See the school's 'Physical Contact and Intervention Policy' for details.

### **Offensive Weapons**

It is illegal to carry knives or other offensive weapons on and around school premises. The Governing Body recognises that the presence of weapons in the school would not only create unacceptable risks of bullying, injury or death, but also create a climate that undermines the educational purposes of the school. Accordingly, it is the school's policy to forbid the possession, custody and use of weapons by unauthorised persons in, on or around the school premises and school activities. No child, pupil or other person shall bring a weapon into the school zone, nor carry or keep any weapon within the perimeter of the school site or while attending or participating in any school activities. These rules apply at all times except where a weapon is issued to a child or pupil by the school or required by the school for the purpose of teaching a curriculum activity. Misuse of such items will be dealt with as though possession was not authorised.

For the purpose of this policy a "weapon" is any firearm of any description, including starting pistols, air guns and any type of replica or toy gun; knife, including all variations of bladed object including pocket knives, craft knives, scissors etc.; explosive, including fireworks, aerosol spray, lighter, matches; laser pen or other object, even if manufactured for a non-violent purpose that has a potentially violent use, if, in the circumstances, the purpose of keeping or carrying the object is for use, or threat of use, as a weapon.

Any child or pupil found to be in breach of this policy shall be subject to action including fixed term or permanent exclusion from school. In some circumstances the police might also be contacted.

### **Incident Record/s**

When a child is believed to have consistent difficulties in making appropriate behaviour choices, an Incident Record file will be set up. The purpose of an Incident Record is to record incidents related to the behaviour of identified children. This information is then used to highlight factors that may contribute to a child's challenging behaviour so that steps can be taken to support them effectively. The Headteacher will decide which children are logged but once set up, this can sometimes be an administrative duty performed by a TA.

The Headteacher will inform staff of any children who have Incident Records via staff meetings. **All** staff are responsible for recording incidents related to behaviour for the identified children. The Headteacher will be given the form as soon after the incident as possible.

### **Support for Members of Staff**

The key to effective behaviour management is collegial support. It is fully understood by all staff that this is not an area that can be tackled single-handedly. The following support will be offered to all staff:

- Emotional support
- Problem solving opportunities
- Sharing of problems without judgements being made
- Structural support
- A team approach

Staff training will be planned as part of the annual training plan; it will be a regular feature. Additionally, training will be provided when it is deemed appropriate and required on a more ad-hoc basis throughout each academic year.

### **Suspensions or Exclusions**

We believe that suspension or exclusion from school is a very serious matter and that it is a final step only to be taken if all other strategies have failed. A suspension or exclusion will only be issued where a child has persistently broken school rules, and despite specific intervention and support their behaviour has not been modified, or where a one off severe incident has occurred. Please refer to the schools, Pupil Discipline, Suspension and Exclusion Policy for more information.

### **Monitoring and Evaluation**

This policy will be reviewed by the Headteacher, staff and Governors.

**ANNEX 1:** 'Staying on Green but Going for Gold' visual Guide

**ANNEX 2:** Golden Rules

**ANNEX 3:** Purple Card Letter from Headteacher

**ANNEX 4:** Incident Record

### **Related Documents:**

DfE Behaviour in School (updated Sept 20)

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

2-year Values Programme

Home School Agreement

Positive Behaviour Management Strategies guidance for all staff and visitors (held in school for internal use)

Safeguarding Policy and Child Protection Policy

**ANNEX 1: Staying on Green but Going for Gold' – Visual Guide**



Children's names will be displayed on the green face at the start of every day. Their names will be moved up or down, in line with the Behaviour Policies guidance.



Between each stage, children are given time for reflection and opportunity to change behaviour. Polite reminders and warnings must be given before a consequence. Children must be given opportunity to move from consequence stage back to green and towards gold.



## ANNEX 3: Purple Card Letter



### Houghton Conquest Lower School

High Street, Houghton Conquest, Bedfordshire, MK45 3LL  
01234 740202 | [www.hcschool.org.uk](http://www.hcschool.org.uk)  
[hconquest@hcschool.org.uk](mailto:hconquest@hcschool.org.uk) | [office@hcschool.org.uk](mailto:office@hcschool.org.uk) (parents)

**Headteacher**  
Miss J Heaslip

Value of the Month:

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Date: \_\_\_\_\_

Dear

#### **Golden Rules**

This is to let you know that \_\_\_\_\_ was sent to me today after receiving a purple card in class after breaking one of our 'Golden Rules'.

- We are respectful and polite
- We are kind and helpful
- We listen to everyone
- We are always honest
- We always work hard
- We look after property

If \_\_\_\_\_ is unable to improve, you will be asked to attend a meeting in school. Initial concerns should be addressed in the first instance to your child's class teacher.

Yours sincerely

Miss J Heaslip  
**Headteacher**

## ANNEX 4: Incident Record

### Incident Record



<b>NAME OF PUPIL</b>	
<b>Day, Date and Time of incident</b>	Day: _____ Date: _____ Time: _____
<b>Names of Involved Adults (directly or as witnesses)</b>	
<b>Other Pupils Involved</b>	
<b>Description of Incident</b>	
<b>Detail of any injury to adults or pupils</b>	
<b>Follow Up Actions...</b>	

<b>Did this result in a Purple Card?</b>	Yes / No	<b>Fixed Term Exclusion?</b>	Yes / No
<b>Other Agencies Informed?</b>	Yes / No	If yes, Name of Agency:	
<b>Parents Informed?</b>	Yes / No	If yes, Informed by Whom:	
<b>Class teacher updated</b>	Yes / No / Immediately referred to HT		

<b>Has a complaint been received?</b>	Yes / No	Detail of Complaint:
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Incident Report Completed by (Print Name):

Date:

Headteacher's Signature:

Date:

*Completed forms to be filed in the Behaviour/Incident Record file held in the Headteacher's Office*