

Behaviour Policy and Statement of Behaviour/Anti-Bullying Principles

BROOKE HOUSE SCHOOL



Approved by: Mrs Joy Parker

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Policy to be reviewed: Annually

APPROVED BY	REVIEW DATE	DESCRIPTION OF CHANGE
Joy Parker	24/1/22	Rewards and sanctions now includes Kickboard
Joy Parker	1/10/23	Minor formatting edits made and vaping added

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management.
- **Define** what we consider to be unacceptable behaviour, including bullying.
- Outline **how students are expected to behave**.
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management.
- Outline our system of **rewards and sanctions**.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [The Children Act 2004](#)
- [The Protection from Harassment Act 1997](#)
- [The Malicious Communication Act 1988](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Preventing and tackling bullying](#)

- [Keeping children safe in education](#)
- [Sexual violence and sexual harassment between children in schools and colleges](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students.
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property.
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, between lessons, and at break and lunchtimes.
- Non-completion of classwork or homework.
- Poor attitude during lessons and around school.
- Incorrect uniform.
- Inappropriate behaviour outside the school buildings.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules.
- Any form of bullying.
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation.
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, cigarette papers and any vapes.
 - Fireworks
 - Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

4. Bullying

4.1 Definition

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power and applies equally to pupils and staff.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation, performance, orientation or inappropriate touching.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing.
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.
Nationality	Culture based, religion based, faith based, belief based, teasing/name calling.

4.2 Impact and ambition

Brooke House community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where students are able to learn and fulfil their potential.

Our school:

- Will monitor and review our anti-bullying practice on a regular basis.
- Will support staff to promote positive relationships to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND.
 - Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our students are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by our anti-bullying strategy and approach.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy.
- Seek to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.

4.3 Strategy

The school bullying strategy is composed of the following approaches: teaching, measurement, reporting, management and prevention.

4.3.1 Teaching

Pupils are taught about bullying, in all its forms, in PHSE lessons, using guidance available from the DfE [Preventing and tackling bullying](#) July 2017 and [Childnet on cyberbullying](#), recognising that this type of bullying is not only increasing but also taking place in a way that the school cannot monitor, often outside school hours.

Teachers are invited to undertake the bullying training available on the [Anti-Bullying Alliance website](#), as part of their Continuous Personal Development (CPD), especially those teaching PSHE.

4.3.2 Measurement

The school recognises that pupils who are being bullied may be reluctant to speak up, for various reasons, and may instead be resigned to suffer in silence. In order to address this possibility, the school undertakes periodic Wellbeing assessments, using a [questionnaire from the Anti Bullying Alliance](#). This is an anonymous survey that all pupils are encouraged to fill in and return at least once per year, forming a useful test of teaching effectiveness. Pupils who are bullying will also have an opportunity, while working down the questionnaire, to consider whether they are guilty of any of the actions listed.

4.3.3 Reporting

Pupils *must* feel able to report instances of bullying. To this end the Principal operates an "open door" policy, where pupils can raise bullying concerns in confidence. Where they find this difficult, they can also bring a friend in support.

4.3.4 Management

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The Principal/Designated Safeguarding Lead (DSL), Deputy or another member of leadership staff will interview all parties involved.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality principles. Sanctions, as identified within the school Behaviour Policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including Children and Family Wellbeing Service (CFWS), if a child is felt to be at risk of significant harm.
- Where the bullying of or by students takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.
- The DSL and Deputy DSL will review behaviour reports at their weekly safeguarding meeting and record the results on the form in Appendix 5. This form will then be reviewed by the behaviour lead every term to identify any long-term trends that need addressing.

4.3.5 Prevention

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse – see Child on Child and Sexual Harassment and Violence Policy).
- Recognise the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.

- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Celebrate success and achievements to promote and build a positive school ethos.

4.4 Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible.
 - This may include:
 - Looking at use of the school systems;
 - Identifying and interviewing possible witnesses;
 - Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation.
 - This may include:
 - Confiscating and searching students' electronic devices, such as mobile phones, in accordance with the law.
 - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
 - Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
Provide information to staff and students regarding steps they can take to protect themselves online.
 - This may include:
 - Advising those targeted not to retaliate or reply;
 - Providing advice on blocking or removing people from contact lists;
 - Helping those involved to think carefully about what private information they may have in the public domain.

4.5 Supporting students

Students who have been bullied will be supported by:

- Reassuring the student and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support;

- This may include working and speaking with staff, offering formal counselling, engaging with parents and carers.
 - Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Children and Family Wellbeing Service (CFWS) or Specialist Children's Services
- Students who have perpetrated bullying will be helped by:
 - Discussing what happened, establishing the concern and the need to change.
 - Informing parents/carers to help change the attitude and behaviour of the child.
 - Providing appropriate education and support regarding their behaviour or actions.
 - If online, requesting that content be removed and reporting accounts/content to service provider.
 - Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
 - Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services.

4.6 Supporting staff

Our school takes measures to prevent and tackle bullying among students, however, it is equally important to recognise that bullying of adults, including staff and parents, whether by students, parents or other staff members, is unacceptable.

Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the Principal.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' Behaviour Policy. Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.

Adults who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the Principal to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

5. Roles and responsibilities

5.1 The Principal

The Principal is responsible for reviewing and approving this Behaviour Policy.

The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.2 Staff

Staff are responsible for:

- Implementing the Behaviour Policy consistently.
- Modelling positive behaviour.
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents (see Behaviour Log)

The senior leadership team will support staff in responding to behaviour incidents.

5.3 Parents

Parents are expected to:

- Support their child in adhering to the student code of conduct.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Contact the Principal directly if the matter has not been resolved by the class teacher.

6. Student code of conduct

Students are expected to:

- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- In class, make it possible for all students to learn.
- Move quietly around the school.
- Show respect and do not discriminate against anyone.
- Treat the school buildings and school property with respect.
- Wear the correct uniform at all times.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Class Counters
- Letters, postcards or phone calls home to parents
- Special responsibilities/privileges
- Star Factor
- Values postcards
- Kickboard Points

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand.
- A reminder of how their choice to engage in negative behaviour has been a poor demonstration of the school values.
- Moving the student to a different table in class.
- Sending the student out of the class.
- Expecting work to be completed at home, or at break or lunchtime.
- Detention at break or lunchtime, or after school.
- Referring the student to a senior member of staff.
- Talking to a parent on collection/drop off, letters, emails or phone calls home to parents.
- Putting a student 'on report'.

See appendix 2 for sample letters to parents about their child's behaviour.

We may use the office in response to serious or persistent breaches of this policy. Students may be sent to the hall or office during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Students who do not attend are also sent to the Principal.

These areas are managed by the Principal or a member of staff on duty in these areas.

7.2 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip, on the bus on the way to or from school or for senior students whilst outside of the school buildings during break time.

Senior students Year 7.

Parents/guardians receive an induction pack commencing year 7 including, a 'crossing the road' permission form. This allows students to cross over the road from Brooke House site to the Lodge. Should a parent choose not to allow this then the student is escorted across the road by a member of staff. Sanctions will be applied where a student does not cross the road sensibly or safely, this will apply regardless of parents/carers permission. Parents will be informed if this behaviour causes a serious concern or is ongoing.

Students can occasionally be allowed, accompanied by an older student or member of staff, to go to the shop. For example, to purchase forgotten cookery ingredients. This is considered to be only when special permission has been given by the Principal and is closely monitored by whichever member of staff is on duty.

Senior students Year 8 upwards.

Parents/guardians receive a permission form if the Principal decides that the year group is considered mature enough to be given the crossing responsibility. This allows students to go off site during their school breaks. For example, to the local shops or walk around the village. This does not allow visits to the local chip shop to replace their school meals, nor does it allow local students to return home taking other students with them. Sanctions will be applied should a student not adhere to these rules.

7.3 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the student in accordance with this Policy.

Please refer to our Child Protection & Safeguarding Policy (Appendix 3, Page 20) and the Statement of Procedures for Dealing with Allegations of Abuse Against Staff (Page 2) for more information on responding to allegations of abuse.

The Principal will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the student code of conduct or their own classroom rules
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Using positive reinforcement linked to the school's values

8.2 Physical restraint

In some circumstances, staff may use appropriate non-aggressive physical handling techniques to restrain a student in order to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Incidents of physical restraint must:
 - **Always be used as a last resort**
 - Be applied using the minimum amount of force and for the minimum amount of time possible
 - Be used in a way that maintains the safety and dignity of all concerned
 - Never be used as a form of punishment
 - Be recorded and reported to parents (see Appendix 2 for a behaviour log)

8.3 Confiscation

Any prohibited items (listed in section 3) found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The nine protected characteristics under the Equality Act 2010 are:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation

Under the Act, it is an offence to discriminate directly or indirectly based on these characteristics. It is also an offence to discriminate against a person who you perceive may have one of the nine protected characteristics.

The school's Special Educational Needs Co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. This should also take into account our Terms and Conditions.

9. Student transition

To ensure a smooth transition to the next year, students have transition sessions with their new timetable. In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

10. Monitoring arrangements

This Behaviour Policy will be reviewed by the Principal and management annually. At each review, the Policy will be approved by the Principal.

11. Links with other policies

This Behaviour Policy is linked to the following policies:

- Exclusions Policy
- Child Protection and Safeguarding Policy
- Child on Child Abuse and Sexual Harassment and Violence Policy.

Appendix 1: Written statement of behaviour principles

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the Behaviour Policy
- The Behaviour Policy is understood by students and staff
- *Exclusions are in our Terms and Conditions*
- Families are involved in behaviour incidents to foster good relationships between the school and home.

The school emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: Behaviour Log

Student's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any sanctions?	
People informed of the incident (staff, Principal, parents, police):	

Appendix 3: Letters to parents about student behaviour

First behaviour letter

Dear Parent,

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our student code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Name: _____

Signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

Parent name:

Parent signature:

Date: _____

Second behaviour letter

Dear Parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our student code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Name: _____

Signature: _____

Date: _____

Third behaviour letter

Dear Parent,

I am sorry to report that, despite meeting and creating a behaviour contract, _____, has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date, or how to contact the school to arrange the meeting.

Yours sincerely,

Name: _____

Signature: _____

Date: _____

Detention letter

Dear Parent,

I am writing to inform you that _____, has been given a detention on this date _____ at this time _____.

The reason(s) for this detention are set out below.

If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely,

Name: _____

Signature: _____

Date: _____

Detention letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

Parent name:

Parent signature:

Date: _____

Appendix 4: Restraint Recording Form

Child's / Young Person's Name:	Date:	Time:
Report compiled by:	Restraint witnessed by:	
Location of incident:		

PLEASE MAKE SURE THAT AN INCIDENT REPORT HAS BEEN COMPLETED AND ATTACHED TO THIS FORM, THEN GIVEN TO THE PRINCIPAL

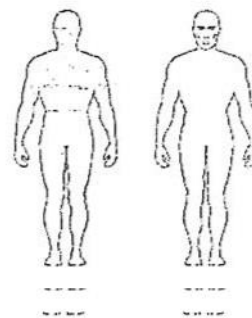
1. De-escalation techniques used:

2. Why was the decision made to use restraint?
Was it:
 - a) To prevent child / young person from committing a crime? []
 - b) To prevent child / young person from causing injury to him/herself? []
 - c) To prevent child / young person from causing injury to others? []
 - d) To prevent child / young person from causing damage to property? []
 - e) To prevent child / young person from causing serious disruption? []
 - f) To prevent child / young person from running away? []
 - g) Other? (Please specify) []

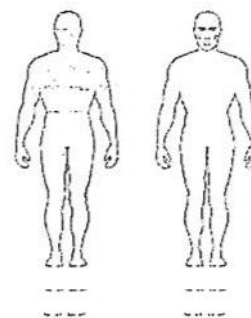
3. Description of physical restraint holds used:
(Please include the approximate time span of any holds)

4. Why was the restraint ended?

5. Did the child / young person suffer any injuries as a result of this incident? Injury location and description



6. Did staff or others suffer any injuries as a result of this incident? Injury location and description



POST INCIDENT INFORMATION (To be completed after form has been submitted)

7. Was any post-incident support offered and given to the child / young person?

- a) De-brief with Teacher/Staff member
- b) De-brief with member of Leadership Team
- c) Other (please specify)
- d) Offer declined by child / young person

8. Was any post-incident support requested by and given to member of staff / other adult?

- a) De-brief with colleague
- b) De-brief with member of Leadership Team
- c) Occupational Health Counselling
- d) Not requested

Report read and discussed with child / young person Yes No

Child / young person agrees with content Yes No

If no, what is the child's/young person's view? / If yes, does the pupil have any comment?

9. Parent/Carer informed of incident? (It may be most appropriate for a member of the Leadership Team to make this phone call, but please check that this happens).

Yes [] No []

10. Signature of person reporting to parent/carer(s)

Signed _____ Print name _____ Date _____

11. Signature of person submitting incident report

Signed _____ Print name _____ Date _____

12. Signature of Principal

Signed _____ Print name _____ Date _____

Entered in Serious Incident Book

Log Number

--

Copies must be placed in Child's/Young Person's File and to Principal

Appendix 5: Behaviour Survey for Term

Behaviour Type	Occurrences	Action Taken
Bullying (including cyberbullying, prejudice-based and discriminatory bullying).		
Abuse in intimate personal relationships between peers.		
Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.		
Sexual violence, such as rape, assault by penetration and sexual assault.		
Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment.		
Non-consensual sharing of nude and semi-nude images and/or videos.		

Behaviour Type	Occurrences	Action Taken
<p>Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.</p>		
<p>Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm.</p>		
<p>Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element.</p>		