



ANTON INFANT SCHOOL

ANDOVER

Behaviour Management Policy
(Including positive touch and physical intervention)

THIS POLICY WAS PREPARED BY L SKEATES
AGREED BY STAFF Spring 2025

APPROVED BY GOVERNORS Spring 2025

DATE FOR REVIEW: Spring 2026

Signed: _____ (Headteacher)

Signed: _____ (Chair of Governors)

Date: _____

Statement of beliefs and values:

At Anton Infant School, we value all children and provide a secure learning community for ALL. We understand that all behaviour is communicating an unmet need and need to ask in incidents of distressed behaviour- What's the function? How can we support? As a school we follow the Thrive approach, which is based on established research in neuroscience, attachment research and child development theory. It supports right time development and uses reparative work to fill the gaps in interrupted development. It's important that all adults in school know the impact they can have on behaviour.

The teacher

'I have come to the frightening conclusion: I am the decisive element in the classroom, it is my personal approach that creates the climate. It is my daily mood that makes the weather.

As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated; a child humanised or dehumanised.' Haim Ginott

At Anton Infant School we work together to create a safe and inclusive environment, where every child knows they matter. Every experience is a learning opportunity. Our aim is to promote curiosity, creativity, love, independence and resilience through an inspiring and engaging curriculum. We set children up to achieve all they are capable of and inspire them to become lifelong learners.

We give everyone an equal opportunity to become thoughtful, creative and independent learners, and believe appropriate behaviour enhances these opportunities for children to reach their potential. Staff have received 'Prevent Duty' training and have an understanding of how promoting and developing positive behaviours in children impacts on their future. The school community promotes high standards of behaviour.

The purpose of this policy is to inform the whole school community of our intention to maintain and develop positive behaviour at our school. In order to effectively implement this policy we need to gain the co-operation of families, staff, governors and children in taking an active interest in promoting positive behaviour. This policy promotes a consistent approach to supporting all children to learn and play in a calm, consistent and nurturing environment where all children feel safe.

Principles:

At Anton Infant school we believe and promote the following values to support children to achieve:

- Creativity
- Curiosity
- Independence
- Resilience
- Love

Within these values we encourage:

- Self-awareness
- Kindness
- Empathy
- Social skills
- To be responsible citizens
- Awareness of their own rights and needs and those of others
- Self-motivation

We expect mutual respect from adults and children, and challenge any stereotypical behaviour based on age, culture, disability, gender or race.

We will treat people openly, honestly and fairly and we will apply this policy without favouritism or discrimination.

We are role models for good social behaviour.

We expect and promote respect for both the indoor and outdoor environment.

We expect children to take an active role in agreeing the acceptable standards of behaviour within the class and school.

We ALWAYS separate the child from the behaviour.

We encourage regular attendance at school.

We work in partnership with families, governors, staff and pupils in taking an active interest in promoting children's positive behaviour. We address allegations against staff as a matter of priority.

Aims

- To provide a clear and consistent approach to behaviour management that is based on developing strong relationships and restorative practices in addition to being informed by trauma and attachment strategies.
- To support children to regulate their own behaviour
- To provide a safe and inclusive school where learning opportunities for all are maximised and children feel valued.
- To provide all staff the tools to enable them to support and equip children with strategies to develop their behaviour and to build positive relationships with others
- To support children to understand and be accountable for their actions and the impact this may have on themselves and others, promoting a solution focussed approach to changing future behaviours
- To ensure that our school values and rules are embedded in our whole school ethos and demonstrated by the conduct of our children.

Promoting positive behaviour

It is the expectation that all children demonstrate our school values and follow our school rules. Anton Infant School recognises that good behaviour management sets children up to make good choices. Strategies to promote positive behaviour include;

- An exciting and appropriately pitched curriculum
- Clear and consistent boundaries and routines
- A calm and organised environment
- Adults modelling the behaviour we expect to see from children.

Anton Infant School supports children's understanding of the school values, behaviour expectations and wellbeing in a number of ways, including:

- School Assemblies
- Class Assemblies
- Trauma and Attachment training
- Thrive approach
- Support and training from Primary Behaviour Service

The School Rules:

In order to support the children in making positive choices the whole school encourages and promotes our 3 school rules.

- Ready
- Respectful
- Safe

The school rules together with our school values are displayed in working areas around the school and are taught and discussed through PSHE sessions and in our whole school and class assemblies. These are also referred to when dealing with any behaviour incidents.

A member of staff will:

- Build positive relationships with children
- Meet and greet children at the start of the day
- Be at the door of their classroom at the beginning and end of each lesson
- Model positive behaviours and build relationships
- Never walk past or ignore children who are displaying behaviour that needs to change or distressed behaviour
- Always refer to our school rules when managing behaviour
- Show unconditional positive regard to ALL children

The Head teacher and The Senior Leadership Team will:

- Build positive relationships with children
- Regularly meet and greet children at the start and end of the day
- Be a visible presence around the school
- Regularly celebrate children whose efforts go above and beyond expectations
- Encourage use of positive praise where appropriate (some children do not respond well to this so other strategies will be used to support them)
- Support teachers in managing children who show more complex or distressed behaviours through regular CPD and support from outside agencies
- Review provision for children who have specific needs which impact on their behaviour and adapt where necessary
- Regularly monitor behaviour records. This information is shared and discussed with all staff and governors as appropriate

Families will:

- Work in partnership with school to ensure consistent messages are given about expected behaviours
- Support the school's rules and policies
- Inform school about any issues at home that might affect a child's learning or behaviour

A consistent approach

Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and remember a dysregulated adult cannot regulate a dysregulated child
- Be aware of their own window of tolerance and be confident to ask for a change of face where necessary
- Demonstrate unconditional care and compassion. Show 'deliberate botheredness'
- Make time for the necessary repair work after an incident of distressed behaviour 'pick up own tab'
- Show unconditional positive regard to ALL children

Children want adults to:

- Genuinely show love and care for them
- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour
- Make them know they matter

Recognition of positive behaviour

- We recognise good social and learning behaviours in a number of ways including;
- Proximity praise
- Small privileges (lining up first, choosing warm up games etc.)
- Use of stickers
- Celebration assemblies with certificates for demonstrating school values
- Deputy Headteacher and Headteacher awards

A definition of interventions, consequences and rewards used at Anton Infant School for behaviour when a child is regulated:

Sometimes, children who are regulated make decisions that are not in line with our school values or rules.

Positive behaviour	Behaviour that needs to change
Verbal praise	Warning- as privately as possible, using please and thank you
Name on recognition board- sticker at end of day	30 second script. 'I've noticed you're not making the right choice/ completing your work, this means you're not being RRS. I know you can do this, remember when (mention something positive) That's what I need to see today. Thank you for listening- give enough time for child to change their behaviour
Above and beyond. Name in golden ticket box. Children can do this multiple times. The more they go above and beyond, the more chances they have!	I've noticed you haven't changed your behaviour, I expect to see a change in ...mins. Also I need 2 minutes with you when the lesson ends. Thank you (Keep them with you at playtime to talk about their actions and how they will turn things around in the next session).
Exceptional work to be shown to HT and photocopied to go on HT Wow wall.	I can see you're struggling to change your behaviour so thinking time/ change of face in another classroom for 5 minutes might help you to do this.
Positive note sent home.	Change of face with SLT. Keep in at play/lunchtime with a member of SLT to reflect (time scale to be discussed). Followed by repair work with original member of staff. Inform families.

All behaviour should be de-escalated within the classroom where possible using co-regulation techniques. Only in cases of extreme behaviour where a child is unsafe or likely to cause harm to others should they be removed from the classroom using reasonable force.

Staff should remember

- What is above and beyond for one child is different from another. This is where relationships and knowing your children has great impact
- Children should be recognised for going above and beyond even if they haven't behaved appropriately previously in the last day/week/hour/ minute!
- Repair work with the original member of staff is crucial so that staff pick up their own tab and children know that all staff are able to support and manage their behaviour.

Every interaction needs to be calm and controlled. A dysregulated adult cannot regulate a dysregulated child. If you are too dysregulated to manage the situation then a change of face is needed but you need to manage the repair work after the event. Recognising and asking for this is not a weakness but a strength. We all get pushed beyond our window of tolerance sometimes

Regulated and dysregulated behaviour

When children are not demonstrating our school values or following our rules staff are trained to recognise if the pupil is able, at that point, to regulate their own behaviour.

Unregulated behaviour in its simplest form as children who are in fight, flight or freeze mode.

If children are dysregulated, school staff will prioritise supporting them to regulate their emotions before talking to them about their behaviour and conduct as during dysregulation their thinking brain is 'offline'. Adults will follow the Regulate, Relate, Restore model.

Regulate

Label the emotion

- I can see you are feeling angry/cross/ upset etc
- Limit the behaviours
- make sure everyone is safe and share clear boundaries
- Lid closure

When children are dysregulated, the amygdala fires and they are not able to engage the part of the brain that helps them make good decisions, show empathy or problem solve. We describe this as 'flipping the lid' We need to help children 'close the lid' so that the decision making part of their brain is reengaged. A video that explains this in further detail can be found here

https://www.youtube.com/watch?v=zJqH_Ogxle0

Relate

It is important for the adult to re-establish a bond with the child to enable them to engage with the restorative stage of this process.

Reason

Staff will conduct a restorative conversation with the child. Reflection board can be used to support this. Staff will support and scaffold the children appropriately according to their age, stage of development and any additional needs they have.

Key questions asked will be

What happened?
Who was affected?
What will happen next?

Children who present with distressed behaviour or have additional needs

As an inclusive school, we recognise that some children will need different strategies and support to enable them to follow our school rules and demonstrate our school values

When working with children we will tailor our language to the child's age and needs.

Children who find it difficult to manage their emotions and behaviour may have individual behaviour plans and risk assessments to support them to be successful in school. This must be followed consistently by ALL staff.

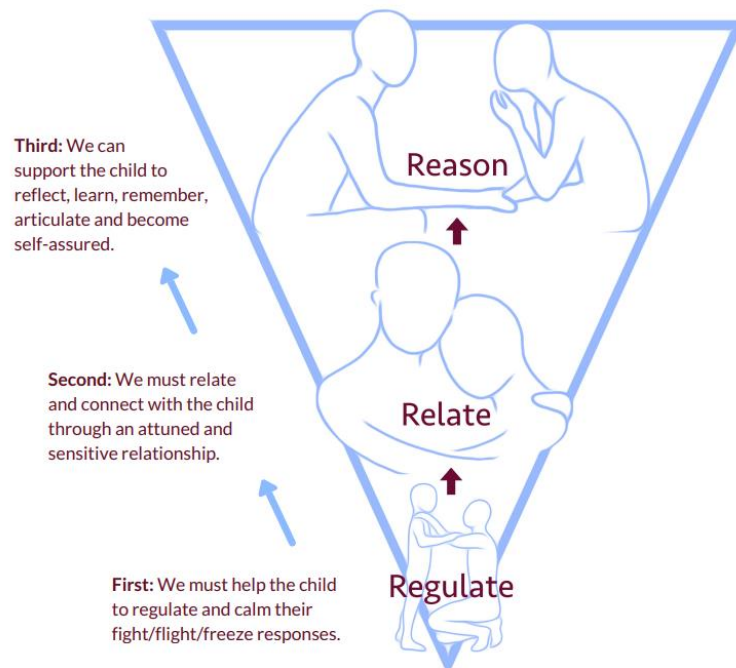
Families will be involved in putting a plan together and other agencies may be asked to support the child. This may include the Primary Behaviour Service (PBS), Hampshire SEND team and the Educational Psychology Service

This type of behaviour does not come out of nowhere so staff need to be as aware as they can of possible triggers and use distraction/ preventative techniques to try and avoid escalation. Examples of these are;

- Giving the child a special job
- Going on a walk
- Adapt the expectation/task
- Sensory/movement break
- Use of PACE to de-escalate (Playful, Acceptance, Curious, Empathetic)

The repair work after an incident of distressed behaviour is vital to support the child.
"Making up is more important than messing up" – Dr Suzanne Zeedyk

We follow the model below introduced by Bruce Perry.



We use a range of resources to support children with understanding their behaviour and supporting them with how they might behave differently next time. These include the use of WIN sentence starters (I Wonder, Imagine and Notice) and visual reset boards.

Class community

Each class has a jar where they collect 30 objects. An object is put in the jar when the class has been recognised for working well together or achieved something that needs to be celebrated. When 30 objects have been collected the children get a treat of their choice e.g. a movie and popcorn, class party or art and craft afternoon etc.

When picking the bead jar treat this should be voted for at the start by the whole class (encouraging skills of British Value). This allows the class to work as a team towards a goal which they have decided.

Further Measures:

In addition to school/class based consequences, and where appropriate, further support measures are taken for individual children. The teacher may be advised to use ABCC charts, home school communication books/ reward charts/ catching good ladders/ options boards. The teacher will work with SLT to choose which behaviour support method meets the needs of each individual child who requires them.

The SENDCo will oversee the setting and implementation of behaviour targets for children with specific needs and will liaise with outside agencies when necessary.

We ensure intervention takes place at different levels as required.

If procedures are not supporting the child and his/her behaviour is not improving, other

professionals employed by the Local Education Authority may be asked to support. Such as

- The Primary Behaviour Service
- Educational Psychologist
- Virtual School
- Hampshire SEND team

We follow County guidelines when dealing with stereotypical harassment and report any race or gender related incidents. Any incidents where staff or pupils are harmed are taken seriously and all those involved will be offered a debrief to repair.

Exclusions and suspensions- See Appendix A

In extreme cases the Headteacher has the authority to suspend the child for one or more days whilst a solution is sought. Hampshire County Council guidance and procedures are followed and are consistently referred to for the most up to date recommendations.

<https://www.hants.gov.uk/educationandlearning/educationinclusionservice/exclusion>

Definition of suspension: Where a pupil is temporarily removed from school

Definition of permanent exclusion: Where a pupil is not allowed to attend school or go onto school premises permanently.

If your child is excluded or suspended you will be notified by the Headteacher (or their nominated representative) immediately. As part of the conversation you will be told the length of the suspension and the reason for it. A further meeting or conversation will be had to discuss the next steps following the suspension.

If your child has been suspended you can make all the difference with getting them back on track and helping them to be successful in school. Work will be set by the school for your child to complete at home during the first five days of suspension. Please note that it is your responsibility to ensure completed work is returned to the school.

The use of suspension and exclusion is taken very seriously and is ALWAYS a last resort.

It will only be used

- In response to serious or persistent breaches of the schools behaviour policy and where allowing the child to remain in school would seriously harm the education of the child or others in school

Suspension of a child will be considered for the following reasons:

- Physical assault against pupil or adult
- Verbal abuse/threatening behaviour against pupil or adult
- Bullying
- Racist abuse
- Sexual misconduct/Drug and alcohol related
- Damage
- Theft
- Persistent disruptive behaviour

The time that the child is suspended will be used by staff in the following ways

- The school needs time to make a plan for the child's support when they return to school with a view to preventing further suspensions or permanent exclusion
- A plan needs to be made to keep the child and others around them safe and ensure they are successful in school
- It is used as a strategic way as a 'circuit breaker' to regulate, relate and reason

We seek guidance from other professionals when necessary.

We adhere to a range of support strategies and consequences, in accordance with the aims of the school

We refer to linked school policies:

SEN
Child Protection
Equality

Teaching and Learning
Health and Safety
Attendance

Reasonable Force

ALL staff follow the DfE guidance on reasonable force- Appendix B

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involves a degree of physical contact with pupils. 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 pupil needs to be restrained to prevent violence or injury. Schools do not require parental consent to use force on a student.– DfE guidance July 2013.

Reasonable force will be used only if a child is putting themselves or others in danger. We recognise our legal duty to make reasonable adjustments for children with a disability and children with special educational needs (SEND).

Physical Intervention

Specific members of staff are Team Teach trained. Physical intervention is always a last resort and should only be used when a child is at risk of hurting themselves or others or severely disrupting the learning of others. Only Team Teach approved holds will be used which limits injury to both children and adults, however there is always the possibility of injury due to the nature of physical intervention. See appendix A for further guidance.

Where a pupil or pupils are causing minor disruption the class teacher will follow the agreed behaviour steps to de-escalate the situation. Where a pupil or pupils are causing major disruption or where pupils are in danger of being hurt a member of the SLT or other adult will attend to support both the child and the member of staff.

All staff will follow the guidelines below:

- Physical intervention is only ever used as a last resort

- Physical punishment is never used
- Physical intervention is never used as a punishment
- Children are always asked to comply with an instruction first
- Children will then be offered the opportunity to talk quietly with a member of staff
- Should the Headteacher/SLT believe that physical intervention may be needed in future when dealing with a particular child, families will always be involved in a discussion and an action plan will be devised to reduce the need for physical intervention
- If a child leaves the school premises without permission, staff will attempt to keep them in sight and encourage them to return. They will contact the police if the child does not return to school. If they are in danger, physical intervention can be used to keep them safe. Families will always be contacted.
- All incidents of Physical Interventions are recorded on CPOMS. If a Team Teach hold is used the additional physical intervention form needs to be completed in the bound physical intervention book see Appendix C

Positive Touch

Touch is essential in order to provide sensitive and good quality care for the pupils we support. Used in context, and with empathy, touch supports the development of natural interactions with our pupils. Staff are able to physically guide, touch or prompt children in appropriate ways at the appropriate times. We may choose to touch children for a variety of reasons, some of which are listed below. We may also need to physically touch, guide or prompt children if they require personal care, assistance with writing, eating, dressing etc.

Refraining from physically, safely touching a child in the face of their intense grief, stress and distress can lead to a state of hyper-arousal, in which toxic levels of stress chemicals are released in the body and brain. The severely damaging long-term effects of this state have been intensively researched worldwide and are well documented.

Purposes

Touch is important and may be used routinely for any of the following reasons:

For communication:

- To reinforce other communication (e.g. hand on shoulder when speaking) or to function as the main form of communication in itself
- To respond non-verbally to another person's use of physical contact for communication and to make social connections. This is particularly likely to occur during day to day greetings (handshakes, hugs etc.).

For educational reasons:

- To direct pupils in educational tasks and essential skills eg supporting hand control with scissors or a pencil grip
- As support or guidance, for example, during transitions between activities and during P.E. sessions

To play:

- Play activities naturally include touch. People of any age who are at early levels of

development may be quite tactile and physical.

For therapy:

- Massage, sensory stimulation, physiotherapy etc. provided either by the therapist or by another member of staff carrying out a therapy programme or following therapy advice.
- For emotional reasons
- To communicate affection and warmth, to give reassurance and to communicate security and comfort when sought by the child.
- To enable the child to develop understanding of these positive emotions and the ability to communicate them.

For the purposes of care:

- To support personal care eg nappy changing. There will always be a personal care plan and two adults present.
- To give medical and first aid care.

To give physical support:

- To children who have physical and/or visual impairment difficulties and to guide children between places, rooms or activities.

During physical intervention:

To protect children and young people from danger by physically intervening and managing distressed behaviours including Team Teach strategies, while following the recognised guidelines and policies of the school.

Guidelines

Staff need to recognise that some children who have experienced abuse may seek inappropriate physical contact. Adults should be particularly aware of this when it is known that a child has suffered previous abuse or neglect. In the child's view, physical contact might be associated with such experiences and lead to some actions being misinterpreted. In all circumstances where a child or young person initiates inappropriate physical contact, it is the responsibility of the adult to sensitively deter the child and help them understand the importance of personal boundaries. Such circumstances must always be reported and discussed with a member of SLT and the family.

- Physical contact should never be secretive, or for the gratification of the adult.
- Staff need to be clear and open about why they are using touch and be able to explain their practice.
- There must be clarity and transparency in issues of touch.
- The use of touch should be discussed openly and regularly between staff.
- People of any age can want and need physical support or touch. Staff can be concerned about the issue of age-appropriateness; however, the developmental age and emotional and communication needs of the individual are just as important as chronological age.

- While gender and cultural factors have relevance in issues of touch, the emotional and communication needs of the individual are due equal consideration.
- As far as possible, the young person involved should consent to any touch given and staff should be sensitive to any verbal and non-verbal communication they give that might indicate that they do not want to be touched. It should always be considered by staff and pupils that for touch to provide positive experiences it should be consensual.
- Staff should be sensitive to any changes in the young person's behaviour or negative reactions that might indicate the need to reduce or withdraw touch. Significant changes in behaviour should be clearly recorded on CPOMS and flagged to a DSL
- The people we support should be given opportunities to touch each other while interacting and playing as would happen naturally for any child or young person. Attention should always be given to ensure that both parties are happy with this. Understanding of consent to take place as part of an age appropriate curriculum, e.g. circle times. This will also include regular NSPCC assemblies.
- It is never appropriate for staff to touch a young person's intimate body areas.
- If staff are in any doubt about issues concerning appropriate touch or observe any practice that causes concern they should discuss this with the Designated Safeguarding Lead.
- Staff should be aware that there have been many instances of abuse perpetrated in education and care establishments. The best method of prevention is transparency, openness and teamwork, and staff should try to monitor and assist each other in carrying out their work.

Touch is necessary and desirable as part of the development, emotional wellbeing, care, education and quality of life of the children we support. This policy outlines when this may be needed and gives staff the direction and security for this to occur positively and productively, while still protecting the children at Anton Infant School.

Suspension/exclusion

Appendix A – Guidance on Exclusion

Our school is committed to the philosophy and practice of inclusion. When a pupil is at risk of suspension/ exclusion we will work with families to:

- Secure a referral to the Primary Behaviour Service, requesting support (consent required from adult with PR)
- Put strategies into place to reduce the risk of exclusion
- If appropriate, the school will also work with a range of external agencies to reduce the likelihood of exclusion.

In any circumstances where it becomes necessary to exclude a pupil the guidelines/regulations currently in force will be stringently followed. We will follow Hampshire's guidance.

Exclusion or suspension is an extreme consequence and is only administered by the Headteacher (or, in the absence of the Head, the Deputy Head who is acting in that role). It is ALWAYS a last resort.

A parent's guide to the exclusion process can be found via the following link:

<https://www.hants.gov.uk/educationandlearning/educationinclusionservice/exclusion>

DFE exclusion guidance

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181584/Suspension_and_permanent_exclusion_guidance_september_23.pdf

Appendix B - Guidance on the use of Physical Intervention and reasonable force

See DFE guidance

https://assets.publishing.service.gov.uk/media/5a819959ed915d74e6233224/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Appendix C – Recording Physical Interventions

All incidents involving the use of physical intervention must be recorded on the day of the incident on CPOMS and in the bound physical intervention record book. If injury has occurred the violent incident form must be completed. The link for the form is:

<https://incidentreporting.apps.hants.gov.uk/p/corporate-incident-reporting>

Details of the incident will also be entered onto CPOMS and monitored by the DSL team.

It is important that there is a detailed, immediate, written report of any occasion physical intervention is used.

Following any such incident the member of staff concerned should tell the Headteacher or a senior member of staff and provide a written report as soon as possible afterwards. This report should include:

- the names(s) of the pupil(s) involved and when and where the incident took place;
- the names of any other staff or pupils who witnessed the incident;
- the reason that force was necessary (e.g. to prevent injury to the pupil, another pupil or a member of staff);
- how the incident began and progressed, including details of the pupil's behaviour, what was said by each of the parties, the steps taken to diffuse or calm the situation, the degree of force used, how the force was applied and for how long;
- the pupil's response;
- the outcome of the incident,
- details of any injuries suffered by the pupil, another pupil or a member of staff, and of any damage to property, however minor.

Staff may find it helpful to seek advice from a senior colleague or a representative of their professional association when compiling the report for CPOMS. The Headteacher or, in their absence, a member of the Leadership Team, must be informed of any incident so that families can be informed and invited to discuss the incident. The type of incident, as well as the type of physical intervention used, will be considered by the member of staff concerned. The best person to inform families of such an incident may well be the class teacher, at the end of the school day but this should be discussed with and agreed by the Headteacher.

Anton Infant School Physical intervention Record Form



INVESTORS IN PEOPLE



Year Group

Name of child/young person

Is this young person a looked after child/SEN/vulnerability?

When did the incident occur?

Date	Day of week	Time	Where?
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Staff Involved

Name	Designation	Team Teach trained?	Involved: physically? (P) as observer? (O)	Staff signature

Please describe the incident and include:

1) What was happening before? 2) What do you think triggered the behaviour? 3) What de-escalating techniques were used prior to physical intervention? 4) Why was a PI deemed necessary? 5) Any other information relevant to include?

Team Teach technique(s) used (tick as appropriate)

Technique	Standing/escort	Sitting/chairs	Kneeling	Ground
Breakaway/defensive				
One person				
Two people				

Please give details below of hold, e.g. single elbow, double elbow, wrap etc.

How long was the child/young person held?

If the child/young person was held on the ground: Did they go to ground independently?* ☐

Were they taken to the ground by staff?* ☐

* Tick as appropriate

Good practice dictates that schools should review what happened and consider what lessons can be learned, which may have implications for the future management of the pupil. These need not be added to this form but should be incorporated in the individual plan for the child.

Has the child/young person been held before?	Yes/No
A child/young person should have an individual plan clearly detailing reactive strategies and physical intervention approaches if they have been involved in physical interventions on more than one occasion.	
Does the individual support plan need to be reviewed as a result of this incident?	Yes/No
Does the risk assessment need to be reviewed as a result of this incident?	Yes/No
If yes, who will action and when? (less than four weeks)	

Who was the incident reported to, and when?	
Was there any medical intervention needed? Yes/No	
Include names of any injured person and brief details of injuries	
Please specify and related record forms	
Accident Book <input type="checkbox"/>	Anti Bullying and Racist Incident Record Form <input type="checkbox"/>
Skin Map <input type="checkbox"/>	Violent Incident Record <input type="checkbox"/> Complaints recorded <input type="checkbox"/>
Other (please specify)	

Was the pupil debriefed?	Yes/No
Were staff offered a debrief	Yes/No
Was it taken up?	Yes/No

Parents/carers were informed

Date	Time	By whom?	By direct contact, telephone, letter?

Form completed by:	Name	Designation	Date and time

Headteacher's signature