



Behaviour Policy

JULY 2021

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Context:

The overall aim of the Behaviour and Discipline Policy is to promote good behaviour and create the positive atmosphere in classrooms that is required for teachers to teach and all Students to learn. By this, we aim to raise achievement by improving the behaviour and attitude of those Students who do not always behave acceptably, and reward those who do.

The school regularly seeks the views of the major stakeholders in relation to student behaviour and the school's behaviour strategy. Students, Parents, Governors, teaching and non-teaching staff are consulted and their views recorded and responded to. As a result, the school recognises that a behaviour policy should evolve and we should be proactive in our reviews and use of behaviour strategy. This requires school staff, Students, parents and governors to understand a clear set of rules, rewards and sanctions.

Within the School, there exists a pleasant, welcoming environment. In such an atmosphere, Students are able to develop to their true potential. Work in the classrooms is well organised and purposeful. Opportunities for after-school activities are plentiful and there are many opportunities for Students to make a positive contribution to school life as well as in the community. The school strives for an atmosphere where Students can enjoy and achieve and reach their full potential in a safe and healthy environment.

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

School ethos:

- To help students be vibrant, inclusive and proud.
- To help Students develop academically, socially and personally to fulfil their potential.
- To establish an attitude of responsibility in all Students towards themselves, their peers, their teachers, and their surroundings.
- To help Students to understand the world in which they live and so to have a respect for other races, religions and ways of life.
- To understand and embrace diversity.
- To help Students acquire knowledge and skills, this will prepare them for adult life and economic well-being.
- To build up a school ethos based upon mutual respect between teachers and Students and amongst the Students themselves.

Aims of the School Behaviour and Discipline Policy:

- To create an environment which encourages and reinforces good behaviour.

- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.

We expect from students:

- Respect for other students
- Respect for adults in school and in the community
- Respect for the school building
- A positive attitude to learning
- A developing resilience to setbacks
- Kindness

Principles:

1. Ellesmere Park High School expects Students and parents accept a shared responsibility with staff in working towards these aims. Our partnership “Home-School” agreement confirms that understanding.
2. School will ensure that all Students are aware of the standards we expect of their behaviour and of the consequences following from unacceptable behaviour.
3. School will provide student centred support strategies for Students identified as showing behaviour problems that affect their work in school or the work of others.
4. Ellesmere Park High School will facilitate training for staff to enhance their skills in classroom management. This may be whole school training or targeted at the identified needs of individuals.
5. Ellesmere Park High School will seek to encourage and reward good behaviour by using a variety of incentives and by applying sanctions when behaviour is unacceptable.
6. Teachers have statutory authority to discipline Students for misbehaviour which occurs in school and, in some circumstances, outside of school.
7. The power to discipline also applies to all paid staff (unless the head teacher says otherwise) with responsibility for Students, such as teaching assistants.
8. Teachers will use restorative approaches to allow students opportunity to reflect on negative behaviours, resolve issues and return to the learning environment with a more positive approach.

Rights and Responsibilities

School Rights & Responsibilities

Rights

- To make clear the school’s statutory power to discipline students and that students and parents will need to respect this.
- To enforce the school behaviour policy – including rules and disciplinary measures.

- To expect students and parents' cooperation in maintaining an orderly climate for learning.
- To expect students to respect the rights of other students and adults in the school to learn in a safe space.
- Not to tolerate violence, threatening behaviour or any form of verbal abuse by students or parents. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution.
- To take firm action against students who harass or denigrate teachers or other school staff, on or off premises – engaging external support services, including the police, as appropriate.

Responsibilities

To ensure the whole school community is consulted about the principles of the school behaviour policy.

- To establish and communicate clearly measures to ensure good order, respect and discipline.
- To ensure the school behaviour policy does not discriminate against any student on e.g. grounds of race, gender, disability or sexual orientation and that it promotes good relations between different communities.
- To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies.
- To support, praise and as appropriate reward students' good behaviour.
- To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate.
- To make alternative provision from day 6 for fixed period excluded students, and where appropriate to arrange reintegration interviews with the student and parents/guardians at the end of a fixed period exclusion.
- To take all reasonable measures to protect the safety and well-being of staff and Students, including addressing all forms of bullying and dealing effectively with reports and complaints about bullying.
- To ensure staff model good behaviour and never denigrate students or colleagues.
- To promote positive behaviour through active development of students' social, emotional and behavioural skills.
- To keep parents informed of their child's behaviour – good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities.
- To work with other agencies to promote community cohesion and safety.

Responsibilities: Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual students, the active involvement of students in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the students, and differentiated to meet the needs of students of different abilities. Marking and feedback is used as both a supportive activity, providing feedback to the students on their progress and achievements, and as a signal that the student's efforts are valued and that progress matters.

We expect:

-Good to outstanding organisation and planning in line with the faculty Curriculum plans, to stimulate interest, motivate and challenge students; using prior attainment data and previous learning

-Stimulating lessons / curriculum that inspires the students in their subject and allow them to develop and retain the knowledge and cultural capital that will enrich their experience and empower them to access the next stage of their education, find suitable employment and participate in a democratic society

-Effective marking where feedback is regular, diagnostic and helps students determine next steps, students respond to and secure a deeper understanding.

Embody the school's values in being vibrant, inclusive and proud. Showing kindness to all students without exception.

The start of a lesson

All teachers are on the corridors to ensure smooth transition in to the next lesson (only in cases of safeguarding can there be an exception)

All teachers to meet and greet students at the door of the classroom.

Staff to complete an equipment check as students enter.

All staff to complete register and students settle during a starter activity.

During the lesson

Teachers will establish routines by:

Engaging learning through recapping prior work/knowledge, establishing starting points for effective differentiation and ensuring that learning allows students to revisit topics/skills

Allowing students time to practice skills/knowledge through clear instructions, effective questioning and the use of modelling/demonstrations

Provide challenge by ensuring tasks are differentiated appropriately, having high expectations of outcomes and allowing students sufficient time to work independently.

The end of a lesson

All lessons to finish promptly. Staff need to plan the last 5 minutes of a lesson to summarise the learning that has taken place.

Students need time to clear up equipment and tidy the learning environment.

Staff will award Classcharts points for all students meeting our minimum classroom expectations and will award extra for those exceeding expectations.

Students need to remain seated/ stood behind chair in the classroom until dismissed by the member of staff in an orderly manner.

Students' Rights & Responsibilities

Students Rights

- To contribute to the development of the school behaviour policy, with Students being involved in the consultation process.
- To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way.
- To act as positive ambassadors for the school when off school premises.
- To be taught in environments that are safe, conducive to learning and free from disruption.
- To have their achievements recognized and celebrated.
- To be treated with equality e.g. on the grounds of race, disability, sexual orientation or gender.
- To be treated with respect by staff and fellow Students.
- To expect a school behavioral approach to reinforce a culture where any form of harassment (*including sexual harassment*), violence, threatening behaviour, abuse and discrimination is not tolerated.
- To appeal to the head teacher / governors if they believe the school has exercised its disciplinary authority unreasonably.
- To hold religious beliefs without fear of prejudice.

Responsibilities

- Not to bring inappropriate or unlawful items to school.
- To show respect to school staff, fellow Students, school property and the school environment at all times, following staff instructions.

- Never to denigrate, harm or bully other Students or staff.
- To cooperate with and abide by any arrangements put in place to support their behaviour such as mentoring, staging or reporting to key individuals in the school.
- Understand that everyone is entitled to practice his or her religion without fear of prejudice.
- Always endeavour to do their best to produce work that is of a high standard that can be praised and celebrated.

Parent/Carer Rights & Responsibilities

Parent/Carers Rights

- To contribute to the development of the school behaviour policy.
- To be kept informed about their child's progress, including issues relating to their behaviour.
- To expect their children to be safe, secure and respected in school.
- To have any complaint they make about their child being bullied or harmful incident taken seriously by the school and investigated / resolved as necessary.
- To appeal to the Head teacher / governors if they believe the school has exercised its disciplinary authority.
- To appeal against a decision to exclude their child, first to the governing body of the school and then – in cases of permanent exclusion – to Consilium Multi Academy Trust appeal panel.

Parent/Carer Responsibilities

- To respect the school's behaviour policy and the disciplinary authority of school staff.
- To help ensure that their child follows reasonable instructions by school staff and adheres to school rules.
- To send their child to school each day punctually, suitably clothed, fed, rested, and equipped and ready to learn.
- To ensure school staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm.
- To be prepared to work with the school to support their child's positive behaviour.
- To attend meetings with the head teacher or other school staff, if requested, to discuss their child's behaviour.
- If their child is excluded from the school to home, to ensure the child is not found in a public place during school hours in the first five days of exclusion and to attend a reintegration interview with the school at the end of a period of fixed term exclusion.
- If their child is excluded from the school to our internal exclusion provision - reflection, an alternative provision or to remain at home, to attend a reintegration interview with the school during the period of exclusion in order for the child to return successfully to their classes, if requested by the school.

Ellesmere Park High School Rules and Minimum Student Expectations

EPHS rules

- Be sensible when moving around school
- Attend on time to school and lessons
- Focus on being the best that you can be
- Bring correct equipment and wear full uniform
- (Blazers must be worn at all times, hoodies and man bags are banned items)
- Respect the school and each other
- Understand our different cultures & religions
- Learn from your mistakes
- Encourage and support each other
- Success is our goal

- No mobile phones in school or school grounds during the school day

EPHS Classroom Expectations of students

- Parents/carers and teachers expect all students to arrive on time to lessons and to be greeted by the classroom teacher
- Parents/carers and teachers expect all students to settle quickly and be ready for work
- Parents/carers and teachers expect students to have basic equipment and specialist or appropriate equipment for practical lessons.
- Parents/carers and teachers expect all students to listen to staff and each other respectfully
- Parents/carers and teachers expect students to answer questions when asked and volunteer answers in discussions without shouting out
- Parents/carers and teachers expect students to work throughout the lesson to improve their life chances for when they leave school
- Parents/carers and teachers expect students to leave the classroom in an orderly manner

Parents/carers and teachers DO NOT expect students to steal the learning time from themselves and their classmates through any low level disruption or off task behaviour!

Out of Class Behaviour and Corridor Rules

All students are expected to behave according to the established rights and responsibilities. In addition to this all students are expected to follow rules in our communal areas.

Communal areas of the school (corridors, stairwells and the auditorium and canteen))

- Walk around our building calmly and keep to the left following the one way system
- Talk in a calm manner in our communal areas
- Behave calmly and respectfully to all people in the school in our communal areas
- Only enter a classroom if you have permission from the staff to do so
- Line up quietly outside the classroom prior to lessons
- Eat in the dining hall or auditorium at break and lunch time
- No food to be taken upstairs

Detentions

Classroom Conduct

Any students who fail to meet our minimum expectations within the classroom will be given a verbal warning. If this negative or any other negative behaviour continues students will be issued with a behaviour point on Classcharts and a subsequent same day 20 minute detention*.

*Failure to attend the 20 minute detention will result in an increased detention of 45 minute the following day. Failure to attend the 45 minute detention will result in a 1 hour Senior Leader detention on a Friday. Failure to

attend the 1 hour Senior Leader detention will result in internal exclusion. All detentions are compulsory and can only be moved to an alternative day if a parent/carer provides confirmation of a medical appointment. During a student's detention their classroom teacher will meet with them to discuss behaviours and carry out a restorative process to ensure that they return to their next lesson with a positive mind-set

Should a student's behaviour escalate to a level that is not only impacting on their own but also others learning, or is a continuation of negative behaviour following an earlier consequence; they will be removed from the class room. This will incur a 45 minute detention. If this extreme behaviour occurs within periods 1-4 the 45 minute detention will be held on that same day. If this behaviour occurs in period 5 the 45 minute detention will be held the next school day.

School Expectations

Any student who fails to adhere to our wider school expectations on two occasions in one school day will accrue a 1 hour expectations detention with their Head of Year. This includes for example late to lesson/wandering, respect, mobile phone use or dangerous behaviour. If this occurs between form period and the start of period 5 the 1 hour detention will be the same day. If this behaviour occurs after period 5 and before they leave school for the day, the 1 hour detention will be the following day. Failure to attend the 1 hour expectations detention will result in internal exclusion.

Students who demonstrate behaviour of an extreme or persistent nature will be subject to in-faculty removal or removal by Head of Year or the Senior Leadership Team. This will be followed by contact with home and application of a more serious sanction.

Behaviour Staging

Students who demonstrate negative behaviours in two or more lessons over a four lesson period will be subject to a stage 1 subject report to their class teacher. Failure to show improvements within that subject over an agreed period of lessons (minimum 4 – maximum of 8) will be escalated to a stage 2 faculty monitoring report to the Head of department. Parents/guardians will be invited in to school to discuss the behaviour issues surrounding that student.

Any student who has two or more stage 1 reports initiated will be referred to their Head of Year for pastoral intervention.

Zero Tolerance and Discipline

Several types of behaviour will automatically result in a student being given time in reflection, off site seclusion, a fixed term exclusion or ultimately a permanent exclusion.

- Swearing directly at a member of staff.
- An unprovoked assault on another student.
- Indulging in an action which threatens the safety of any other member(s) of the school community.
- Drinking alcohol in school or being drunk in school.
- Being found in possession of illegal drugs / caught using drugs. (Permanent Exclusion)
- Dealing drugs in school (Permanent Exclusion)

-Proven bullying whatever form taken.

-Bringing weapons of any kind into school

Peer on Peer Abuse and Harassment

Peer-on-peer abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- Sexual violence and sexual harassment
- Upskirting
- Sexting (also known as youth produced sexual imagery)
- Initiation/hazing type violence and rituals

This is explained in paragraph 29 of Keeping Children Safe in Education.

All instances of peer on peer abuse and harassment are taken extremely seriously and **MUST** be reported immediately as a safeguarding issue to the safeguarding leads.

Internal Exclusion (Reflection)

If a student displays behaviours that require a higher level of intervention they will be placed in reflection. The purpose of reflection is to allow students to reflect on their behaviours, identify strategies to repair any harm done and for the students to adopt the right mind-set in preparation for their return to learning.

***Fixed Term and Permanent Exclusions, please refer to Exclusions Policy.**

Supported Transfers

To try to avoid the detrimental effect of permanent exclusion, Ellesmere Park along with other Salford High Schools and Academies will implement a managed move protocol. This process is aimed at those students whose behaviour over time has made permanent exclusion a real possibility.

This supported transfer protocol is intended to meet the needs of those young people who are seeking or require a transfer from their current secondary school whose school placement has broken down and who would benefit from a “fresh start”.

It is intended to acknowledge the real need of vulnerable young people where the current school placement has irrevocably broken down. Salford schools will work in partnership, through a IYFAP process, to arrange supported transfers between schools. When a school recognises the need to pursue a supported transfer place, it will make a referral to IYFAP. The IYFAP will consider the referral and make a recommendation.

The system of supported transfers will embody the principle that all schools are committed to a fair process to ensure vulnerable and challenging children are not “moved on” from school to school in an unplanned or uncoordinated way which may have a detrimental impact on other local schools and ultimately the children and young people.

Alternative Provision

The school or local council must tell you about any alternative provision they arrange. It is the Parent/Carers responsibility to make sure the student attends.

Behaviour Management Off-Site

The school expects all students to maintain the same high standards of behaviour that are required in school. They are expected to maintain acceptable behaviour levels and good order on journeys to and from school, on educational visits, sporting events, work experience, college placements and in the immediate school vicinity and community.

Ellesmere Park High School expects students to behave in a way that does not threaten the health and safety of accompanying staff, volunteers, students or members of the public.

Ellesmere Park High School and the Headteacher will use the range of sanctions available in school to deal with unacceptable behaviour off site.

Off-site misbehaviour also includes the use of cyberbullying (including the use of mobile phone calls, text messaging, the internet and images whether photographs or video footage). The school would also recommend to parent/carers to contact the Police in the event of any online bullying or misuse of social media.

Searching, Confiscation and Uniform

School staff can search students with their consent for any item which is banned by the school rules. The Headteacher, without consent, has a statutory power to search students or their possessions where he suspects the student has certain prohibited items. These are knives, weapons, alcohol, illegal drugs and stolen items. The Headteacher can delegate this power to Senior Pastoral staff where necessary.

Items will ordinarily only be confiscated if they are deemed to have prevented staff from establishing and maintaining an environment that is conducive to learning. This safeguards the right of other students to be educated.

Ellesmere Park High School places great importance in the students wearing their school uniform with pride. No student should be present in EPHS without wearing the full school uniform. Students will be greeted at their entrance on a daily basis by the Pastoral team and then by their form tutors where uniform will be checked. Should a student forget an item of uniform or dress inappropriately, for example wearing no tie, the student will be sent to their Head of Year by the form tutor who will loan the student the appropriate uniform. Where spare uniform is unavailable a purple uniform exemption pass will be issued for that day. A sanction may apply if the student is deliberately avoiding wearing correct school uniform or refuses to wear a replacement.

Rewards

Rewards play a crucial part in the reinforcement of good behaviour.

We believe that rewards have a motivational role, helping students see that good behaviour is valued.

The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements.

Departments are encouraged to deliver subject specific rewards in the classroom via the use of positive points in Class charts and positive contact home and awarding of Student of the Week for each subject.

Students will receive 3 Classcharts points each lesson for meeting our minimum classroom expectations of arriving in time, being correctly dressed and equipped and trying their best. If a student achieves the maximum of 75 points in a school week; a bonus 5 points will be awarded. Students can also be awarded additional points within lesson for exceeding expectations.

Additional points can be awarded for showing positive behaviours in the wider school including points for kindness, community contribution, representing school and attending extra-curricular clubs.

Points can be redeemed against rewards in the Classcharts shop.

Year group presentations during assemblies involving individual awards, group and / or class rewards.

Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents/guardians since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

Parents should monitor their child's daily positive and negative behaviours through the Classcharts website or app.

Student Support

Students whom are identified as having issues with behaviour through the school's transition arrangements will be given access to Form Tutor and Head of Year support, a Peer Mentor and teaching assistant support if appropriate.

Students whom are identified in school through Classcharts data, the implementation of the behaviour staging process, staff referrals or through new admission processes will be offered, if appropriate Head of Year support to alleviate the challenging issues they may face in accessing learning and to support the student in maintaining peer and staff relationships.

Students can go on report to form tutor, class teacher, Head of Subject, Head of Faculty, Head of Year and the Senior Leadership team as part of the schools behaviour staging system.

Behaviour Policy

Annex A: Use of Reasonable Force

INTRODUCTION

All members of school staff have a legal power to use reasonable force (Section 93, Education and Inspections Act 2006). This power applies to any member of staff at the school.

Force is usually used to either control or restrain. 'Reasonable in the circumstances' means using no more force than is needed. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom. Restraint means to hold back physically or to bring a student under control, for example, when two students are fighting. 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 student. (DfE 'Use of reasonable force' guidance, July 2013).

THE USE OF RESTRAINT

In Consilium Academies, the use of force to restrain Students should only be undertaken as a last resort when a student has lost control and is in danger of hurting themselves or another person. In such a situation, members of staff may need to use non-violent physical intervention. Before intervening physically, a member of staff should, **wherever possible:**

- tell the student to stop what they are doing
- explain what will happen if he or she does not
- continue to communicate with the student throughout
- not give the impression that they have lost their temper
- make it clear that physical contact will stop as soon as it ceases to be necessary.

There are times when a member of staff should not intervene in an incident without help, unless it is an emergency. Such times may be when the incident involves a group of Students or when the adult considers he or she may be at risk of injury. In those circumstances the member of staff should move away other students who may be at risk and summon assistance from a colleague. Until assistance arrives, the member of staff should continue to attempt to calm the situation orally.

WHERE RESTRAINT IS NECESSARY

Staff should always try to deal with a situation through other strategies before using restraint. In all situations, **restraint should only be used when other methods have failed and only where there is a significant risk of injury to the student, other students or anyone else.** Also, it should be undertaken as an act of care and control, not as a punishment.

Where restraint is considered necessary, physical intervention may include a member of staff:

- interposing themselves between students
- blocking a student's path
- holding
- pulling
- pushing
- leading a student by the arm or hand
- shepherding a student away by placing a hand in the centre of the back.

In exceptional circumstances, where there is a real risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force'. Such circumstances may include the need to prevent a student running onto a busy road, or to prevent a student hitting someone or throwing something.

Staff should not act in a way that might reasonably be expected to cause serious injury, for example by:

- slapping, punching or kicking a student
- holding a student around the neck or in any other way that might restrict the student's ability to breathe
- tripping up a student
- holding a student by the hair or ear
- holding a student face down on the ground.

Members of staff should also avoid touching or holding a student in a way that might be considered indecent. Any use of reasonable force acknowledges the legal duty to make reasonable adjustments for students with disabilities and students with special education needs.

RECORDING AN INCIDENT INVOLVING RESTRAINT

1. There must be a detailed written report of any occasion where restraint is used. It may help prevent any misunderstanding or misrepresentation of the incident and it will be helpful if there is a complaint. The school will keep a record of all such incidents.

2. Immediately following any such incident, the member of staff concerned should inform the Headteacher or a member of the Leadership Team. This should be followed as soon as possible by a written statement. This statement should include:

- the name(s) of the student(s) involved and when and where the incident took place
- the names of any other member of staff or students who witnessed the incident
- the reason that restraint was necessary (for example, to prevent injury to the student, another student or a member of staff)
- how the incident began and progressed, including details of the student's behaviour, what was said by those involved, the steps taken to calm the situation, the degree of force used, how that was applied and for how long
- the student's response and the outcome of the incident
- details of any injury suffered by the student, another student, or a member of staff and of any damage to property.

The member of staff may wish to seek advice from a member of the Leadership Team when compiling this report. They should also keep a copy of the report.

3. The Headteacher, or Deputy Headteacher, will inform the parent(s) or carer/s of the student(s) involved by the end of the day where possible, either orally or in writing. They may be invited to the school to discuss the incident.