

The St. Teresa Catholic Primary School Behaviour Policy

(incorporating 'Stay on Green' and anti-bullying)



Every child has the right to be educated in an environment where they feel safe and secure.

At The St. Teresa Catholic Primary School we believe that everyone should be treated fairly and with respect. Children will be led by the example of adults showing clear expectations, consistent discipline and following a positive reward system in a non-threatening learning environment.

Date of Policy	July 2023
Review Due	July 2025
Signed by Headteacher	
Signed by Chair of Governors	

***The St. Teresa Catholic Primary School
Behaviour Policy***

Our mission statement is at the heart of everything we hope to achieve at the school and must influence our approaches to every area of school life. Our behaviour policy is a reflection of the values we share as a school community.

Mission Statement

***We are a Catholic family growing in Christ's love.
We value everyone in our community.
We learn, play and pray together
Through the love of Jesus.
We strive to be the best that we can be.***

To achieve these aims the school will:

- Create an environment where each individual is respected and valued.
- Recognise the unique role and diversity of gifts, which each individual contributes to our school life.
- Maintain an environment where prayer is an integral part of daily life.
- Equip the children with the basic tools of learning.
- Strive to meet the needs of every child by providing a stimulating and differentiated curriculum.
- Build upon and foster the children's understanding of the Catholic faith through participating in regular and relevant worship and celebration.
- Deliver a progressive R.E. programme, which will extend catechesis begun at home and in the parish.
- Foster links between home and school by welcoming parental views and making home visits.
- Contribute to the life of the parish by participating in the parish liturgies and special events.
- Express our concern for the wider community, and especially for those in need, through prayer and sacrifice.

A Whole School Approach

At The St Teresa Catholic Primary School we believe that good and outstanding behaviour is the key to a good and outstanding education. We work to create a learning environment where everyone feels valued, secure and motivated to learn. All individuals need to receive regular praise and encouragement. If children hear regular good news about their qualities and strengths, they are more able to work constructively on improving their weaknesses.

Mistakes and criticisms can be handled by individuals who are convinced of their good points. Thus, individuals with sound self-esteem are more likely to work on improving their skills than those individuals who are threatened by yet more failure. Likewise, we understand that when students need to be spoken to by members of staff, it is important that the member of staff reminds the child of their good points and belief that they can improve, to ensure that the important bridge between the teacher and the pupil can be rebuilt.

It is essential, that our Behaviour Policy ensures that all children receive regular 'good news' about themselves. When a child is given incentives, other people, including peers and parents hear the 'good news' as well and correspondingly think and respond more positively toward that individual.

- Every member of our school is important and valued;
- We each have an important contribution to make to the school community;
- We value effort, hard work and good behaviour;
- We value ourselves and each other.

We firmly believe that every member of our school community has a responsibility to teach children socially acceptable behaviour.

- We aim to promote high standards by modelling positive behaviours at all times.
- We aim to encourage high standards of work and behaviour emphasising praise and positive reinforcement.
- We aim to ensure that all adults and children treat each other with mutual respect and consideration.

Code of Conduct

The school environment plays a central role in the children's social and emotional development. Adults encountered by the children at school have an important responsibility to model high standards of behaviour at all times. At The St Teresa Catholic Primary School we have adopted a behaviour programme called 'Stay on Green'. In school, we work towards standards of behaviour that are based on the basic principles of honesty, respect, consideration, and responsibility. When children are following school rules and behaving in an appropriate way, we say that they are

showing 'green behaviour'. Our expectation is that everyone in the school community will aim to show these behaviours at all times.

Working with Parents

We value our school partnership with parents. When there is good or bad behaviour to report, we believe that parents should be informed and be part of the on-going process to commend good behaviour and eradicate inappropriate behaviour. We rely on parents for support. Parents know their children better than anyone. We place a high value on the role that parents have to play, in and out of school. We want them to enjoy coming to and being in school. If there are reasons why children are not happy, we ask them to let us know. We ask that they support their child with certain activities, such as reading at home. We ask that each child comes to school with the proper equipment, for example P.E. kit, book bag. If there are problems they can let us know.

**We will always try to listen. We want to help.
We want parents to be as fully involved in their children's learning as possible.**

Why Positive Behaviour Management?

In the world around them, children see many different examples of how people behave. We have a responsibility to help children understand that they have choices about how to behave and help them develop the strategies to make appropriate choices. Our aim at St Teresa's is to create an environment where children feel valued, safe and motivated to learn. We believe that good behaviour and discipline are the foundation of all learning, and without a calm, orderly atmosphere, effective teaching and learning cannot take place. We believe that children respond best to praise and encouragement. We must try to find every opportunity to praise children when they are showing appropriate behaviour. Children learn by example. Teachers and parents have a responsibility in setting a good example as well as ensuring that the rules are followed.

Supporting Pupil's in managing their own behaviour

Our ultimate aim is for pupils to become responsible and able to manage their own learning and social behaviour. Our school approach to help pupils manage disagreements or unkindness is:

FIRST: State clearly what it is you don't like; '*Stop it – I don't like it when you It makes me sad*'. The other person should reply with; '*I'm sorry – I won't do it again.*'

THEN: If the behaviour continues, inform one adult to help deal with the situation.

REMEMBER: If the same behaviour happens 'Several Times On Purpose'

(STOP!) then let one adult know to help deal with the situation.

Anti –Bullying Approach

A child friendly ‘definition’ of bullying is any unkind action or comment that occurs towards one individual several times on purpose.

SEVERAL TIMES ON PURPOSE (S.T.O.P)

Every child has the right to be educated in a nurturing and caring environment where they feel safe and secure.

The relationships we build with each child should lead them to feel confident to approach us with any concerns they may have.

Regular messages about bullying are given at assemblies and every teacher should remind pupils at the beginning of each new term about how we treat others.

Children reporting any form of bullying must be listened to and EVERY case of bullying must be reported without delay to the Head teacher.

All reported incidents of alleged bullying will be recorded in writing (see appendix 7) and investigated fully by a senior member of staff. Following discussions with all pupils involved, a 2 week monitoring process will start. At the end of the 2 weeks, a senior member of staff will undertake a review with the pupils and decide whether further action needs to be taken. Parents will be kept informed throughout the process.

Racism, Sexism, Homophobia and other Diversity incidents

What is a racist incident? A racist incident is ‘any incident that is perceived to be racist by the victim or any other’. Such an incident occurs when language or behaviour is discriminatory, prejudicial or generating hatred against someone because of their ethnicity or skin colour. It may also include reference to religion or belief.

What is a phobic incident? A homophobic or transphobic incident occurs when language or behaviour is discriminatory, prejudicial or generating hatred against someone because of their sexual orientation.

What about other incidents? Incidents that target people because of their disability, their gender, their age or their religion or belief in a way that is discriminatory or prejudicial are also unacceptable and should be reported.

Racist, sexist, homophobic or other discriminatory comments are not tolerated and should be reported to a senior member of staff immediately. **All incidents will be logged in writing on the appropriate incident form (see appendix 8).** The incident will be fully investigated and recorded – and where

appropriate reported to the Good Shepherd Catholic Trust. Governors are kept informed of such incidents. Guidance will be given to show the pupil why these remarks are so damaging and unacceptable.

Harmful Sexual Behaviour

Where there are reports of sexual harassment or inappropriate behaviour of a sexual nature, the school will follow the safeguarding procedures. The designated safeguarding lead (or a deputy) should lead the school response. Sexual harassment includes: sexual comments, sexual 'jokes' and taunting, physical behaviour and online sexual harassment. **All incidents will be logged in writing on the appropriate incident form (see appendix 9).**

Verbal Abuse

Verbal abuse is not tolerated at our school. Verbal abuse involves using words to name call, demean, frighten, intimidate or control another person. **All incidents of verbal abuse will be logged in writing on the appropriate incident form (see appendix 10, 11 & 12).**

SEND/Inclusion

All staff should be mindful of pupils who have been identified as having Special Education Needs (SEND) when managing behaviour incidents. SEND may include Speech, Language and Communication Needs (SLCN); Social, Emotional and Mental Health (SEMH); Learning difficulties; Physical impairments or medical needs. Reasonable Adjustments to the Behaviour Policy may be made to support these pupils, in conjunction with the SENCO and Senior Leadership Team. Where SEND/SEMH interventions are in place, they must be viewed as any other intervention and may not be withdrawn as a consequence of negative behaviour; including external events e.g. respite provision.

Vulnerable Children

During their time at school some children will require extra support in managing their behaviour. At these times the behaviour policy may need to be adapted to support vulnerable children.

Regular discussion will be ongoing between the leadership team, the teachers and support staff involved, parents and other agencies. Whilst quantitative tracking may be used, we value qualitative discussion as our primary form of supporting these pupils.

All information will contribute towards:

- Individual Education and /or Behaviours Plans
- Pastoral Support Programmes
- Support from the members of the Multi Agency Panel.

STAY ON GREEN

In each class, there is a prominent "Stay on Green" display.

On this display, all children have a label with their name or photo on it.

Each day children start with their name on green apart from if there was an incident at the end of the previous day.

Green behaviours

The school staff will work to promote 'green behaviours' at every opportunity including dining room and playground.

School assemblies provide a focal point for talking about and reinforcing aspects of school ethos. The staff will hold regular assemblies to revise with children what is meant by 'green behaviours' and what this will look like.

Class teachers and support staff will discuss 'green behaviours' with their class and ensure that the school rules and Stay on Green behaviour charts are displayed and used consistently.

Class Teachers and support staff should regularly review the behaviour policy with the children to ensure that everyone is clear about our expectations.

*In Nursery, the snail is used as a timeout for poor behaviour.

**In Reception, yellow and red are not introduced until the summer term.

Colour	Behaviour	Consequences
Gold	Exceptional Behaviour. Significant Achievement. Constantly displaying "silver" behaviour.	Given special golden tie pin and Golden certificate at Friday Assembly. Golden table in the Dining Room and a day of Golden time activities. Earn FOUR silvers to achieve a gold.
Silver	Consistent politeness. Selfless Behaviour. Constantly displaying "bronze" behaviour without adult prompting.	Silver sticker will be presented in class. Their silver certificate will be handed out in class. They earn FIVE bronzes to achieve a silver award. The reason for gaining the silver is recorded in the class stay on green file.
Bronze	Better than expected behaviour / effort. Being polite / kind / caring / considerate/ sharing. Volunteering to help adults / children. Taking pride in learning. Being supportive to others. Showing initiative. Showing independence. Showing integrity. Good manners. Picking up coats in corridor unprompted.	5 house points awarded for pupils house team and a bronze sticker. A class list should be used to keep a record of how many bronzes each child has been awarded.

Green	FOLLOW OUR "STAY ON GREEN" EXPECTED BEHAVIOUR. See poster	This is the expected behaviour. Children who are consistently on Green may be given a Green behaviour award. See green posters which should be on display in class.
Warning	Child is reminded of "Green Behaviour".	Appendix 6
Blue	Any repetition of low level disruption such as, talking in class, not listening. Talking when others are talking/ Getting out of your seat during a task. Not working to the best of your ability. Calling out, disturbing others. Running / Careless pushing in the corridor. Not co-operating and arguing with peers. Having a negative attitude. Littering.	Child's name is put in the "blue" section of the classroom display and told why their behaviour is not acceptable. Encouraged to correct behaviour to 'move back on to green'. They can move back to green at any point during the school day. For example if they go to blue in the first session then their aim should be to get back to green by break time.
Yellow	Persistent "blue" behaviour Deliberate pushing in the corridor. Throwing things in the classroom. Deliberately hurting someone's feelings. Name calling. Being uncooperative/ignoring staff. Persistently disrespecting staff. Taking or damaging other people's property. Lying/answering back. Tormenting other children. Persistent rudeness. Refusal to work. Fighting over a disagreement	Teacher completes a yellow incident form(appendix 1) which child brings with them to a member of SLT along with a reflection sheet. They give the incident form to that teacher and they fill out a reflection sheet (appendix 3 and 4) They will sit outside the library for thirty minutes at lunch time on the day of the incident – or the day after if the incident occurs in the afternoon. SLT fills out their comments on the incident sheet and then the child returns to their class with the incident form which the teacher keeps in a folder as evidence. EYFS and KS1 – Early Years Lead and KS1 lead KS2 – KS2 lead Parents are informed by the class teacher that their child has been on yellow. Later in the week a positive text is sent home. Extra note about yellow: If a pupil goes to yellow more than 2/3 times in a week, then they will go to red.
Red	Racism. Fighting with intent to hurt / unprovoked Bullying (proven). Deliberately damaging school property. Swearing directed at another. Persistent or serious lying. Persistent or premeditated stealing. Violence/Serious disobedience. Spitting at someone. Biting where a mark has been left (not EYFS). Serious disobedience e.g. prolonged refusal to do what an adult asks. Walking out of class. Cyber bullying Persistent "yellow" behaviour.	Lunchtime Reflective time outside the library. Teacher fills out a red incident form (appendix 2) which is sent to SLT before lunchtime if applicable. Pupil stays in at lunchtime and SLT will see the pupil at lunchtime and discuss any further actions which will be recorded and shared with the class teacher. The class teacher will notify parent of the incident and the consequences either by phone or in the playground if they are picking up their child. If the incident happens after lunch then the detention will be the following day but class teacher would still notify SLT and parents. Pupil stays on red for one week of lunch times or at the discretion of the teacher – depending on the level of behaviour. Pupils will be given a five acts of kindness task that will help them to plan and improve their behaviour (Appendix 5). This should be revisited with a member of SLT within a week to check progress. If a child is consistently on red they will be referred to the nurture team.

Exclusion

If a pupil is excluded from the school, this will be undertaken within the Barking and Dagenham and Diocesan Exclusion Guidelines and Department of Education guidance. On return to the school, a plan will be developed to support the pupil's reintegration into the classroom. Fixed or permanent exclusion can take place either in response to serious breaches of behaviour, or if allowing the pupil to remain would seriously harm the education or well-being of the pupil or others in the school. Permanent exclusion can take place in response to single "one-off" incidents if the incident is considered serious enough.

Parents have the right of appeal to the Governing Body against any decision to exclude.

Appendix 1:

Date: _____

Time: _____



YELLOW Behaviour

Incident Form.

Child's name

Class teacher

Describe the one incident or consistent **BLUE BEHAVIOUR** which has occurred:

.....
.....
.....
.....
.....
.....
.....

Comments from Key Stage Lead:

.....
.....
.....

Signed by KS Lead: _____

Date: _____

Time: _____



Reflection Sheet



Name:

Explain what happened and what you did wrong.

.....
.....
.....
.....
.....

Describe how you could have acted differently. What should you have said? What should you have done instead?

.....
.....
.....
.....

List five acts of kindness you could do this week. These should be linked to the reason you are on yellow/red.

- 1.
- 2.
- 3.
- 4.
- 5.

Appendix 4:



Reflection Sheet

Name:

Draw a picture of what *you* did wrong.

Draw a picture of what *you* should have done:



Five Acts of kindness



What five acts of kindness do you plan to do this week?

1.

2.

3.

4.

5.

Appendix 6:

Strategies to help children 'Stay on Green'

It is important that children recognise that they can play an important role in supporting children to Stay on Green. Children need to feel that the teacher has dealt with them fairly and given them appropriate opportunities to do the right thing. Using the least intrusive methods of positive redirection will help to ensure that children are encouraged to make the right choices. The following is a list of positive redirection tactics, from least to most intrusive.

- Tactical ignoring
- For short period of time.
- Tactical pausing
- Pause, emphasises attention and focus.
- Non-verbal cueing
- A clear, discussed cue that gives message.
- Name reminder
- Integrate name into teacher talk.
- Proximity praise
- Praising a pupil for following expectation to direct another pupil without drawing attention to negative behaviour.
- Behavioural direction
- Use name to initiate attention, focus on behaviour required rather than what is going wrong, finish with thanks, (keep direction brief)
- Rule reminder
- Could ask a question 'What is our rule for.....?'
- Partial agreement
- Partially agree then redirect. Keep focus on required behaviour do not get into discussion. I understand that you feel / think..... but I would like you to.....
- Stuck record
- I would like you to..... The rule is.....
- Directed choices
- Within known rules or routines- refer back to rights roles and responsibilities.
- Assertive comment / direction / command
- Clear, calm voice

Appendix 7:

Date: _____ Recording an Incident of Bullying

S.T.O.P Bullying-Bullying is usually Several Times On Purpose

1. Name of pupil(s) reporting bullying incident and class group

Name _____

2. Name(s) of person(s) involved in bullying incident (victim/persecutor etc)

3. Source of concern/report (tick relevant box(es))*

Pupil concerned	<input type="checkbox"/>
Other pupil	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>

4. Location of incidents (tick relevant box(es))*

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
Other	<input type="checkbox"/>

5. Type of Bullying Behaviour-tick relevant box(es)

Physical Aggression	<input type="checkbox"/>	Online abuse	<input type="checkbox"/>	Child on Child	<input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Intimidation/Harassment	<input type="checkbox"/>	Child to Adult	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Verbal aggression	<input type="checkbox"/>	Adult to Child	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>	Adult to Adult	<input type="checkbox"/>

6. Where behaviour is regarded as identity-based, indicate the relevant category:

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Sexist	Other (specify)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Brief account of behaviour and its impact (please note who provided the information and the date of incident). Bullying is defined as **ongoing and repeated so please include information about when the behaviour started and how long it has been occurring.**

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8. Details of actions taken

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Signed (Headteacher) _____ Date _____

Signed (Person completing the form) _____ Date _____

Appendix 8:

Date: _____ Recording an Incident of Discriminatory or Prejudiced behaviour

1. Name of person(s) reporting incident (specify student/parent/teacher etc)

2. Name(s) of person(s) involved in the incident (victim/persecutor etc)

3. Source of concern/report (tick relevant box(es))*

Pupil concerned	<input type="checkbox"/>
Other pupil	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>

4. Location of incidents (tick relevant box(es))*

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
Other	<input type="checkbox"/>

5. Type of Behaviour-tick relevant box(es)

Physical Aggression	<input type="checkbox"/>	Online abuse	<input type="checkbox"/>	Child on Child	<input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Intimidation/Harassment	<input type="checkbox"/>	Child to Adult	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Verbal aggression	<input type="checkbox"/>	Adult to Child	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>	Adult to Adult	<input type="checkbox"/>

6. Please indicate the relevant category below:

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Sexist	Other (specify)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Brief account of behaviour and its impact (please note who provided the information and the date of incident)

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8. Details of actions taken

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Signed (Headteacher) _____ Date _____

Signed (Person completing the form) _____ Date _____

Appendix 9:

Recording an incident of Sexual Harassment/Inappropriate behaviour of a sexual nature



Date:.....

1. Name of person(s) reporting incident (specify student/parent/teacher etc)

.....

2. Name and details of pupils involved in incident of sexual harassment-(specify victim and alleged perpetrator).

.....

3. Specify type (highlight): *child on child* *adult to child* *child to adult*
adult to adult

4. Type of behaviour

Verbal (sexualised language)		Online incident	
Physical (sexualised behaviour)		Other (specify)	
Threatened assault/harassment			

5. Brief account of what happened and its impact (please note who provided the information and date of the incident. Please also note any witnesses.)

.....
.....
.....

6. Details of any action taken by victim

.....

7. Details of any action taken by perpetrator

.....

8. Any further action-agency referrals etc...

.....

Signed (Headteacher) _____ Date _____

Signed (Person completing the form) _____ Date _____

Appendix 10:

Reporting an incident of verbal/physical abuse against staff member (by another adult)



Date:.....

1. Name and job title of person reporting incident

Name _____

2. Name(s) of person(s) engaged in abusive behaviour

3. Source of concern/report (tick relevant box(es))*

Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>

4. Location of incidents (tick relevant box(es))*

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
Other	<input type="checkbox"/>

5. Type of Behaviour-tick relevant box(es)

Physical Aggression	<input type="checkbox"/>	Online abuse	<input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Intimidation/Harassment	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>
Verbally abusive	<input type="checkbox"/>		<input type="checkbox"/>

6. Where behaviour is regarded as identity-based, indicate the relevant category:

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Sexist	Other (specify)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Brief account of behaviour and its impact (please note who provided the information and date of the incident)

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8. Details of actions taken

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Signed (Headteacher) _____ Date _____

Signed (Person completing the form) _____ Date _____

Appendix 11:

Reporting an incident of verbal/physical abuse-(child on child)



Date:.....

1. Name and job title of person reporting incident

Name _____

2. Name(s) of person(s) engaged in abusive behaviour

3. Location of incident

Playground	
Corridor	
Toilets	
Classroom	
Other	

4. Type of Behaviour-tick relevant box(es)

Physical Aggression		Online abuse	
Damage to Property		Intimidation/Harassment	
Name Calling		Other (specify)	
Verbally abusive			

5. Where behaviour is regarded as identity-based, indicate the relevant category:

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Sexist	Other (specify)

6. Brief account of behaviour and its impact (please note who provided the information and date of the incident)

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7. Details of actions taken

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Signed (Headteacher) _____ Date _____

Signed (Person completing the form) _____ Date _____

Appendix 12:

Recording an incident of verbal/physical abuse against staff member (by a child)



Date:.....

1. Name and job title of person reporting incident

Name _____

2. Name(s) of person(s) engaged in abusive behaviour

3. Source of concern/report (tick relevant box(es))*

Current pupil	<input type="checkbox"/>
Ex-pupil	<input type="checkbox"/>
Sibling/family member	<input type="checkbox"/>

4. Location of incidents (tick relevant box(es))*

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
Other	<input type="checkbox"/>

5. Type of Behaviour-tick relevant box(es)

Physical Aggression	<input type="checkbox"/>	Online abuse	<input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Intimidation/Harassment	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>
Verbally abusive	<input type="checkbox"/>		<input type="checkbox"/>

6. Where behaviour is regarded as identity-based, indicate the relevant category:

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Sexist	Other (specify)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Brief account of behaviour and its impact (please note who provided the information and date of incident)

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8. Details of actions taken

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Signed (Headteacher) _____ Date _____

Signed (Person completing the form) _____ Date _____