



Behaviour Policy

Act justly, Love mercy, Walk humbly

Queniborough C E Primary School

	Date	Signed
This Policy was adopted on	Feb 2023	
To be reviewed	Feb 2024	

Our vision statement

*With **JESUS** at our side,
We **ACT** with a sense of right and wrong.
We show **LOVE** by being kind to everyone.
We **WALK** through each day with modesty in all we do.*

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1. Aims

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

At Queniborough Church of England Primary School, we aim to promote the children's social development skills by early intervention, and by promoting appropriate and positive behaviour. The school expects every member of the school community to behave in a considerate way towards others. Expectations of behaviour may be adapted for some children. We want our children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils 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](#)
- [Keeping Children Safe in Education](#)
- [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

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definitions

The School has a Behaviour Ladder which identifies an escalating level of misbehaviour and associated consequences. This will be applied in an age appropriate/developmental stage manner.

<u>Meeting with Parents/Exclusion</u>
<ul style="list-style-type: none"> • Violence against staff • Serious false allegations against staff • Serious bullying • Serious discrimination • Serious misuse of social media • Child is at serious risk to themselves and others
Time spent in another class (Half a day) Letter to parents from Head teacher
<ul style="list-style-type: none"> • Ongoing/continuing disruption • Putting others/themselves in danger • Failure to follow direct instructions • Sustained deliberate/unprovoked aggressive behaviour • Escalated instances of bullying • Repeated Discrimination • False allegations against others • Spitting • Misuse of social media • Swearing/ verbal abuse towards an adult
Missing Lunchtime/Playtime (Text message sent to Parents)
<ul style="list-style-type: none"> • Continuing low level disruption • Lack of respect • Answering back/arguing with an adult • Failure to complete work in allocated time or to expected level • Aggressive behaviour: hitting, punching etc. • Swearing/verbal abuse/discrimination • Lying • Bullying: selective friendships /deliberate exclusion • Continued failure to comply with expectations
<u>Time Out</u> (removal from situation)
<ul style="list-style-type: none"> • Continuing low level disruption • Name calling/ being unkind • Hurting: physically/verbally • Failure to comply with expectations
Verbal Warning

- | |
|---|
| <ul style="list-style-type: none">• Low level disruption e.g. talking/ distracting others• Unkind comments |
|---|

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school expectations
- Any form of bullying
- Sexual violence or 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
- 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 and cigarette papers
 - 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 pupil)

4. Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately in trying to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

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
- 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 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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board 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.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles (appendix 1). 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.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on O-track
- The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

The school works collaboratively with parents. We explain the school expectations in the school handbook and these are displayed in a variety of ways around the school: we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We actively seek a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

Parents are expected to:

- Support their child in adhering to the pupil 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

6. Our School Expectations

Our school expectations link directly to the school's & Christian Values of Belonging, Love, Friendship, Compassion, Honesty, Peace and Respect Pupils are expected to:

- Take good care of our school and each other
- Listen carefully to others and follow instructions

- Be honest and tell the truth
- Show friendship by helping other children to succeed and be happy
- Show compassion to others by supporting them in times of need
- Love each other and celebrate our differences
- Work and move around school quietly and calmly



7. Rewards and sanctions

We **praise and reward** children for good behaviour in a variety of ways. For example:

- We praise and congratulate children verbally;
- We give children dojo points/ stickers
- The school acknowledges all the efforts and achievements of children, both in and out of school in a weekly Golden Book assembly and through awarding Christian Values Certificates
- Class dojo points are allocated to children to reward good behaviour
- Team points are collected weekly and the winning team each half term gets a reward. (usually and extra playtime led by the team leader)

7.1 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

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:

- 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

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

7.2 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).

7.3 Malicious allegations

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

Where a pupil makes an allegation of sexual violence or sexual harassment against 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 and statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse against staff or other pupils.

7.4 Fixed-term and permanent exclusions

Only the Head teacher (or the acting Head teacher) has the power to exclude a pupil from school. Exclusion will be the last resort after a range of measures have been tried to improve a pupil's behaviour. Alternative additional provision may be made working in partnership with other agencies.

The Head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head teacher may also exclude a pupil permanently. It is also possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head teacher.

The governing body has a discipline committee that is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Head teacher must comply with this ruling.

The Head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

8. Behaviour management

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. Class teachers discuss the school expectations with their own class. The behaviour ladder and school expectations are displayed in each classroom. In addition to the school rules (known as expectations), each class may also have its own classroom code. In this way, every child in the school knows the standard of behaviour that we expect in our school.

We **praise and reward** children for good behaviour in a variety of ways. For example:

- We praise and congratulate children verbally;
- We give children dojo points/ stickers
- The school acknowledges all the efforts and achievements of children, both in and out of school in a weekly Golden Book assembly and through awarding Christian Values Certificates
- Class dojo points are allocated to children to reward good behaviour
- Team points are collected weekly and the winning team each half term gets a reward. (usually and extra playtime led by the team leader)

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 pupils to be engaged
- Display the School Expectations and their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils 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
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil 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 7 for an incident (use of force) log.

8.3 Confiscation

Any prohibited items (listed in section 3) 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](#).

8.4 Pupil support

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.

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.

8.5 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.

9. 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 transition meetings.

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.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

Incidents meriting severe consequences will be recorded by class teachers, the deputy head or the Head teacher on O track. Teachers may keep a record to monitor patterns of children's behaviour. In extreme circumstances, a child may have a Behaviour Plan.

The school liaises with external agencies as necessary to support and guide the progress of each child.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

This behaviour policy will be reviewed by the headteacher and full governing board annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy

Appendix 1 Written Statement of Behaviour Principles

The Education and Inspections Act 2006 and DfE guidance document for governing bodies (Behaviour and Discipline in Schools, 2015) requires the governing body to make and frequently review a written statement of general behaviour principles to guide the Head teacher in determining measures to promote good behaviour.

Introduction:

This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the Head teacher. The Governors at Queniborough C.E. Primary School believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life.

At Queniborough C.E. Primary School, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance to the Head teacher in drawing up the Behaviour Policy by stating the principles the Governors expect to be followed. The Head teacher has a duty to publish the statement on the school website.

The Head teacher will develop the Behaviour Policy with reference to the DfE guidance document Behaviour and Discipline in Schools - Advice for Head teachers and School Staff, January 2016.

Principles:

- All children, staff and visitors have the right to feel safe at all times at school and procedures should consider the requirements of the Education Act 2002 in relation to safeguarding and promoting the welfare of children.
- Queniborough C.E Primary School is an inclusive school. Bullying or harassment of any description is unacceptable. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies, reflecting the duties of the Equality Act 2010.
- The Governors believe children should be at the heart of the development of school expectations and these should be regularly reviewed with the involvement of the School Council and in consultation with staff and parents.

- High standards of behaviour are expected. The school rules should be clearly set out in the Behaviour Policy and displayed around school. Governors expect these rules to be consistently applied by all staff.
- Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school.
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils, consistently applied and regularly monitored to ensure effective impact.
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Head teacher is expected to use discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account special educational needs and disability and the needs of vulnerable children. Support and assessment from external agencies should be available support as necessary for pupils who display continued disruptive behaviour.
- We believe children should be given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour.
- We expect pupils and parents to cooperate to maintain an orderly climate for learning.
- The Governors strongly feel that exclusions, particularly those that are permanent, must only be used as the very last resort.
- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.
- The Governors expect the Head teacher to include guidance and clarification for staff on their powers to search (for banned items), to use of reasonable force (make physical contact with children), and to discipline pupils for misbehaviour outside school (including notifying the police) witnessed by a member of staff or reported to school when:
 - Taking part in school organised or related activity
 - Travelling to or from school
 - Wearing school uniform or in some other way identifiable as a pupil

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

Queniborough CE Primary School

Bullying Incident Record

This record to be completed for incidents involving accusations of bullying

Date		Time	
Target's Name		Alleged Perpetrators	
Who was present?			
Type of bullying (physical, verbal, indirect, cyber)			
Form of bullying (racist, religious, cultural, sexual, SEN/disability based,			
Notes			
Next steps			
Signed		Date	Time
Further/Follow-up Notes Actions			

This record to be filed securely in the Behaviour Folder in the Head's Office



Queniborough CE Primary School

RACIAL HARASSMENT INCIDENT FORM

DATE:

PERSON REPORTING INCIDENT.....

STATUS e.g. Teacher Student Other.....

1. Nature of Incident (Please tick)

Racist graffiti	<input type="checkbox"/>	Verbal abuse/name calling	<input type="checkbox"/>
Physical assault	<input type="checkbox"/>	Damage to personal property	<input type="checkbox"/>
Written abuse	<input type="checkbox"/>	Threats	<input type="checkbox"/>
Bullying	<input type="checkbox"/>	Racist literature/insignia	<input type="checkbox"/>
Other (Please specify)			

Single incident

Multiple Over what period.....

Did incidents always take place at the school? Yes No

If No please specify where (if known):.....

2. Other information/description of incident (give details - you may wish to attach a separate sheet)

3. Action taken (give details)

4. Detail of victim(s) subject to racial harassment

Surname:

First Names:

Age:

Sex M / F

Ethnic Origin:

Home Address:

Please tick box: Student Teaching Staff Non-Teaching Staff

Governor Other Please specify

5. Name and ethnic origin of perpetrator(s) [if known]

Surname:

First Names:

Age:

Sex M / F

Ethnic Origin:

Home Address

Please tick box: Student Teaching Staff Non-Teaching Staff

Governor Other Please specify

6. Involvement of Other Agencies - give details of Agency and extent of involvement, e.g. Police, LA agencies

Signed(Person subject to incident) Date

Signed (Person reporting incident) Date

Details of this incident will be included in an annual report to the LA and in an annual report to School Governors.

Queniborough C/E. Primary School**Violent Incident Report Form**

Personal details of the person reporting incident	Full name: Job title:
Personal details of injured person	Title: Mr/Mrs/Miss/Ms/Other Name: Home address: Postcode: Daytime telephone: Age: 0-10 <input type="checkbox"/> 11-16 <input type="checkbox"/> 17-25 <input type="checkbox"/> 26-45 <input type="checkbox"/> 46-60 <input type="checkbox"/> 60+ <input type="checkbox"/> Employee <input type="checkbox"/> Pupil <input type="checkbox"/> Other (eg contractor, passer-by) <input type="checkbox"/>
Date/Time of incident	Date: Time:
Location of incident (including a sketch if possible) and any other relevant information	
Type of incident	Verbal abuse/threat <input type="checkbox"/> Physical attack <input type="checkbox"/> Theft <input type="checkbox"/> Anti-social behaviour <input type="checkbox"/> Near miss <input type="checkbox"/>
Please indicate the nature of the injury you are reporting	Cut <input type="checkbox"/> Burn <input type="checkbox"/> Bruise <input type="checkbox"/> Scald <input type="checkbox"/> Strain <input type="checkbox"/> Other (specify)
Please state in detail what happened. Give an account of the incident, including any relevant events leading to the incident and individuals involved including full description of aggressor/assailant(s)	

Who assisted the injured person?	Name:
What action has been taken?	Injury related <input type="checkbox"/> Security <input type="checkbox"/> First aid <input type="checkbox"/> Police called <input type="checkbox"/> Ambulance <input type="checkbox"/> Other (specify) <input type="checkbox"/>
Was the injured person taken to hospital and off work for more than 7 days?	
Were there any witnesses at the time of the incident?	Name: Contact: Name: Contact
What action has been taken to ensure that this type of incident does not reoccur, eg have risk assessments been reviewed? Record actions.	

Appendix 5: Record of Incident Form

Queniborough CE Primary School	
Name	
Class	
Date, time and location of incident	
Names of staff involved (directly or as witnesses)	
Details of other pupils involved (Directly or as witnesses) including whether any of the pupils were vulnerable for SEN, disability, medical or social reasons.	
Description of incident by the staff involved, including any attempts to deescalate and warnings given that force may be used.	
Reason for using force and description of force used	
Any injury suffered by staff or pupils and /or any first aid and /or medical attention required.	
Reasons for making a record of the incident	
Follow up, including post-incident support and any disciplinary action against pupils	
Any information about the incident shared with staff not involved in it and external agencies	
When and how those with parental responsibility were informed about the incident and any views they have expressed.	
Report compiled by:	
Name and role	Signed Date
Report countersigned by:	
Name and Role	Signed Date