



# Behaviour and Anti-Bullying Policy

Policy agreed:

Summer 2023

Review

Summer 2025

Signed

Chair of Governors:

Headteacher:

**CHASE BRIDGE** PRIMARY SCHOOL

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## **1. Introduction, aims and summary**

At Chase Bridge we believe that every member of our school community should feel valued and respected. We are proud of the positive ethos and high expectations that we promote throughout the school and our behaviour and anti-bullying policy reflects the value that we place on creating a safe and secure environment.

We regard it to be a highly important aspect of children's education and development that they learn to behave well towards others and towards the community in which they live. Good behaviour underpins effective learning, and children need good personal and social skills in order to live fulfilling and rewarding lives as adults.

Behaviour, which in any way disrupts learning, is unacceptable in our school. Through the constant promotion of positive behaviour we seek to minimise, if not eliminate, any such behaviour. Alongside this policy, we are an inclusive school and endeavour to meet the needs of all children, including those with emotional and behavioural difficulties. Though it is important that this policy is adhered to consistently for all pupils, there will be circumstances where adjustments should be made due to the needs of individual children. Being a highly inclusive school is one of our overarching principles and, therefore, providing *equity* must be at the forefront when managing and supporting our high needs pupils.

In this policy we set out the expectations, rewards, sanctions and procedures that we follow to ensure that good behaviour is promoted and that support is clearly in place to address any areas of concern. This policy addresses both the promotion of positive behaviour, in accordance with our school's general aims and ethos, in relation to children's personal, social and moral development, and also our policy on rewards and sanctions with regard to pupils' behaviour. It also contains our policy on suspensions/exclusions and anti-bullying (including online bullying).

The general expectations of the children are described followed by the range of rewards and sanctions that staff use in school. On rare occasions it is possible that for their own safety and the safety of others that some form of physical restraint is necessary and our approach to this – 'positive handling' – is described. Again on rare occasions it might be necessary to exclude a child from school for a period of time and the approach to this is described. This policy describes our anti-bullying strategies. It also describes how 'serious incidents' are defined, managed, monitored, recorded and reported.

## **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](#)
- [Keeping Children Safe in Education](#)
- [School suspensions and permanent exclusions](#)
- [Use of reasonable force in schools](#)

- [Supporting pupils with medical conditions at school](#)

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 pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

This policy is available online following DfE guidance and complies with [Section 89 of the Education and Inspections Act 2006](#).

### 3. Expectations and management strategies

Everyone at Chase Bridge is expected to behave with politeness and respect and to know that they have the right to be treated with that same politeness and respect. All staff are responsible for maintaining high standards of behaviour and applying our policy consistently and fairly. A calm, purposeful and respectful school promotes good learning and enables every child to fulfil their potential. This ethos is underpinned by our school vision:

- Excel at learning
- Express your talents
- Care for others

This vision is further reinforced by our **behaviour principles**, our **school rules** and the below **values**. These values will underpin our vision, with each strand of our vision having three associated values.

The definitions for the values offer a starting point for discussion with the children, and give all stakeholders a shared language to use when helping our children to understand what these values mean. Practically speaking, our use of rewards, merits, house points and assemblies are closely linked to these values.

### Chase Bridge Vision and Values

Excel at learning	
Value	Definition
Curiosity	Curiosity means you want to learn, ask questions and find out more.
Practice makes progress	'Practice makes progress' means you understand that the more you practice, the better you will get!
Resilience	Resilience means even when something is difficult, you keep trying.

Express your talents	
Value	Definition
Enthusiasm	Enthusiasm means you are excited and you try your best.
Courage	Courage means you're a little afraid to do something, but you think 'it will be OK' and do it anyway.
Self-Belief	Self-belief means you remember all the practice you've done, and all your past achievements, so you know <i>you can do it</i> .

Care for others	
Value	Definition
Respect	Respect means understanding everyone is special and you show everyone kindness - even if they're different from you.
Compassion	Compassion means understanding how others might be feeling and caring for them.
Responsibility	Responsibility means knowing that some things in life are completely <i>up to you</i> .

We have a set of school rules that are shared with the children at the beginning of the school year, form part of our home-school agreement and are clearly displayed and followed by all members of staff. They are deliberately brief but address all elements of behaviour.

At Chase Bridge we are:

- Kind
- Polite
- Safe
- Hardworking
- Sensible

These give the children a clear set of guidelines and ensure that all staff are consistent when applying and promoting them. The children also have an opportunity to work together on creating class rules and to share ideas through the School Council.

When considering the behaviour of any pupil with SEND, the school will carefully consider whether the pupil understood the rule or instruction, and whether they were unable to act differently on account of their SEND. We will then assess if it is appropriate to use a sanction and if so, whether any adjustments need to be made to the sanction.

Behaviour management strategies at Chase Bridge include, but are not limited to:

- Maintaining high expectations for behaviour

- Using positive reinforcement with a focus on highlighting and promoting excellent behaviour
- Establishing clear routines
- Communicating expectations of behaviour verbally and non verbally
- Applying sanctions when necessary and doing so calmly and consistently
- Using strategies which are age appropriate and take into account individual needs of children
- Creating class rules with the children
- Communicating with other stakeholders, including parents, the senior leadership team and governors, when necessary

#### **4. Behaviour Principles, Rewards and Sanctions**

Our Chase Bridge values have been co-constructed with parents, children and staff, and form the foundation for our behaviour principles below:





- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others. All of our community have a duty to uphold this
- All pupils, staff and visitors are free from any form of discrimination and demonstrate compassion for members of our community
- Staff and volunteers take responsibility for setting an excellent example to pupils at all times
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy
- The behaviour policy is respected and understood by all stakeholders
- The suspensions/exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved at the earliest stage possible when behaviour incidents arise in order to foster good relationships between the school and home

We place a strong emphasis on positive behaviour and have a clear programme of rewards to reinforce this:

- Team points: At Chase Bridge each child belongs to one of four houses: Phoenix, Dragon, Griffin or Unicorn. Our school vision and values, as listed above, form the foundation of what we are looking for in our children and what we reward them for. In the Infants, team points are linked to the marble jar system. In the Juniors, team points are awarded for a range of achievements including academic and sporting success and build to half termly and end of year rewards.
- Merits: The school holds an achievement assembly every Friday. Each class teacher nominates individual children to receive a merit and a celebration postcard to take home in recognition of exemplary work or behaviour during the week. In addition, children are encouraged to bring in medals, certificates and photographs from activities they undertake outside of school. We celebrate these achievements in our newsletter every fortnight.
- Year Groups: Year group teams also have bespoke awards which they use to effectively engage and reward children in their year group for behaviour in line with our Chase Bridge vision and values. Across the year group, teams are using these rewards consistently.

- **Behaviour sanctions:** Class teachers display their class expectations for behaviour. If a child is disrupting the learning in class or demonstrating inappropriate behaviour then the following protocol is used. A clear set of sanctions is applied that link directly to the rules.

<b>Chase Bridge Behaviour Chart</b>	<b>Further Detail</b>
1) Reminder	<i>This is an opportunity for you to show you can meet expected behaviour</i>
2) Warning	<i>If this happens again, you will be moved</i>
3) Reflection time	<i>Visible space</i>  <i>Zones of regulation, and questions to help reflect on impact of their behaviour, in view</i>  <i>'Reset' conversation with teacher</i>
4) Sanction <i>Option: YGL classroom</i>	<i>Age appropriate length of time missed during break or lunch, either inside the classroom or with the member of staff on duty on the playground</i>  <i>Option: if learning of others is being disturbed during reflection time, there is the choice to move child to the Year Group Leader's classroom for an age appropriate length of time</i>
5) Serious incident form completed; child taken to SLT	<i>If no member of SLT is available, the child should be taken to the Year Group Leader</i>
<b>If the disruptive behaviour takes place out of class</b> , this Behaviour Chart should still be followed. For Brentford/PE, the sanction will be deferred to the class teacher.	
<b>If the disruptive behaviour is a Serious Incident</b> , bring the child, with the completed Serious Incident Form, to SLT (Racist, sexual related abuse, theft, damage to school property, assault, verbal abuse of a child or adult, sustained bullying or repeated incidents related to one child, continual low level disruption, possession of a dangerous object). If you are ever unsure please check with SLT.	
<b>If the disruptive behaviour is ongoing and the Behaviour Chart is having little impact</b> , the first step is for the class teacher to meet and discuss strategies with the Year Group Leader	
<b>If children are repeatedly being referred to SLT or it is a high level serious incident</b> , then SLT may decide to put the child on Stage 1 Report or Stage 2 Report	

<b>Chase Bridge Behaviour Chart</b>	
1) Reminder	
2) Warning	
3) Reflection time	
4) Sanction	

### 5. Serious incidents

Serious incidents include any behaviour that follows under the below categories:

racist, sexual related abuse, theft, damage to school property, assault, verbal abuse of a child or adult, sustained bullying or repeated incidents related to one child, continual low level disruption, possession of a dangerous object

Procedure following a serious incident:

The entirety of the serious incident form is completed as soon as possible by the staff that witnessed the incident, or first became aware of it

- A member of SLT sees the completed form and signs (again, as soon as possible)
- The class teachers of both the victim and the offender see the completed form and if necessary, sanctions are decided (possibly with SLT)
- The victim's and offender's parents are both called and informed by class teachers, or told at pick up, so they find out from us what happened as opposed to hearing about it from the child. In certain instances, it will be SLT that speak to parents

These forms are kept centrally and are reported to governors and the local authority on a regular basis.



There are a number of actions that could result from a serious incident: typically a discussion with parents would be involved and be followed up by, for example, a written or spoken apology, reparation or repair if damage has occurred, and sanctions to help the child learn and reflect on the incident. However, it might also, in rare and exceptional circumstances, lead to exclusions and contacting the police.

Depending on the nature of the incident the member of staff involved will take a view as to whether the children involved will be seen individually or as a group. This will depend on the nature of the incident; the age of the children and the context of the incident. The member of staff completing the serious incident form will give consideration as to whether the children will be seen separately and this will be recorded.

The incidents recorded can be interrogated to see whether there is any pattern and action can be taken to improve the school's care for the children.

Each term the number and nature of the incidents are reported anonymously to governors for their scrutiny. The impact of our behaviour policy is evaluated annually against OfSTED criteria.

Parents, children and staff are invited to comment on behaviour and bullying in surveys and the outcomes are summarised and reported in our annual review that is available on the school website.

## 6. Bullying

**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.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>● Racial</li> <li>● Faith-based</li> <li>● Gendered (sexist)</li> <li>● Homophobic/biphobic</li> <li>● Transphobic</li> <li>● Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, 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

All forms of bullying are unacceptable at Chase Bridge Primary School. The school and its community are committed to striving to eliminate bullying from school life.

It is a legal requirement that all maintained schools must have in place measures to prevent all forms of bullying among pupils. At Chase Bridge we take the issue of bullying very seriously and we aim to develop an atmosphere where bullying is not tolerated and where effective steps are taken to prevent bullying occurring.

As stated in the section above on Serious Incidents, if a potential bullying incident occurs anywhere in school then an investigation is to take place and a brief form called an 'incident report form' must be completed and shared with a senior member of staff. This investigation may be completed by a teacher or a senior member of staff. Evidence should be gathered and recorded on the serious incident form. This will then be recorded in a log held centrally in the school office. The log can be interrogated when necessary to review the evidence for patterns of incidents that might indicate bullying behaviour. The BAPD Governor Committee reviews bullying incidents with the senior leadership team at each termly meeting and discusses actions, outcomes and any next steps. The school has a duty of care to both the victim and the perpetrator.

All staff use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. Each class holds regular PSHE activities that are designed to teach children empathy and to give them the tools to manage their feelings and interact appropriately with others. Children are encouraged to seek the immediate help of an adult if they are worried or need to report incidents of bullying. Parents, and staff, can report incidents to the class teacher or a member of the senior leadership team.

If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the headteacher and/or the Designated Safeguarding Lead (DSL) will consider implementing child protection procedures. Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering or is likely to suffer, significant harm'.

## **7. Harmful sexual behaviour**

Sexual violence means rape, assault by penetration or sexual assault (intentional sexual touching without consent). Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

The school has a zero-tolerance approach to sexual harassment and sexual violence and will ensure that any incidents of sexual harassment and/or violence are dealt with immediately and met with a suitable response. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be decided by the senior leadership team and will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Within our serious incident forms, it is noted the level of harmful sexual behaviour which we use the below definitions for:

Serious incident form - KRSCP guidance

Inappropriate sexual behaviour:

- 'Name calling' or 'Rating attractiveness'
- Can be managed internally within school

Problematic sexual behaviour:

- 'Developmentally unusual' or 'Socially unexpected'
- Early Help sought from external agencies

Abusive sexual behaviour:

- Child harmed or likely to experience harm
- Referral needs to be made to Social Services

Violent sexual behaviour:

- Police involved (as well as Social Services)

Please refer to our child protection and safeguarding policy for more information.

## **8. On-line Behaviour**

Increasingly children have an on-line presence. Children should behave safely and responsibly on-line and parents are expected to monitor their activity off-site. The school curriculum teaches children to use the internet and social media responsibly and behave in an appropriate manner.

Sometimes children will use social-media inappropriately. If a serious incident occurs, even if it is at home and out of normal school hours that affects the well-being of children in school then this will be logged according to our usual systems and followed up accordingly.

## **9. Physical restraint (positive handling)**

The school recognises that there are, occasionally, unforeseen or emergency situations which may cause the need for a Positive Handling (a physical intervention). The key principles are that any physical intervention should follow a dynamic risk assessment and be reasonable and proportionate to the situation. Positive Handling should only be used if:

- it is in the best interest of the child by preventing injury to themselves or others
- there is a risk of serious damage to property
- there is a risk of absconding
- other children are severely prevented from learning

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 on our serious incident forms and reported to parents
- If appropriate, an individual behaviour plan will be written to identify the context that tends to trigger the unacceptable behaviour and staff are then informed of the procedure to follow.

## **10. Pupil support and equity**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils 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 pupil, and to focus on providing equity.

The school's special educational needs co-ordinator will evaluate a pupil 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 pupil, 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.

The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

## **11. Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

## **12. Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

## **13. Malicious allegations**

Where a pupil makes an allegation against a member of staff, or another pupil, and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

#### **14. Confiscation**

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

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

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

#### **15. Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold handover meetings at the end of the summer term.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

#### **16. Suspensions / Exclusions**

A number of options are available to head teachers in response to a serious and exceptional breach of the behaviour policy. This may be done to punish the child but in the vast majority of cases the intention is to enable the school to seek specialist advice from, for example, educational psychologists, the behaviour support team and meet with parents to decide what measures should be put in place to prevent the behaviour being repeated.

1. Restorative justice
2. Mediation
3. Internal exclusion
4. Managed move

At all times, the needs and circumstances of the individual child are taken into consideration to ensure that the most appropriate and effective action is taken to support the child in managing his or her behaviour issues.

#### **17. Training**

Behaviour management will also form part of continuing professional development. All staff have training on what constitutes a serious incident and how these should be managed and reported, and refresher training for all staff occurs annually. Where necessary staff will receive bespoke behaviour management support from year group leaders or the senior leadership team.

## **18. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher annually to address findings from the regular monitoring of the behaviour log.

## **19. Roles and responsibilities**

### **The governing board**

The Behaviour, Attitudes, Personal Development (BAPD) Governor Committee is responsible for reviewing and approving the school's behaviour principles.

The BAPD Governor Committee will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### **The headteacher**

The headteacher is responsible for reviewing this behaviour policy in conjunction with the BAPD committee giving due consideration to the school's vision and values for behaviour. The headteacher will also approve this policy.

The headteacher 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 to all groups of pupils.

The headteacher will ensure that this behaviour policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.

The headteacher will ensure that the data from the behaviour log is reviewed each half-term, to make sure that no groups of pupils are being disproportionately impacted by this policy.

### **Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently and differentiating when necessary to provide equity
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

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

### **Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct

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- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly



## 20. Appendices Appendix: serious incident form

**Chase Bridge: Racist and other Serious Behavioural Incidents Record Form**

This form is confidential and for internal school use. It should be completed for all racist and serious behavioural incidents and reported in line with the school policy. This includes incidents that may not have taken place at the school but have been reported by anyone to the school. This form contains summary information to be entered into the school Behavioural Incidents Log. **The class teacher or whoever is dismissing the children should see this form before the end of the day and then it should go to the office**



<b>Date of incident</b>		<b>Member of staff logging incident</b>	
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**About the incident** (please circle as many fields as relevant from the following from the list)

Location of incident	Time of incident	Nature, actions, behaviour related to incident	Offender's possible motivation
classroom	before school	verbal	racist
corridor	class time	physical	faith
school grounds	break/play	social exclusion	sexual orientation
toilets	after school	property	gender
off-site	out of school hours	IT/eSafety	disability
clubs before/after school	other	Inappropriate sexual behaviour	appearance
other		Problematic sexual behaviour	other
		Abusive sexual behaviour	
		Violent sexual behaviour	

**Action: response by school to the incident**

(please emphasise most significant action circled from the following list and note any detail overleaf)

Positive handling used? Y/N	Police	Temporary exclusion	Contact parents	School sanctions	External agency involvement	other	Children interviewed separately? Y / N ?
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**About the victims and offenders** (please complete one or more boxes as necessary and identify who you think might be either the victims or offenders with a V or O. There might be just offenders and no victims.)

<b>Name:</b>		V or O?	Gender: m/f	Year group: 1	SEN: yes/no
Ethnicity:	Faith:	In-care: yes/no	Young carer: yes/no	Disability: yes/no	Vuln/CP reg: yes/no

<b>Name:</b>		V or O?	Gender: m/f	Year group: 2	SEN: yes/no
Ethnicity:	Faith:	In-care: yes/no	Young carer: yes/no	Disability: yes/no	Vuln/CP reg: yes/no

<b>Number of items attached to the Incidents Record Form: statements, photos, etc</b>	
<b>Incident number</b> (to be completed by colleague updating the spreadsheet)	
<b>To be circulated to the following before sending to the office</b> (tick when seen)	



Please give a brief summary of the incident			
Were you present at the incident? Yes/No			
Please list any eyewitnesses:			
What school sanctions have been agreed?			
Were any positive handling strategies used? Yes/No Please also tick any strategies used to help de-escalate the situation.			
Chill out time/space	Distraction/remove stimulus	Other staff intervene	State alternatives, consequences, choices
Talk calmly/reassure	Negotiation	Strategic ignoring	Repeat request
Verbal advice/support	Praise compliance (even if only partial)	Positive touch to help calm and reassure	Humour
Please include any details of injuries incurred and any damage to property.			
Have you informed the relevant staff who should know about this? (e.g. SLT/class teacher/family support worker/SENCo) <b>Please make sure you obtain their initials on the front of the form.</b>			
Does this incident raise concerns about (please circle any that apply): Safeguarding The prevent agenda and concerns about radicalisation The special needs of the victim or offender			
Has a copy been placed in the child's class file in the Inclusion Room? Yes/No			

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