

Behaviour Policy

Darwen Vale High

School

Document Control Table	
Version no:	2
Date of last revision:	
Approval Required By: (Adoption and full 5 Year Review)	Education Standards Committee
Date approved:	April 2024
Policy owner:	Head of Inclusion
Frequency of revision:	1 Year
Next review date:	September 2025
Revision approval required by:	Education Standard Committee
Policy family:	Inclusion Policies
Policy status:	APPROVED

Applies to (Mark as appropriate)			
Staff	Pupils / Students / Adult Learners	Parents / Carers / Guardians	Contractors
✓	✓	✓	✓
Volunteers	Students on placement	Trustees / LGC / Members	Visitors
✓	✓	✓	✓
Agency Staff	Other	a	a
✓	✓		

Published Locations				
Trust Website	Academy Website	Aldridge Intranet	Student/Parent planners	On-request
	✓	✓		✓

Consultation (Complete as appropriate in line with master policy document)			
With	Reason for Consultation	Final Consultation Date	Version No
Principals	Academy Review	Feb 24	V2

Version History (please note below if a policy has been replaced)					
Version	Reviewer	Revision Date	Nature of Change	Adopted/ Approved by	Approval Date
VI	TM/MG/KF	February 2023	New Trust Policy		
VI			CEO sign off		1 Mar 24
VI			ESC Approval	ESC	April 24
VI	AS	May 25	Short extension to policy to accommodate approval of revised version		
VI	AS	Jun 25	Extension to September 25		

V2	AS	May 25	Short extension of policy to June 25 to accommodate approval of updated version		
----	----	--------	---	--	--

Contents

1. Introduction	6
2. Legislation and guidance.....	6
3. Aims	6
4. Who was consulted?.....	6
5. Scope and publication	7
6. Roles and Responsibilities.....	7
Chief Executive Officer	7
The Principal	7
The Senior Leadership Team.....	7
Academy Staff and Agency Staff	7
Parents.....	7
7. Academy Rules	7
8. Conduct.....	8
Pupils are required to observe the following basic rules in the classroom:	8
9. Behaviour management.....	9
Classroom management.....	9
Pupil support.....	9
Pupil support systems.....	9
10. Rewards and sanctions	10
Rewards.....	11
Sanctions	11
11. Searching pupils	12
Strip Searching	13
Phones and other electronic devices.....	14
12. Use of reasonable force	15
13. Beyond the academy gate	15
14. Zero-tolerance approach to sexual harassment and sexual violence	16
15. Pupil transition.....	16
16. Suspensions and Permanent Exclusions	17
17. Malicious allegations against staff.....	17
18. Staff training.....	17
19. Bullying.....	17
20. Partnership with parents/carers.....	17
21. Multi-agencies and external advice.....	17
22. Monitoring, evaluation and review	18
23. Links to other policies and procedures	18
24. Appendix A: The Academy Values and Rules (Academy specific)	19

25. Appendix B: Tariff of rewards and sanctions (Academy specific)	22
26. Appendix C: (Academy specific) / academy-wide reporting / recording / monitoring systems explained ...	26
27. Appendix D: Searching and Confiscation log.....	27
28. Appendix E: Restraint Recording Form	28

1. Introduction

Aldridge Education (a Multi Academy Trust) is committed to providing an environment where everyone can feel safe, happy, accepted and included. It is important that an orderly framework should exist within which effective teaching and learning can take place. We recognise that positive behaviour is a pre-condition for effective learning and, therefore, promote behaviour improvement strategies as a means of improving learning and teaching.

We recognise and celebrate effort and success, so that all pupils feel valued. We teach pupils to take responsibility for their own actions and to accept the consequences of their choices. We adopt a zero-tolerance approach to bullying and any such incidents will be dealt with promptly and firmly.

The academy holds an important position in the wider community, educating the young citizens of tomorrow in a way that will ensure that they take a positive and proactive role within their community in the future.

This policy applies to all members of the Aldridge Education Trust community, including support staff, teachers and leadership in all academies, local governors, volunteers, pupils, visitors and staff directly employed within the Aldridge central team.

2. Legislation and guidance

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

- Behaviour and discipline in schools
- Searching, screening and confiscation: advice for schools 2022 (use from 1 Sep 2022)
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- KCSiE
- Sexual violence and sexual harassment between children in schools and colleges.
- DfE non statutory guidance: Mobile Phones in Schools

It is also based on the

- special educational needs and disability (SEND) code of practice.

In addition, this policy is based on

- *Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines an academy's duty to safeguard and promote the welfare of children, paragraph 9 requires the academy to have a written behaviour policy and paragraph 10 requires the academy to have an anti-bullying strategy.*

3. Aims

- to encourage good behaviour and respect for others within and outside of the academy
- to promote self-discipline and proper regard for authority among pupils
- to state what is expected of pupils
- to ensure parents and carers, pupils, staff, visitors and volunteers understand what is expected of them
- to provide guidance on possible rewards and sanctions to ensure they are applied consistently
- to ensure that staff are seen to be fair and consistent.

4. Who was consulted?

Aldridge Education Trust worked with their academy senior leadership teams and staff to agree what constitutes good behaviour, and to develop this policy in consultation with parents, pupils, and staff so that it ensures equality for all. All pupils are consulted periodically on the rules, rewards, and sanctions.

5. Scope and publication

This policy is publicised to all parents, pupils, and staff in writing at least once a year. The policy is also provided to staff through the academy website and on request. This policy can be made available in large print or other accessible formats if required.

The academy rules can be found at Appendix A of this policy, and pupils are made aware of them. They are also available on the academy website, and on request.

The tariff of Rewards and Sanctions, can be found at Appendix B of this policy, and pupils are made aware of them. They are also available on the academy website, and on request.

6. Roles and Responsibilities

All adults are responsible for promoting good behaviour and managing behaviour around the academy.

Chief Executive Officer

The Chief Executive Officer will approve the behaviour policy and hold the Principal to account for its implementation.

The Principal

The Principal is responsible for reviewing and approving this behaviour policy and implementing it in the academy.

The Principal will ensure that the academy 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.

The principal will report termly on “behaviour” and “anti-bullying” and “incidents of racism” to the Trust.

The Senior Leadership Team

- will support staff in responding to behaviour incidents.
- Collate and analyse data collected on behaviour events positive and negative, search for patterns, implement support where needed and fix gaps that arise

Academy Staff and Agency Staff

Staff are responsible for:

- engaging in training and professional development that supports them to understand and apply the behaviour policy
- implementing the behaviour policy consistently
- modelling positive behaviour
- providing a personalised approach to the specific behavioural needs of some pupils
- recording behaviour incidents (see Appendix C)

Parents

Parents are expected to:

- support their child in adhering to the academy rules (Academy Specific) and this policy
- inform the academy of any changes in circumstances that may affect their child’s behaviour
- discuss any behavioural concerns with the class teacher promptly.

7. Academy Rules

These link explicitly with our academy values:

Darwen Vale High School will provide a safe and structured environment in which teachers can teach and students can learn. We have a culture of high expectations, where we expect and actively encourage, all students to make the most of their opportunities by fully participating in their learning and leading their own behaviour. We believe that establishing an orderly and supportive atmosphere where there are clear expectations and behavioural boundaries will ensure that students will align with our vision of:

Students at Darwen Vale High School will achieve academically beyond personal expectations and prior attainment.

They will experience an outstanding and enjoyable education.

That is our vision. Our ethos underpins this and reinforces it:

- We Aim High
- We Work Hard
- We Care
- We are vale

The academy specific rules can be found in Appendix A.

8. Conduct

Pupils are expected to be polite and show consideration towards each other, academy staff and others.

Pupils are required to assist the academy with tackling bullying and to follow the academy's Anti-bullying Policy. Pupils, whether in or out of academy, are expected to follow and demonstrate the Aldridge Norms and to adhere to the following statements:

- | | |
|----------------------------|---|
| • We never give up | • We will use kind hands and words |
| • We will try our best | • We aim high |
| • We will work hard | • We will be the best we can be |
| • We are honest | • We will follow our hopes and dreams |
| • We will tell the truth | • We look after our world |
| • We will listen | • We will look after our community |
| • We are kind | • We will make the world a better place |
| • We will be a good friend | • We care |

Pupils are required to observe the following basic rules in the classroom:

- Engage with the learning tasks as set by the teacher
- be considerate of others in the classroom and ensure that learning is not disrupted
- listen to others when they are talking
- put their hand up to speak unless directed otherwise by the teacher
- take pride in their work through effort with presentation, using resources respectfully and trying their best.

9. Behaviour management

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 and actively participate in the learning.
- promote good behaviour in the classroom
- 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.

Low-level disruption

Low-level disruption and the use of offensive language, despite being different to bullying and not necessarily specifically targeted to an individual or group, can have a significant impact on some. If left unchallenged or dismissed as banter or horseplay it can become established and accepted behaviour and may influence the extent to which anyone affected by this may also feel able to report experiences of targeted bullying behaviour. Early intervention can help to set clear expectations of the behaviour that is and is not acceptable and help stop negative behaviours escalating.

Pupil support

The academy 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 academy understands that disruptive behaviour can be an indication of unmet needs. The academy's Special Educational Needs Coordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where a pupil is at risk of behaviour related sanctions or there are concerns regarding behaviours exhibited, potential suspension or exclusion, the Principal, working with the Special Educational Needs Coordinator, will work with other members of staff to ensure the academy is doing all that is possible to support a pupil's needs including contact with external agencies.

Where necessary, support and advice will also be sought from the Trust, 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.

Pupil support systems

We have the following pupil support systems in place at this academy:

Where a student repeatedly fails to meet academy's expectations of behaviour they will be placed on a stage of support.

They will be set targets and receive additional support from the person they report to, who will monitor the students' progress towards meeting their targets and help the student to correct their behaviour. If the student is successful, they will either move down through the stages of support or come off the stage of support completely. All reports are electronic through Bromcom.

Support type	On Report To	Reason for Report	Expectations	Possible interventions
Form Tutor	Form Tutor	Negative house points below -50	• Parent meeting • Tutor learning walks lessons where student is having trouble • Tutor facilitates RJ's where necessary	• Target setting with rewards • Enrichment sign up
Head of Year	Head of Year	Negative house points below -100	• Parent meeting • Feedback from teachers via MS Form • HoY learning walks lessons where student is having trouble	• Enrichment sign up • Target setting with rewards • Homework club • Referral to SENDCo for assessment
Assistant Principal	Ms Sharkey – Y7 Miss Hayes – Y8 Mr Redfern – Y9 Mr Bradley – Y10 Miss Price – Y11	Negative house points below -150 Returning from a suspension (Fixed Term Exclusion)	• Parent meeting with relevant Assistant Principal and HoY • AP learning walks lessons where student is having trouble • Governors' behaviour panel	• Targeted Youth Support • Managed move • Blackburn Youth Zone • In school counsellor
Vice Principal	Mr Venables – KS3 Mrs Cull – KS4	Negative house points below -200	• Meeting with the VP, AP and HoY • VP learning walks lessons where student is having trouble • Governors' behaviour panel	• ELCAS referral • Managed move
Pastoral Support Plan (PSP)	Mrs Marsland – AP Mr Broderick - SENDCo	Negative house points below -250	• Meeting with AP, SENDCo, HoY and Principal • Governors' behaviour panel	• BWD Inclusion support • In school counsellor • Reduced timetable • ELCAS referral • External alternative provision (St Thomas', The Heights etc) referral

Student's report targets are directly related to the reasons for the decline in points and or the behaviours that lead to them being on report. A student will remain on report until their points total improves.

A Pastoral Support Plan will entail setting a minimum of 3 SMART targets for the student to achieve and details of the monitoring and support that will be put in place. Review date will also be decided and how this will be fed back to parents.

All sanctions must be logged onto Bromcom to ensure that behaviour can be effectively tracked. All relevant information must be inputted onto the behaviour record to ensure that any additional follow up or support is effective.

Where a student is at risk of Permanent Exclusion, we utilise a range of alternative measures to try to prevent this, including a Governors Behaviour Panel, Managed Moves within the Aldridge Network and at other local schools.

10. Rewards and sanctions

Rewards

We believe that rewards can be more effective than punishment in motivating pupils. Positive behaviour management may be defined as the strategies the academy employs to promote a well ordered, purposeful academy community. These strategies underpin the Behaviour Policy. It is the academy policy to recognise, acknowledge and reward individual achievements by pupils.

We will reward children who are exhibiting behaviour that links closely to our academy values,

The following are examples of areas considered to be worthy of individual recognition:

- consistently improved standards of work – (Determination)
- Behaving with integrity – (Responsibility)
- Showing kindness to others or being helpful, above expectations – (Empathy)
- good or outstanding pieces of work – (Aspiration)
- Service to the academy or local community – (Make a difference)
- outstanding effort or achievement in extra-curricular activities.

The foundation for the achievement of good behaviour will involve praise, rewards, and sound relationships between teachers and pupils. We may reward pupils in the following ways:

- verbal praise by staff
- approving signs/acknowledgments
- points
- sent to another teacher or Principal to show off their work/good deed
- Principal award stickers
- certificate (Assembly)
- gold star/stamp

Sanctions

The academy understands that the use of sanctions must be reasonable and proportionate to the circumstances of the case and that account must be taken of a range of individual pupil needs in determining the appropriate use of such sanctions, including the pupil's age, any special educational needs or disability and any religious requirements affecting the pupil.

We understand that it is important for sanctions to be used consistently and for teachers and other staff to make it very clear to the recipient why a sanction is being applied.

The academy has a range of disciplinary sanctions that may be implemented as appropriate and these are set out in full at Appendix B (Academy Specific) of this policy.

Sanctions may include:

- verbal warning
- all incidents are followed up with a restorative conversation centred on the impact of that behaviour on themselves (their learning) and/or on others (people or property); with a view to the child being supported in how to put things right
- recording the incident in an appropriate way (See Appendix C Academy Specific)
- incidents reported to parents:- text, email, phone call
- meeting with parents
- making up for learning time lost
- repair any damage caused (repair relationship, repair property and repair learning)
 - Removal from class (sent to another class or time with an adult in the nurture suite) Internal suspension- this allows pupils to continue on site with their education, but isolated from their peers and prevents external suspension. This may be on-site or at a partner school
 - Fixed term suspension – this will provide time to consider further support needed

which will consider the options available to the school, in order to support the pupil to reintegrate successfully (At this stage a PSP will be considered which may lead to a discussion about a part time timetable, the possibility of a managed move if appropriate and/or a referral for a pre-exclusion placement at an alternative provision)

- permanent exclusion this may be considered for a serious breach of the behaviour policy (this includes items on the prohibited list), or persistent refusal to adhere to the behaviour policy

In all cases of misconduct, including those outside of the academy, the Principal will consider whether the police or the local authority's anti-social behaviour coordinator should be notified of the disciplinary action taken. The police will always be informed where the pupil's behaviour is criminal or poses a serious threat to the school community or a member of the public.

Any pupil that brings the school into disrepute is at risk of permanent exclusion, this includes but is not limited to: fighting, bringing, carrying and or supplying prohibited items, persistent disruption to learning, use of social media to inflame or cause upset to the school community

Where behavioural issues give cause to suggest that a child is suffering or is likely to suffer significant harm, the academy's child protection procedures will be followed.

11. Searching pupils

The Department provides [Searching Screening and Confiscation Advice](#) for academies. This has been updated to include current government guidance following Child Q strip search.

Academy staff can search pupils with their consent for any item.

The Principal and staff members authorised by the Principal have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Reasonable grounds could include:

- Hearing the pupil or other pupils talking about an item
- Being told directly of an item
- Seeing an item
- Noticing a pupil behaving in a way that causes you to suspect that they're concealing an item
- Viewing CCTV footage

Prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, and vapes and cigarette papers
- fireworks
- Pornographic, offensive, discriminatory or otherwise illegal images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to the property of, any person (including the pupil)
- any item banned by the academy rules which has been identified in the rules as an item which may be searched for.

Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a pupil or their possessions will be carried out by a staff member of the same gender which the pupil identifies as; and there must be a witness (also a staff member) and, if possible, they should be the same gender which the pupil

identifies as Staff should always seek the informed cooperation and consent of the pupil before any search takes place.

There is a limited exception to this rule. The Principal or an authorised staff member can carry out a search of a pupil of the opposite sex and /or without a witness present, but only where they reasonably believe that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff. The member of staff witnessing the search must also be the same sex as the pupil being searched **if** this is reasonably practicable. When an authorised staff member conducts a search without a witness, they should immediately report it to another member of staff, and make sure that a record is kept.

Searches without consent can only be carried out on the academy premises or, if elsewhere, where the member of staff has lawful control or charge of a pupil, for example on academy trips in England or in training settings. Where possible, staff should avoid stating that a pupil can be sanctioned for refusing to consent to a search, as this may imply that the pupil did not freely consent. However, before issuing any sanctions, staff must ensure that;

The pupil understands your instructions and what a search will involve

The pupil has not had a previous negative experience of being searched

If a pupil still refuses to cooperate, staff should;

- Consider sanctioning them in line with the behaviour policy
- Decide whether a search is needed urgently and seek advice from the Principal or DSL. During this time, the pupil should be supervised somewhere away from other pupils
- Assess whether it's necessary to use reasonable force to conduct the search. Consider whether this would prevent the pupil from harming themselves or others, damaging property or causing disorder. **Note:** you can only use reasonable force to search for **prohibited items**, not other items banned at school

Staff may confiscate, retain, or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so. For example, alcohol, fireworks, tobacco, or cigarette papers may be disposed of. These items will not be returned to the pupil.

If a search or confiscation takes place, details are to be recorded on Appendix D and uploaded onto CPOMS

Strip Searching

A strip search involves the removal of more than the outer clothing. Strip searches will only be necessary in very exceptional circumstances. Strip searches on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. Before calling police into school, staff should assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. School staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary and will always ensure that other appropriate, less invasive approaches have been exhausted before calling police into school. Equally, we expect the police to consider all other less invasive approaches before determining a need to undertake a strip search. Police will only be called in to school as a last resort and with the permission of the principal and DSL.

It is never the decision of the school for a strip search to be undertaken. This can only be determined by the police. School staff have a duty of care to pupils and will advocate for pupil wellbeing at all times. Aldridge Education expects police officers to assess and balance the risk of a potential strip search on the pupil's mental

and physical wellbeing and the risk of not recovering the suspected item. Unless there is an immediate risk of harm or it is not reasonably possible school staff will inform a parent of the pupil in advance of the potential search, even if the parent is not acting as the appropriate adult. It is expected that such circumstances will be extremely rare and that police will generally be able to take steps to remove any immediate risk of harm to pupil or others. This will allow them to wait for a parent to arrive before conducting the search. Parents will always be informed of any strip search that has taken place. Aldridge Education expects the police officers attending to behave in a proportionate manner and to seek to de-escalate any situation. Therefore, leaders expect that the police will only carry out a search if they think it is necessary to remove an item related to a criminal offence, **and** reasonably consider the pupil might have concealed such an item.

If a search or confiscation takes place on school premises, the Trust's CEO must be informed, and details are to be recorded as detailed in Appendix D and uploaded onto CPOMS. Records will be monitored for any emerging trends.

Pupils will be given appropriate support after any strip search, irrespective of whether the suspected item is found. If an item is found, this may be a police matter, but it will always also be accompanied by a safeguarding process handled by the school which gives attention to the pupil's wellbeing and involves relevant staff.

Phones and other electronic devices

Mobile phones can only be used according to the rules in place at the academy. This includes any item associated with a phone, such as air pods and earphones. Where these are seen or heard in contravention to the rules, they will be confiscated.

The academy should take the DfE non-statutory guidance on [Mobile phones in school](#) into consideration as it sets out its procedures on this matter.

Mobile phones are not permitted at DVHS. Should a mobile phone be seen or heard within the Academy it will be immediately confiscated by a member of staff. The phone will be placed in the pastoral office and a 30-minute detention will be set. The mobile phone will be returned after the detention has been successfully sat. If there are 3 incidents or more in a half term, the mobile phone will be confiscated and a parent will be expected to collect the phone at a pre-arranged time.

If a student fails to hand over a mobile phone, the student will be placed in Internal Seclusion until this occurs and the confiscation process can begin.

For more information, please see our Mobile Phones Policy.

Mobile phones must not be used to record (voice or video) any member of the school community either covertly or knowingly whilst in school or on a school trip / event, any such behavior will be considered a contravention of the school rules and appropriate sanctions will be imposed.

There is **no need to have parental consent** to search through a young person's mobile phone.

When an electronic device, such as a mobile phone, has been seized by a member of staff, that staff member can examine data or files and delete these where there is good reason to do so.

If an electronic device that is prohibited by the academy rules has been seized, and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, the member of staff will give the device to the police as soon as possible. Material that is suspected to be relevant to an offence will not be deleted before giving the device to the police.

If the staff member does not find any material that they suspect is evidence in relation to an offence and decides not to give the device to the police, they will decide, in consultation with the Principal, whether it is

appropriate to delete any files or data from the device, or whether to retain the device as evidence of a breach of academy discipline.

12. Use of reasonable force

In some circumstances and as a last resort, all staff may use reasonable force to restrain a pupil to prevent them:

- causing disorder
- hurting themselves or others
- damaging property.

The Principal and staff members authorised by the Principal can use such force as is reasonable when searching a pupil without consent for prohibited items only. This same approach does not apply where items are on the list of those banned under the academy rules but which are not defined as prohibited items.

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.

All staff receive basic training in the principles of safe restraint and any staff not yet trained should seek support from others who are trained

All records of restraint must be recorded on Appendix E, completed, reviewed and signed off by a senior member of staff within 24hrs of the restraint and uploaded onto CPOMS

Pupil witnesses may also be asked to provide a written account if appropriate. A copy of this entry will be kept on the child's file and retained in line with the Retention of Records Policy.

13. Beyond the academy gate

This policy applies to all pupils when they are in academy, and in some circumstances, at the discretion of the Principal, when they are out of academy during and outside school hours and term time.

Our policy covers any inappropriate behaviour when pupils:

(This is not an exhaustive list):

- are taking part in any academy organised or academy related activity
- are travelling to or from academy
- are wearing academy uniform
- are in some way identifiable as a pupil within our academy
- behaviour could have repercussions for the orderly running of the academy
- pose a threat to or affects the welfare of another pupil or member of the public
- could adversely affect the reputation of the academy or the Trust.

The academy is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- good order on all transport (including taxis) to and from academy, educational visits or learning opportunities in other academies
- good behaviour on the way to and from academy

- positive behaviour, which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public
- reassurance to members of the public about academy care and control over pupils in order to protect the reputation of the academy
- protection for individual staff and pupils from harmful conduct by pupils of the academy when not on the academy site.

The same behaviour expectations for pupils on the academy premises apply to off-site behaviour.

14. Zero-tolerance approach to sexual harassment and sexual violence

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

We recognise that even if there are no reported cases of child-on-child abuse, it may still be taking place but is just not being reported. We have a zero-tolerance approach to abuse, and it will never be tolerated.

Pupils are encouraged to report abuse or anything that makes them uncomfortable, no matter how 'small' they feel it might be. Academy staff will be provided with education on sexual harassment and violence in order that they recognise potential incidents and respond appropriately.

The academy's response will be:

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

Sanctions for sexual harassment and violence are set out in the Sanctions Tariff at Appendix B.

The academy 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.

The academy follows the following statutory guidance: KCSiE September 2023, Sexual Violence and Sexual Harassment Between Children in Academies and Colleges and the Child Protection and Safeguarding policy - please refer to these for more information.

15. Pupil transition

To ensure a smooth transition to the next year, pupils behaviour records are shared 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. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

16. Suspensions and Permanent Exclusions

Permanent or fixed-term exclusion are possible sanctions for a breach of this policy. The academy will follow government guidance on exclusions. The academy aims to operate within the principles of fairness and natural justice.

Please refer to the academy's Suspension and Exclusions Policy for further details on exclusions, including the academy's approach, procedures, and reviews.

17. Malicious allegations against staff

Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Principal will consider whether to take disciplinary action in accordance with this policy. Where such an allegation is made, appropriate support will be provided to the member of staff(s) affected.

18. Staff training

Behaviour management and the trust/academy behaviour policy is a topic covered in September (start of year) training and in staff induction. This is supplemented through the year as needed.

Our staff are provided with training on managing behaviour, and where needed including proper use of restraint.

Behaviour management will form part of continuing professional development.

19. Bullying

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached and the academy's Anti-bullying Policy will be followed. We encourage pupils to report any form of unkind behaviour and all pupils should be reassured that all reported incidents will be handled in accordance with the processes described in the policy.

Reference should be made to the Academy's separate Anti Bullying policy for full details of arrangements.

20. Partnership with parents/carers

Parents/carers are expected to sign the Home-Academy Agreement where it exists and are encouraged to work with the academy to ensure that their children contribute to the maintenance of a safe and secure learning environment. Parents/carers are required to use their best endeavours to ensure that their children's behaviour does not prevent others from learning effectively.

Parents/carers are entitled to an explanation of actions taken by the academy, particularly the application of sanctions and the treatment of anti-social behaviour.

Parents do not have the legal right to withhold permission for detentions and are expected to co-operate with the academy to ensure that pupils can return home safely.

21. Multi-agencies and external advice

Where it becomes clear that a child is having ongoing difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils, they include:

- increased communication between home and academy
- development of individual education plans and focused work
- implementation of a pupil profile

- social stories
- sensory activities
- additional reward time through a now and next approach
- PSP (Pastoral support programme)
- support from the SENDCo (Special Educational Needs Coordinator), identified teaching assistants, teachers
- support from external agencies
- small group work or 1:1 support in self-esteem, emotional literacy

22. Monitoring, evaluation and review

The Principal and other appropriate members of staff will evaluate the impact of this policy by collecting and analysing data by year group, gender and ethnicity on:

- number and range of rewards for good behaviour each term
- sanctions including fixed-term and permanent exclusions – number of, and analysis of behaviour
- instances of bullying and action taken

Individual academy recording/reporting of “Behaviour” and “Anti-bullying” data will form part of the termly principal report to the Trust.

Prior to any review of the policy, feedback will be sought from the academy council, pupils, staff and parents on the effectiveness of the policy.

The policy will be reviewed every year by the Trust. This effectiveness of this policy will be reviewed at least once a year by the Local Governing Committee at which point they will also moderate the policy to ensure it reflects the academy behaviour system and that Appendix 1 -3 have been populated and updated where required.

23. Links to other policies and procedures

This Policy is linked to the following policies:

- Child Protection and Safeguarding
- Anti-bullying Policy
- Suspension and Exclusions Policy
- Equality Policy and Objectives
- Home-Academy Agreement

24. Appendix A: The Academy Values and Rules (Academy specific)

DVHS 100% Routines and Expectations

Travelling to and from school

As a member of the DVHS community we expect all staff and students to act as Ambassadors on their journey to and from the Academy. This means that all students will:

- Wear your uniform perfectly and with pride
- Be polite and courteous to our neighbours and the wider community including local shops
- Use a conversational voice and will not shout
- Put litter into bins
- Respect the local environment and public property
- At the end of the day meet friends away from the Academy

Before arriving at school

- Eat breakfast, making use of the free breakfast facility at school.
- Make sure that all homework is complete.
- Pack their school bag with the following items:
 - Student planner
 - 2x black or blue writing pens
 - 2x sharpened pencils
 - 1x rubber
 - 1x scientific calculator
 - 1x ruler
 - PE kit if required

Arriving at school

On arrival at DVHS all students will:

- Be on time at 8:25am and in their relevant line up for 8:30am
 - Year 7 – STEM Garden
 - Year 8 – Amphitheatre
 - Year 9 – Amphitheatre
 - Year 10 – STEM Garden
 - Year 11 – Peace Garden
- Be in full uniform and smartly presented (see separate uniform guidance for details) with coats off except for when it is raining
- Have an appropriate haircut
- Expect to be sent home or sanctioned if not wearing the correct uniform or not equipped for learning
- Not having chewing gum on their person, or dispose of it in the bin upon entering school site
- Answer all questions in full sentences and greeting form tutors
- Not have any energy/fizzy drinks, sweets or chewing gum, as these are banned from the Academy

Transitions

Our core focus is learning and so we will ensure that all transitions to and from classes are calm and orderly. We expect all year groups to make smooth and efficient transitions between classes moving around our large building. Our primary rationale is that 'every second counts' in terms of teaching and learning. If just 10 minutes per day are saved through orderly transitions, we will gain over a week of learning time across the academic year.

Another equally important factor is the anxiety that noisy and unruly corridors can cause for the Academy community particularly now that our intake is full. When walking around the building DVHS students will:

- Follow instructions from any member of staff first time
- Move to lessons once your teacher has dismissed you
- Allow any member of staff or an adult to pass through a doorway before them
- Hold doors open for others
- Never run
- Walk on the left-hand side of the corridors and stairways
- Stay quiet and sensible on the corridors and never shout
- Maintain a quiet and orderly atmosphere
- Transition using our acronym of CALM:
 - Conversational voice
 - Appearance (smart uniform)
 - Left (walking on the left)
 - Move with purpose

Entry to the classroom

At DVHS all students will follow the same entry routine to a classroom:

- Students will line up outside their classroom door
- The teacher will greet the students at the door
- Students will enter their classroom silently, move to their allocated seat and get their relevant equipment and books out
- Students will start to complete the Do It Now activity in silence whilst the teacher takes a register

During a lesson

- Stand up in silence whenever a visitor enters the classroom
- Put their hand up and wait for permission before asking or answering a question but also be mindful of our no hands up approach to questioning, this means the teacher will target students by name for most of the questioning in lessons
- Always speak in full sentences
- Track the speaker when either the teacher or a peer is speaking
- Celebrate the success of others
- Understand that it is better to try and fail than to not try at all
- Always give 100%

During break and lunchtime

- Use their break and lunch time effectively:
 - Drink some water
 - Go to the toilet
 - Meet with any members of staff to address concerns
 - Complete any work or revision that is required
- Say thank you to catering staff
- Only play ball games on the MUGA and 3G Pitch
- Do not go out of bounds by being in classroom areas
- Do not gather in large groups
- Never engage in violent or aggressive behaviour
- Do not wear any outdoor clothing in the building at any time during break and lunchtime

At the end of the school day

At DVHS all students will follow the same exit routine at the end of the school day:

- 5 minutes before the end of the day P5/P6 teachers will begin the exit routine
- Students will track the teacher giving 100% and in silence
- Student pack away their equipment in silence and remain in their seats

- The teacher will read out the list of students who have an after-school detention and shout out and celebrate students who have achieved a high amount of House Points
- Students who do not have a detention will be asked to stand up behind their chair and leave school via the closest exit
- Students who have a detention will be escorted to the relevant detention room by their teacher
- Students who walk away from their teacher escorting them to detention will receive an escalation
- If getting public transport, wait quietly at the bus stop
- Get onto the bus one student at a time
- Give up their seat to a member of the public
- Talk quietly and never shout
- Go straight home and do not congregate in large groups
- Not be in local parks or playing fields in school uniform
- Always remember they are representing DVHS

Mobile Phones

Mobile phones are not permitted at DVHS. Should a mobile phone be seen or heard within the Academy it will be immediately confiscated by a member of staff. The phone will be placed in the pastoral office and a -3 30-minute detention will be set. The mobile phone will be returned after the detention has been successfully sat. If there are 3 incidents or more in a half term, the mobile phone will be confiscated and a parent will be expected to collect the phone at a pre-arranged time.

If a student fails to hand over a mobile phone, the student will be placed in Internal Seclusion until this occurs and the confiscation process can begin.

For more information, please see our Mobile Phones Policy.

Staircases and Corridors

All students should use the dedicated staircases for moving up and down between teaching floors. During the transition between lessons, students should make their way directly to the appropriate staircase to ensure they arrive to their lesson within 5 minutes. Students must walk on the left-hand side of the corridor and never congregate in large groups.

The following are examples of inappropriate stairwell and corridor behaviours, which will result in a -3 30-minute detention being issued (this list is neither exhaustive nor definitive).

- *Travelling in the wrong direction on a staircase*
- *Sliding down a stairwell banister or causing a deliberate obstruction to general student movement*
- *Being on a corridor without a note in your planner during lesson time*
- *Running up or down the staircase or jumping multiple steps / running in the corridor*
- *Pushing, hitting, or tripping over other students or any other behaviour which could cause harm*
- *Screaming or shouting in the corridor or stairwell*
- *Throwing objects between floors; including bags, uniform, or sports equipment*

Social Spaces

It is important that students have dedicated time to relax and socialise with their peers at break and lunch times. It is also paramount that all students can enjoy the facilities and feel safe and secure in these environments. The Academy has dedicated spaces for use during these times, including playground, dining hall, sports hall, MUGA, and 3G pitch. It is essential that use of these areas is sensible and staff supervising these areas will issue the appropriate sanction should student behaviour fall below expectations. This includes queuing sensibly for food in the dining hall.

Policy around student movement, use of staircases and social spaces may be subject to change as a result of Covid health and safety precautions. The Academy will communicate expectations at the earliest opportunity to students and staff.

Physical Contact

The Academy operates a no physical contact rule; this includes aggressive and non-aggressive physical contact. This rule must be managed and enforced in a measured way. It is made clear to all students that physical contact of any nature will not be tolerated. Incidents of physical contact will be dealt with by immediate sanction (-3 30-minute detention), logged on Bromcom and parents will be informed, if the relevant Head of Year decides it is necessary.

DVHS will not tolerate the use of physical violence to resolve any situation or conflict and provocation is not seen as justification for resorting to violent behaviour. It is highly likely that any student involved in an incident of physical aggression, whether provoked or otherwise, will face suspension, as deemed appropriate by the Principal.

We recognise that 'play-fighting' during social times is often the catalyst for more serious incidents. Physical aggression, even towards friends, can result in injury and cause harm and distress to others. Incidents of 'play-fighting' contradict our no physical contact rule and is sanctioned accordingly by a -6 SLT 60-minute detention.

A final point to make is that physical contact can be unwelcome and can lead to behaviour that could constitute child on child or sexual harassment. This is a major educational focus in recent years, e.g., under the new Ofsted Framework. This is further reason we believe our policy is the right thing for students overall.

25. Appendix B: Tariff of rewards and sanctions (Academy specific)

Earning positive House Points:

Area	Points Added	Examples	Logged by
100 Things to Achieve at Vale	+1	Completes any of the 100 things to achieve at Vale (see student planner)	Form tutor
Attitude to Learning	+1	- On time and on task - Communicates in an appropriate manner asking questions/answering questions - Completes all work to a good standard	Automated via Bromcom and classroom teachers
	+3	- Reads for the class with meaning and enthusiasm - Actively listens and challenges or supports other students' ideas in class discussion - Shares extended impressive ideas during class discussions - Effective group/partner work - Uses their best vocabulary - Produces their best work meeting all of the success criteria provided - Records their WWW and EBI and tracks this over time to improve - Completes all set tasks for independent study/homework. - Engages with/presents homework to a high standard, just as they would with classwork. - Reads teacher and peer feedback. Uses their green pen/text to improve their work. - Completes high quality revision ahead of assessments	Classroom teachers Form tutors LSA's
	+6	- Seek an opportunity to lead - Shares and listens in a leadership role - Produces an impressive piece of work that demonstrates progress - Uses strategies (looking at previous work, independent learning) to overcome challenges	Classroom teachers Form tutors LSA's
Community	+3	- Picking up litter - Offering to help a staff member/peer	Teachers

		- Adding to a school display - Assisting members of the public on a school trip	Support staff
	+6	- Raising money for charity - Volunteering to attend a school event such as open evening - Representing school in sporting fixtures/showcases	Teachers Support staff
GOLDEN TICKETS			
Creativity	+10	Exemplary creative work is shown under the visualiser as a model	Classroom teachers
Teamwork	+10	Working collaboratively with other students showing leadership	
Passion	+10	Captained a school sports team to success	
Risk taking	+10	Trying out a new extracurricular activity	
Problem solving	+10	Working through tasks with resilience and designing solutions	
Determination	+10	Demonstrating resilience in an assessment preparing through revision	
At the end of each half term there will be a golden ticket draw for each year group with one student being awarded a special prize.			
HOUSE COMPETITIONS			
House competition	+3	Entering a house competition	Department leads for house competitions
	+6	Showing the Aldridge Attributes in your entry	
	+10	Winning a house competition	
ATTENDANCE			
100% attendance	+3	100% attendance all week	Automated via Bromcom
	+6	100% attendance throughout a half term	
	+10	100% attendance throughout whole academic year	
KS4 RAISING ATTAINMENT			
Attended Intervention	+6	- Attended Saturday school - Attended holiday revision sessions - Attended departmental after school revision	Classroom teachers
Extended Learning	+6	- Completes above and beyond revision ahead of assessments/mocks - Produces a comprehensive revision timetable - Makes progress as a result of extended learning	Classroom teachers

Sanctions in the classroom:

A student who demonstrates off-task behaviour, despite the teacher implementing behaviour strategies and providing clear instructions, will be issued with a verbal reminder. A second step (-1) will be issued, should the student demonstrate further off-task behaviour. This -1 is recorded on the students' behaviour record, however no sanction is issued up to this point. A sanction of a -3 (30-minute detention) will be applied, should they continue to demonstrate off-task behaviour following the -1.

All behaviour steps will be recorded on the whiteboard where appropriate. This means any judgement related to behaviour is transparent to both the teacher, support staff, and student. Any step or sanction issued will be communicated to the student. This can be discreetly or openly depending on what the teacher feels is appropriate. If a student is given a -3 30-minute detention, a notification through MCAS will be generated to the parent/guardian. A member of staff will endeavour to inform the parent/carer of the reason for the detention via phone or email, where appropriate.

Examples of off-task behaviour include (this list is neither exhaustive nor definitive);

- Turning around to distract others
- Talking when the teacher is talking
- Not starting work despite prompts and instructions
- Making noises to distract others, including repeated tapping, and calling out
- Asking inappropriate questions to disrupt the pace of the lesson
- Throwing objects in the class, e.g., throwing stationary

- *Swinging on your chair, despite warnings*
- *Getting out of your seat without permission*
- *Refusing to sit in the allocated seat or to work with specific students or support workers*
- *Refusing to follow a simple instruction given by teaching staff at the first time of asking, but adhering afterwards*

A relocation occurs when a student has been issued with a -6 SLT 60-minute detention and their off-task behaviour persists. In this instance the student will be removed from the classroom from a Patrol member of staff and relocated to another learning space, this may include the Internal Seclusion room. A relocation will result in a -6 SLT 60-minute detention on Wednesday or Friday (which ever day is earliest).

Relocation from the classroom is designed to ensure the lesson can continue uninterrupted and students are all made to feel safe and secure with classrooms remaining calm and orderly. As per the most recent (July 2022) guidance from the DfE on behaviour in schools:

Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom.

If a student has been removed from the classroom via a -6 SLT 60-minute detention and Patrol requested you will be notified via the MCAS app or desktop site.

In response to low level disruption	Points deducted	Teacher Action	Detention Type & Time
Verbal Reminder (noted on the clip board)		Teacher makes it clear to the student the reason for the reminder. E.g. "Emily this is your verbal reminder for talking while other people are speaking, that is your verbal reminder."	NA
-2 (noted on the clip board)	-2	Teacher to remind students of expectations e.g. not bringing their PE kit/ homework	-2 Detention 2 House points removed - Next day dinner time detention 20 minutes
-3 (noted on the clip board)	-3	- Teacher strategies implemented as above. - Student maybe moved to a focus table. - The teacher will set and record on Bromcom a 30 minutes detention where a restorative conversation with teacher takes place wherever possible. - The reason for the -3 will be inputted as a comment on the My Child At School app.	-3 Detention 3 House Points removed - Same day (next day if P5/P6) 30 minutes - Expectation that RJ with teacher takes place at the detention
Patrol requested	-6	- Teacher requests for patrol to come to the classroom via Bromcom where the incident is recorded. - An SLT detention is logged. - When the staff member 'Patrol' arrives, the student will be taken to the allocated departmental buddy room/internal seclusion dependant on severity with their work. - Teacher calls home	- Patrol requested -6 SLT Detention 6 House Points removed - Wednesday and Friday (same day or next available) 60 minutes - Expectation that RJ with teacher takes place at the detention

Sanction process in the community:

At Darwen Vale High School we are striving for excellence within our community. Outside of classroom lessons, the community is defined as, the area in which the Academy is located, travelling to and from school, before school, transitioning between lessons, break time, lunch time and after school.

House Points Removed	EXAMPLE	Teacher Action Detention Type & Time
-2 Expectations	- Insufficient homework - Lack of equipment - No homework - No PE kit	2 House points removed 20 minutes Expectations detention next day at dinner time
-3	- Late to Academy - Late to lesson (longer than 3 minutes after the bell) - Unauthorised use of mobile phone - Uniform infringement - Swearing at a peer - Refusal to follow instructions during transition/break/lunch - Poor behaviour during transition/break/lunch	3 House points removed 30 minute detention same day (next day if P5/P6)
-6	- Verbal intimidation towards another student - Threatened violence towards another student - Verbal intimidation towards an adult - Swearing at an adult - Lesson truancy - Incorrect use of school internet - Verbal bullying - Walking away from a member of staff escorting a student to -3 detention	6 House Points removed -6 SLT Detention - Wednesday and Friday (same day or next available) 60 minutes - Expectation that RJ with teacher/peer takes place at the detention. - Phone call home where possible
-10	- Walking away from a member of staff escorting a student to a -6 SLT detention - Aggressive behaviour towards another student - Threatened violence towards an adult* - Aggressive behaviour towards an adult* - Stealing school property - Sexual harassment - Sexual graffiti - Sexual bullying - Lewd behaviour - Violent behaviour towards an adult* - Obstruction/jostling towards an adult - Violent behaviour towards another student* - Obstruction/jostling towards another student - Fighting with another student* - Setting off the fire alarm - Persistent violation of school rules - Persistent challenging behaviour* - Sharing of inappropriate images of an adult or a student* - Organising or facilitating criminal behaviour using social media* - Smoking or vaping on school site or within the community* - Vandalism to school site - Graffiti to school property - Damage to school property* - Damage to someone else's property	10 House Points removed - Internal Exclusion/Off-site Exclusion the following day or at time of incident - Phone call home *Examples marked with an asterisk (*) following investigation could lead to a more severe sanction of a suspension

	• Arson* • Racist bullying • Physical bullying • Homophobic bullying • Disability bullying • Cyber bullying • False allegations made towards members of staff* • Brining the school into disrepute	
-20	• Stealing personal property from an adult or student • Stealing on a school trip • Stealing and dealing in stolen property • Sexual assault • Sexual abuse • Wounding an adult • Fighting an adult • Wounding another student • Use of an offensive weapon • Carrying or bringing an offensive weapon onto school site • Under the influence of drugs/alcohol • Possession of illegal drugs • Inappropriate use of prescribed drugs • Drug dealing • Alcohol possession • Alcohol distribution	• These behaviours seen or reported in school, or outside the school whilst wearing school uniform or via use of technology, will result in a suspension from school (fixed term exclusion) or permanent exclusion

26. Appendix C: (Academy specific) / academy-wide reporting / recording / monitoring systems explained

- All behaviour incidents, particularly those that result in a reward or sanction, must be recorded on the students record on the Management Information System (MIS) used within school. At this time BROMCOM is used. Parents and students can review this record using the MCAS app
- CPOMS is used to report any behaviour incidents that require further investigation or referrals (not an inclusive list; child on child incidents, derogatory statements, substance abuse, damage to property etc)
- Each MIS is regularly monitored and reviewed by pastoral staff and the Senior Leadership Team to identify patterns and trends and to provide early intervention to avoid escalation of negative behaviours.

27. Appendix D: Searching and Confiscation log

Name of pupil	
Year group	
Gender that they identify as	
State whether it was a search or confiscation	
Date of search/confiscation	
Time of search/confiscation	
Location of search/ confiscation	
Name of staff conducting the search/confiscation	
Name of witness to the search or confiscation	
Were both staff members of the same gender as the pupil identifies?	
Were any other staff or pupils present? If yes, record names	
What prohibited item was being searched for or confiscated?	- knives and weapons (name type of weapon) - alcohol - illegal drugs (name it) - stolen items - tobacco, vapes and cigarette papers - fireworks - pornographic images - any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to the property of, any person (including the pupil) - an item banned by the school rules which has been identified in the rules as an item which may be searched for.
What was the level of risk	High Medium Low
What item(s) if any, were found	
What item(s), if any, were confiscated	
What follow-up action was taken as a result of the search or confiscation?	I.e., sanction, referral, report to the police
Have parents been informed of the search/confiscation?	
Date this form was uploaded onto CPOMS	
Person uploading this form onto CPOMS	

28. Appendix E: Restraint Recording Form

Name of Pupil restrained			
Date of Incident		Time of Incident	
Location of Physical Intervention			

Member of Staff Account of Events

Describe the events leading up to the challenging behaviour

--

Describe de-escalation techniques used to prevent the need for physical intervention

--

Explain the reasons for physical intervention at that point

--

Describe the physical intervention, including how long it was used for

--

Outcome of Intervention

--

Staff Involved in intervention and role

--

Were there any witnesses to the intervention – please state name and role

--

Pupil offered medical attention by whom? Please state name and role.

Please ensure that the accident book is completed where medical treatment has been provided and other First Aid procedures are followed as per the First Aid Policy

--

Date of medical attention		Time of medical attention	
---------------------------	--	---------------------------	--

Injury or damage caused

Did a member of staff suffer an injury? Please state Yes or No

If yes, please provide details including name of member of staff

Did the named pupil suffer an injury? Please state Yes or No

If yes please provide details

Did another pupil suffer an injury? Yes or No

If yes please provide details, including name

Was there damage to property? Please state Yes or No

If Yes, please provide details

Other people notified

Designated Safeguarding Lead

Has the DSL been notified? Please state Yes or No

Date DSL notified		Time DSL notified	

Any Subsequent actions identified? Please provide details

--

SLT Lead / Principal

Has the SLT Lead / Principal been notified? Please state Yes or No

Date SLT Lead / Principal notified		Time SLT Lead / Principal notified	

Any Subsequent actions identified? Please provide details

--

Police

Was the Police notified as directed by either the DSL or Principal? (if appropriate) Please state Yes or No

Date Police notified		Time Police notified	

Please give details of police notification, including names and actions taken

--

Social Worker

Was the Social Worker notified? (if appropriate) Please state Yes / No or N/A

Date Social Worker notified		Time Social Worker notified	

Please give details of Social Worker notification, including name of social worker and person who notified them and actions taken

--

Parent / Carer

Was the Parent / Carer notified? (If appropriate) Please state Yes or No

Date Parent / Carer notified		Time Parent / Carer notified	

Please give details of parent notification, including name of parent and person who notified then and actions identified

--

LADO

Was the Lado notified? (If appropriate) Please state Yes or No

Date Lado notified		Time Lado notified	

Please give details of Lado notification, including name of Lado and person who notified them and actions identified

--

If any other person was notified, please detail who, the time and date they were notified, who notified them and any subsequent actions identified as a result.

--

Record of Situational debrief with Pupil

Explore the pupil perspective and feelings (ABC)

--

Summarise Feelings and Behaviour

--

Connect Behaviour to Feelings (giving positive example)

--

Alternative Behaviour Discussed / how we could avoid this in the future

--

Plan developed and reinforced

--

Name of Staff member completing Form

Date form completed		Signature of member of staff	

**PLEASE PASS TO DSL or other appropriate member of SLT (not involved in the incident)
TO COMPLETE THE SECTION BELOW**

DSL / Member of SLT Comments

--

Name and role of DSL /Member of staff signing off form

Date form signed off by DSL / Member of SLT		Signature of DSL / Member of SLT	

This form **MUST be reviewed and **MUST** be signed off by the DSL or other appropriate member of SLT within 24 hours, any referral made to the Local Authority must also be made with the same 24 hour period.**

Once completed and signed off this form must be uploaded to CPOMs