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Lilleshall Primary School



Behaviour Policy

Updated: Autumn Term 2024

Presented to parents: Autumn Term 2024

Presented to Governors: Autumn Term 2024

Review Autumn Term 2025

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Whole School Behaviour Policy

This policy was put together with the involvement of all staff and children.

At Lilleshall Primary School we are committed to ensuring that the children in our care learn in a happy, secure and safe environment where mutual respect and understanding is fostered and developed in every lesson and throughout the school day. Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, orderly, safe and supportive environments in which children and young people want to attend and can learn and thrive. Being taught how to behave well is vital for children to succeed personally and for them to successfully navigate the communities they inhabit. Pupils should be taught explicitly what good behaviour looks like. Some pupils will need additional support to reach the expected standard of behaviour. Where possible this support should be identified and should be in place as soon as possible.

Aims

- To develop an ethos of mutual respect and understanding through a set of whole school rules that apply to everyone
- To have a clearly structured behaviour plan that is applied throughout the school in a consistent manner
- To foster and promote positive learning behaviours
- To manage inappropriate behaviour quickly and efficiently
- To keep parents well informed regarding the behaviour of pupils
- To foster an atmosphere of mutual support with the implementation of the behaviour plan

Behaviour Plan

Our behaviour plan is formulated around rewarding positive behaviour and discouraging inappropriate behaviour through a behaviour curriculum and carefully planned rewards and consequences structure.

School Rules

To be:

Helpful

Ambitious

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Polite

Prepared

Your best

Rewards

We will reward positive behaviour through:

- Praise - actively looking for positive behaviour
- In Foundation stage pupils receive a house point for demonstrating positive behaviours.
- Golden Time is earned through the week for good behaviour, up to 30 minutes.
- House Points may be awarded and recorded. These will be collected weekly by House Captains and a record displayed in the hall for everyone to view. A running total will be made every half term. Termly champions identified and presented with a cup.
- KS1 Star Pupil is awarded daily and this is recorded on a Star Chart in Year 2 and a slip goes home for Yr1 pupils so parents understand the reason for the award.
- KS2 Star Pupils - Awarded weekly by the class teacher. Their name is displayed on the Star Pupil award board in the classroom. They also wear a star badge for the following week in school and receive a certificate.
- The Pupil's Award – Awarded by the pupils to another pupil in their class for reasons established by the class e.g. kindness, consideration for others, being helpful, achievement. This will be awarded half termly.
- Lunchtime supervisors stickers – Reward cards for positive behaviour given by only the lunchtime supervisors, administrators and kitchen staff. These translate into house points back in the classroom.
- Head Teacher's Praise – To reward effort, achievement and attainment. Praise will be given and a Head Teacher sticker awarded.
- Head Teacher's Award – Head Teacher's Award Card and certificate given to the pupil and a letter sent home to inform parents of the award and to share the reason for the award.

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- Celebrating Success;
Foundation Stage and KS1- In recognition of good behaviour and/or effort celebrated by the award of soft toy and certificate in assembly and their name on the newsletter. In Year One children can receive an outstanding behaviour award (Teddy Bear). All pupils also receive a cup to keep.
KS2 - Recognition of good behaviour and/or effort celebrated by the award of class cup, cup badge, certificate and their name on the school newsletter. They also display a cup on their table. They will receive a cup to keep.
- Making Our Learning Fly
If children demonstrate any of the qualities linked to our Language of Learning, they will receive a sticker with the appropriate word on it which they will place on their personal balloon/kite; they may also receive a sticker for their book if appropriate.

Consequences

1. Verbal reminder to return to task appropriately.
2. Verbal warning. Staff actually say “This is your warning”. Ensure they fully understand what their warning is for. Ask them to do something once and then say “Thank you”. Praise them if doing as they are told, the choice and consequence is theirs.
3. Time out in an appropriate location. 3 minute egg timer. Just say “Time out”. Don’t negotiate. When the child comes back no more is said about it. Time out cards can be used for children with IPMs. At lunchtime, ‘time out’ can be given with children going to an isolated spot, sent to the Head or walking around with a supervisor for 3 minutes.
4. Yellow Card. Given without saying anything. 5 minutes detention with class teacher. Not logged anywhere.
5. Blue card is issued if a child receives two or more yellow cards or needs to be removed from the classroom to discuss their behaviour with the Headteacher.
6. Red Card. Logged on CPOMs. Letter sent home and followed up by a phone call to ensure liaison between parents and school. Whole playtime detention to reflect on behaviour. At no point enter into discussion. Children will be provided with a cool down time to reflect on their behaviour and to compose themselves before rejoining their class. This will be supervised by the Headteacher or Deputy Headteacher.
(4 red cards in half a term incurs a one day suspension, with 24 hours’ notice and work sent home to be completed).

Red cards are not carried forward from a half term.

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7. If a child has not been focused in lessons and has therefore has not completed the expected quantity of work (required for that individual), they will be asked to stay in at break and catch up on their learning and avoid any gaps developing. They will be given a toilet and snack break.

Severe Clause

Red cards will be given immediately for:

- ANY swearing by a child in Key Stage One and Two to an adult or child.
- Fighting.

Red cards will only be issued if witnessed by an adult, not on **hearsay**.

Children's views

The rewards and consequences were compiled using ideas from staff and children. The children had some strong views about certain behaviours they wanted addressed, so the following consequence is a suggestion children put forward and did not link into the above consequences, but we felt were very valid and wished to incorporate into our Behaviour Policy.

- A red card for running away from an adult as this puts the child in an unsafe position

EVERY DAY IS A FRESH START

How the plan is implemented in our school

Behaviour will be a key part of the SDP and will be implemented through the following approach:

- All staff are responsible for promoting positive behaviour and consistent application of the Behaviour Policy
- Governor involvement – Monitor behaviour through the Progress, Attainment and Behaviour Committee and all visits to school, record outcomes on the note of visit
- Parental involvement -Working with school to address behaviour in school and offering support with behaviour at home – Family Support Worker
- Time scale – Behaviour will be addressed quickly and parents contacted when appropriate
- Cost implications – Training opportunities – Safety Intervention Training
- Staffing implications – Ensuring staffing is appropriate at all times and paid staff make decisions regarding behaviour
- Monitored through all elements of the monitoring cycle
- CPD, including staff induction, development and support will be high priority
- The Behaviour Policy will be reviewed annually in the Autumn Term

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Pupil transition

To ensure a smooth transition to the next year or school, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour concerns may be transferred to relevant staff at the start of the term or year. Information on behaviour provision will also be shared with new settings for those pupils transferring to other schools. The EYFS teacher visits nursery settings to ensure smooth transition for pupils, particularly those presenting behavioural needs or complex SEND,

At the start of an academic year, the behaviour policy is always a priority for reintroduction into behaviour systems, rules and routines. The policy is also reviewed.

Additional Courses of Action

It may be that some children will require additional support from outside agencies, one of the following courses of action may be taken:

- Consultation between staff, including the Headteacher and SENCO to look at interventions, including CAF/TAC, Behaviour Support, Adult support, referral to Fair Access Panel, Modified timetable, managed move, referral to Pupil Referral Unit, consideration of putting forward for a statutory assessment.
- Discussion with a child's parents to keep them apprised of their child's behaviour difficulties and support (e.g. via the telephone or at a meeting)
- A school based plan may be structured to support the child. The child's parents may be asked to contribute support to the plan. This will be a Behaviour Support Plan and will form part of provision management Advice form, or referral to the Behavioural Support Team or other external agencies (e.g. L.S.A.T. or E.P.)
- Formal meetings, to include parents and others when appropriate, maybe arranged by the Headteacher to consider the best ways forward. However, parenting contracts are not used by the school.

Exclusion

Exclusion of a pupil will only occur as a last resort when all efforts have been made by the school involving the child and his/her parents in an effort to improve the child's behaviour. Exclusion maybe either permanent or fixed term suspension. Fixed term suspensions will be at the discretion of the head teacher. This may take the form of fixed term lunchtime suspension, requiring the removal of the child from the premises during lunchtime (12.15 noon – 1:15pm) and will be for a specified number of sessions. Fixed term suspensions may also take the form of suspension from school for a fixed number of days. Parents are informed of these decisions as necessary, in writing and will be given twenty-four hours notice. Permanent exclusion will only be made if in the opinion of the head teacher, after informing the School's Governing Body, allowing the child to remain in the school would be seriously detrimental to the education or welfare of the pupil, or to that of others at the school presenting a safeguarding concern. Parents will be informed at all stages and will have the opportunity to discuss arrangements and decisions.

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Equal Opportunities

Equal opportunities is about ensuring that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, gender, sexual orientation, learning abilities, sensory or physical impairment, social class or lifestyle; it is about recognising differences, meeting individual needs and taking positive action, so that everyone has equal access to the educational opportunities offered by the school; it is also about regularly monitoring that each child has the opportunity to achieve. Homophobic and transphobic bullying will not be tolerated and will be addressed by staff immediately and parents informed. (Please see Anti-Bullying Policy and the Safeguarding Policy). Racist incidents will not be tolerated and will also be addressed by staff immediately and reported on IRIS.

The power to discipline beyond the school gate

Disciplining beyond the school gate covers the school's response to all non-criminal poor behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the head teacher are lawful. (see appendix 1)

Searching and confiscation

The Headteacher, Deputy Headteachers and Assistant Head have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline. (See appendix 2)

Physical Intervention

We aim to provide Safety Intervention training to as many staff as possible to at least the basic level. All Members of SLT have had the enhanced Safety Intervention training and this is updated on a yearly basis. This means that ideally members of the SLT team will be the only members of staff to use physical intervention. Physical intervention will only be used as a last resort if all de-escalation techniques have failed and a child is in immediate risk of harm or risk of causing harm to others. Any physical intervention will be reasonable and proportionate and the individual will be the least restricted for the least amount of time. Parents will always be notified if physical intervention has been used and every care is taken to ensure that the individual and staff involved have the appropriate support following an incident which will include ways of avoiding future incidents. All incidences will be recorded on the CPOM system alongside the feedback system.

Leaving the classroom or school grounds without permission

If a pupil runs out of a class we will establish where he or she has gone. Teachers must not run after them but will send a message to the office for adult support. It is advisable to keep a watchful eye on any child who has taken him or herself out of the school building and possibly out of school grounds unless this provokes the child to run further.

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If a child is no longer on school premises parents will be contacted. If they are not at home the police will be informed that a pupil has left school and is at risk.

Pastoral care for school staff

If an employee is accused of misconduct and pending an investigation, the governing body will instruct the Headteacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

Child-on-Child abuse

School recognises child on child abuse and includes measures to prevent it, responding to incidents of such abuse. Please refer to our Child-on-Child abuse policy for further information.

Outside Agency Support

Outside agencies will be contacted for support and advice to enable children to be supported effectively and their needs met, ensuring a positive attitude to school.

- SEND Hubs
- SLE Support
- CAMHS
- Behaviour Support Service
- Support from LA
- Family and Education Support Worker
- Admaston Pupil Referral Unit
- Family Connect
- BEAM

Behaviour Curriculum

[Please see Behaviour Curriculum document.](#)

Further reading and guidance

[Behaviour in schools guidance \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0077153/use-ofreasonable-force-advice-for-school-leaders-staff-and-governing-bodies>

<http://www.education.gov.uk/schools/pupilsupport/behaviour/g0076647/guidance-for-governing-bodies-on-behaviour-and-discipline>

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/advicefor-headteachers-and-school-staff-on-behaviour-and-discipline>

http://www.ico.gov.uk/for_organisations/data_protection.aspx

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<http://www.education.gov.uk/childrenandyoungpeople/sen/sen/types/needs/a0013105/guidance-on-the-use-of-restrictive-physical-interventions>
<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076897/screening>

<http://www.education.gov.uk/aboutdfe/advice/f0076882/ensuring-goodbehaviour-in-schools/allegations-of-abuse-against-staff>

<http://www.homeoffice.gov.uk/publications/police/operational-policing/pacecodes/?view=Standard&pubID=810826>

Success Criteria

- The children understand and value the behaviour policy
- Code of Conduct is in place
- Parents are informed of the Behaviour Plan; school rules, rewards and consequences
- All staff are using the rewards and consequences consistently and appropriately
- A positive working atmosphere is maintained
- High profile reward systems within the school environment
- The school has outstanding learning behaviours
- The community recognises the outstanding behaviour of our pupils

Appendix 1

The power to discipline beyond the school gate

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the head teacher are lawful.

Any bad behaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

Or, misbehaviour at any time, whether or not the conditions above apply, that:

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

As a result of any of these behaviours, the Headteacher will collect witness statements from both adults and children who have witnessed the event. The parents of the child involved will be contacted and invited into school to discuss the matter. Sanctions for the

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bad behaviour will follow those issued by the school for bad behaviour during the school day. Parental support will be sought for sanctions which they are able to administered outside the school day.

Following any incident, the Headteacher will consider whether it is appropriate to notify the police or Community Support Officers of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. If there is any concern that the behaviour may be linked to the child suffering, or being likely to suffer, significant harm, Safeguarding procedures would be followed.

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Appendix 2

Searching and confiscation

The Headteacher, Deputy Headteacher and Assistant Head have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline.

Searching with consent

Schools' common law powers to search:

School staff can search pupils **with their consent for** any item which is banned by the school rules.

1. The school does not need to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag and for the pupil to agree.
2. Items which are banned in school include, mobile phones, electronic games or devices, any item which could be used as a weapon, matches, any form of drugs (including medicines, which have not been prescribed and a medical form completed), knives, firearms, sprays, alcohol or stolen items.
3. If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate consequence as set out in the school's behaviour policy.
4. A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

Searching without consent

What the law says:

What can be searched for?

1. Knives or weapons, alcohol, illegal drugs and stolen items (referred to in the legislation as 'prohibited items').

Can I search?

2. Yes, if you are the Headteacher, Deputy headteacher or Assistant Head. But:
 - a. you must be **the same sex as the pupil** being searched; and
 - b. there **must be a witness** (also a staff member) and, if at all possible, they should be the **same gender as the pupil** being searched.

Mr Firmstone being the only male members of staff, would have the power to search a male pupil. This would be witnessed by a senior female member of staff.

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When can I search?

3. If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

Authorising members of staff

The Headteacher, Deputy Headteacher and Assistant Headteacher are authorised to use these powers. Mr Firmstone would also have the power to search male pupils with a senior female member of staff as a witness.

1. Teachers can only request a senior member of staff to undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.

2. The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

Location of a search

1. Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil.

2. The powers only apply in England.

During the search

Extent of the search – clothes, possessions or trays

What the law says:

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. **‘Outer clothing’** means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but ‘outer clothing’ includes hats; shoes; boots; gloves and scarves.

‘Possessions’ means any goods over which the pupil has or appears to have control – this includes trays and bags. A pupil’s possessions can only be searched in the presence of the pupil and another member of staff. The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets.

Trays

Under common law powers, schools are able to search trays for any item provided the pupil agrees. Pupils will have a tray on condition that they consent to have it searched for any item whether or not the pupil is present.

If a pupil does not consent to a search then it is possible to conduct a search without consent but only for the “prohibited items” listed above.

Use of force

Reasonable force may be used by the person conducting the search (see appendix 3).

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After the search

The power to seize and confiscate items – general

What the law allows:

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

1. The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.
2. Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Items found as a result of a 'without consent' search

What the law says:

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is a weapon/knife; alcohol; illegal drugs or stolen items) or is evidence in relation to an offence.
- Where a person conducting a search finds **alcohol**, they must retain it for return to the parent.
- Where they find **controlled drugs**, these must be delivered to the police as soon as possible.
- Where they find **other substances** which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline.
- Where they find **stolen items**, these must be delivered to the police or returned to the owner, providing it is safe to do so.
- Any **weapons or items which are evidence of an offence** must be passed to the police as soon as possible.
- It is school policy to always deliver stolen items or controlled drugs to the police. If the owners of the items are known and do not pose a threat to the pupil, these will be returned to the owner.

Telling parents and dealing with complaints

Schools are not required to inform parents before a search takes place or to seek their consent to search their child.

1. There is no legal requirement to make or keep a record of a search, however as good practice the sheet in the appendix will be completed whenever a search and/or confiscation has taken place.
2. The school will always inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found along with any other banned items which might be found.

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3. Complaints about screening or searching will be dealt with through the normal school complaints procedure.

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Appendix 3

The use of reasonable force

What is reasonable force?

- (i) The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- (ii) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- (iii) ‘Reasonable in the circumstances’ means using no more force than is needed.
- (iv) As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- (v) Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- (vi) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

2 Who can use reasonable force?

- (i) All members of school staff have a legal power to use reasonable force
- (ii) This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

3 When can reasonable force be used?

- (i) Reasonable force can be used to prevent pupils from hurting themselves or others.
- (ii) In a school, force is used for two main purposes – to control pupils or to restrain them.
- (iii) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Where possible fully MAPA trained members of staff should be called to assist if they are not already involved in the incident.
- (iv) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – **it is always unlawful to use force as a punishment.**

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Using force

- Staff who have been MAPA trained have been taught all of the relevant disengagement and holding techniques which can be deployed where necessary.

Staff training

MAPA training is provided for senior staff so that they are able to support staff across the school. A senior member of staff will always support other staff across the school.

Telling parents when force has been used on their child

All incidents of reasonable force are recorded in order to support the child and staff involved. (See sheet below)

What happens if a pupil complains when force is used on them?

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury to either the individual or others– this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

What about other physical contact with pupils?

- It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.
- Examples of where touching a pupil might be proper or necessary:

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- a. Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- b. When comforting a distressed pupil;
- c. When a pupil is being congratulated or praised;
- d. To demonstrate how to use a musical instrument;
- e. To demonstrate exercises or techniques during PE lessons or sports coaching; and
- f. To give first aid.

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Name of child: _____ (Male/Female) Class: _____

Search and confiscation Record

Reason for the search

Names of staff carrying out the search and those staff acting as witness include title

- 1.
- 2.

Items found

Other agencies involved – please list with name and title

Parents contacted

Date:

Time:

Sanctions/Next steps

[Type text]

Meeting with parent and child following the incident

Any further intervention or agency involvement required

Signed:

Date:

Designation:

[Type text]

Name of child:

(Male/Female)

Class:

Reasonable Force Record

Reason for the use of reasonable force

Names of staff using reasonable force

- 1.
- 2.

Other agencies involved – please list with name and title

Parents contacted

Date:

Time:

Sanctions/Next steps

[Type text]

Meeting with parent and child following the incident

Any further intervention or agency involvement required

Signed:

Date:

Designation: