



Behaviour Policy and Statement of Behaviour Principles

Version Control

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Change History

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V1.1	Julie Cordingley	Additional content added to include sexual harassment and sharing of nudes / semi-nudes.	October 2021
V1.1	Julie Cordingley	Reapproved	March 2023
V1.2	Julie Cordingley	Amended chart	September 2024
V1.3	Julie Cordingley	Amended 'Sanctions' section Inclusion of 'Kindness Matters' approach	June 2025
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1. Aims

At Adel Primary School, we believe good behaviour is essential for successful teaching and effective learning. We approach behaviour positively and in doing so strive to create a happy, caring school environment where everyone feels valued, respected and safe.

Setting high expectations for behaviour throughout every aspect of the school day is an integral part of upholding our school values and maintaining positive attitudes.

This policy applies throughout our school day including break times and lunchtimes, including any extracurricular clubs and activities. This policy applies to the Adel Primary School Out of School Club.

This policy aims to:

- ❖ Provide a **consistent approach** to behaviour management.
- ❖ **Define** what we consider to be unacceptable behaviour, including bullying.
- ❖ Outline **how pupils are expected to behave**.
- ❖ Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management.
- ❖ Outline our system of **rewards and sanctions**.

2. Legislation and statutory requirements

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

- ❖ [Behaviour and discipline in schools](#)
- ❖ [Searching, screening and confiscation at school](#)
- ❖ [The Equality Act 2010](#)
- ❖ [Use of reasonable force in schools](#)
- ❖ [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- ❖ Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils.
- ❖ Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.
- ❖ [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online.

3. School Rules and the 'Kindness Matters' approach

Our Behaviour Policy is built around our Whole School Rules and our 'Kindness Matters' approach. They are an integral part of promoting positive behaviour at Adel Primary School and underpin the values of our school.

The school rules were written in collaboration with the children; these are:

Whole School Rules

S (Safety) We keep our hands and feet to ourselves.

U (Understanding) We only say kind words to each other.

P (Prepared) We arrive at school on time and ready to learn.

E (Effort) We always try our best and make the right choices.

R (Respect) We are kind, polite, honest and use good manners.

These are shared regularly with the children and are displayed and referred to throughout the school day, to encourage and empower children in making the right behavioural choices for themselves.

The '**Kindness Matters**' approach promotes respect and kindness between individuals, celebrates equality and diversity within the school and wider community and underpins the school's restorative approach to managing conflict and behavioural choices.

4. Definitions

Within our Whole School Behaviour Strategy, behaviour is defined as Exceptional, Great, Good, Below Expectation and Disruptive

Exceptional behaviour is defined as:

- Exceptional effort in learning.
- Consistently following school rules with behaviour having a positive impact on others. The individual is a role model for peers.
- Consistent demonstration of respect and kindness towards everyone.

Great behaviour is defined as:

- Great effort in learning - on task and focussed for the majority of the time
- Following school rules and always making the right behaviour choices.
- Demonstrating respectful and kind behaviour.

Good behaviour is defined as:

- Good effort in learning – on task and focussed most of the time
- Following school rules and mostly making the right behaviour choices
- Demonstrating mostly respectful and kind behaviour

Below expectation behaviour is defined as:

- Not always following the school rules and making the wrong behaviour choices.
- Distraction in lessons, minor disruption in lessons, at break or lunchtimes
- Deliberate non-completion of classwork or homework
- Demonstrating some disrespectful or unkind behaviour

Disruptive behaviour is defined as:

- Not adhering to school rules and consistently making the wrong behaviour choices
- Disruptive behaviour in lessons, break and lunchtimes

- Refusal to comply with requests and instructions from adults
- Unsafe or aggressive behaviour

In addition to these types of behaviour, we also recognise the following behaviours as non-negotiable behaviours.

Non – Negotiable Behaviour is defined as:

- ❖ Any form of bullying – including face to face and online bullying
- ❖ Physical aggression
- ❖ Offensive language
- ❖ Vandalism
- ❖ Theft
- ❖ Racist, sexist, homophobic or discriminatory behaviour
- ❖ Sexual harassment/violence including the sharing of nudes and/or semi-nudes.
- ❖ Possession of any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the child)

A child displaying these behaviours will be sent directly to a member of the Senior Leadership Team and all such incidents will be recorded on CPOMS which is the school’s formal mechanism for recording such behaviours and parents will be informed.

5. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- ❖ Deliberately hurtful
- ❖ Repeated, often over a period of time
- ❖ Difficult to defend against

Bullying can include, but is not limited to:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Racial	Racial taunts, graffiti, gestures

Sexual	Explicit sexual remarks/harassment, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy available on the school website <https://www.adelprimary.org.uk/policies/>

6. Roles and responsibilities

6.1 The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

6.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles (Appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

6.3 Staff

Staff are responsible for:

- ❖ Implementing the behaviour policy consistently
- ❖ Modelling positive behaviour, promoting respect and kindness
- ❖ Challenging incidents of disrespectful, unkind or discriminatory behaviour
- ❖ Providing a personalised approach to the specific behavioural needs of particular pupils
- ❖ Recording behaviour incidents: non-negotiables incidents on CPOMS and disruptive and unfocused in class and whole school behaviour record books
- ❖ Discussing behavioural concerns with parents

The senior leadership team will support staff in responding to behaviour incidents.

6.4 Parents

Parents are expected to:

- ❖ Encourage and support their child to be able to maintain high standards in relation to our SUPER whole school rules and our 'Kindness Matters' approach
- ❖ Inform the school of any changes in circumstances that may affect their child's behaviour
- ❖ Discuss any behavioural concerns with the class teacher promptly

7. Pupil code of conduct

Pupils are expected, with our support, to understand and respect the behaviour expectations shared across school. They are encouraged to manage their own behaviour positively and make the right choices in accordance to the whole school SUPER rules and the Kindness Matters approach

Pupils are expected to:

- ❖ Adhere to our school SUPER rules
 - **S (Safety)** We keep our hands and feet to ourselves.
 - **U (Understanding)** We only say kind words to each other.
 - **P (Prepared)** We arrive at school on time and ready to learn.
 - **E (Effort)** We always try our best and make the right choices.
 - **R (Respect)** We are kind, polite, honest and use good manners.
- ❖ Behave in accordance with our Kindness Matters approach

This includes to:

- ❖ Behave in an orderly and self-controlled way
- ❖ Demonstrate respect and kindness to adults and each other
- ❖ Treat the school buildings and school property with respect
- ❖ Wear the correct uniform at all times
- ❖ Accept rewards and sanctions when given
- ❖ Refrain from behaving in a way that brings the school into disrepute, including when outside school

8. Rewards and sanctions (consequence)

We recognise that praise, encouragement and high expectations are most effective in promoting and maintaining exemplary behaviour. To encourage our children to achieve the SUPER expected levels of good behaviour we use a variety of rewards throughout school.

Our approach to the use of rewards and sanctions is summarised in our 'Whole School Behaviour Strategy' (see Appendix 2).

8.1 Rewards

Positive behaviour will be rewarded at *class level* with:

- ❖ Verbal and/or written praise
- ❖ House Points/Dojo Points

- ❖ Stickers
- ❖ Work shared with another class, teacher or member of SLT.
- ❖ In-class systems linked to whole class or group targets
- ❖ Special responsibilities

Positive behaviour will be rewarded at *whole school level* with:

- Winning House Team awards
- Star pupil awards
- 'Spotted' box prizes for showing respect and good manners
- Certificates for 'Acts of Extreme Kindness'
- Postcards Home
- 100% individual attendance certificate
- Highest class attendance award (Bobby Bear)

8.2 Sanctions (consequence)

Whilst the majority of our pupils will meet our expectations for the majority of the time, there will be occasions when they make inappropriate choices. Just as we reward pupils for good behaviour choices, it is important that they understand there are consequences for inappropriate choices.

Staff ensure pupils will have ample opportunities to correct their behaviour themselves before any warnings or consequences are given and will use a range of verbal and non-verbal strategies to address behaviour. These may include:

- praise for what is going well and redirecting what isn't
- proximal praise (praising a nearby child)
- a disapproving look or non-verbal signal
- standing close to the child so they know they can be seen

Following these prompts if the behaviour continues the **ATC approach** will be implemented.

- First- **Ask** the child to stop/ correct their behaviour

If the behaviour continues

- Second- **Tell** the child to stop/ correct their behaviour and warn that a further incident will result in a consequence

If the behaviour continues

Third- **Consequence**. Tell the child that as a result of their chosen behaviour there will be a consequence

Consequences should match the level of wrongdoing, be approached fairly and support children in making the right choices in the future. The children believe such consequences should be:

- A discussion at breaktime with a member of SLT based on the principles of restorative practice (Appendix 3)

- Complete work away from their peers for a time limited period i.e. within their own classroom or in another classroom
- Miss a privilege – free choice etc.
- During out of school club, extracurricular clubs or activities and during lunch time the consequence will be applied immediately through the child having supervised 'time out' of the activity

Where behaviour is classed as disruptive, the following consequences and strategies may be applied:

- Loss of break times with peer group for an extended period
- Daily report card
- Positive Behaviour Support Plan (PBSP) and associated BIPRA (Behaviour Individual Pupil Risk Assessment) where appropriate
- Pupil sent to a supervised isolation area during lessons where they will be expected to complete the same work as they would in class.

School will work closely with parents to ensure that strategies are communicated clearly.

8.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

9. Behaviour management

9.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

Staff will:

- ❖ Create and maintain a stimulating environment that engages pupils
- ❖ Model the 'Kindness Matters' approach, promoting respect and celebrating equality and diversity
- ❖ Promote and display the School SUPER rules, pupil promises and teacher promise in classrooms, as well as the class / group targets
- ❖ Develop positive relationship with pupils, which will include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour both verbally and through the use of visual supports
 - Highlighting and promoting good behaviour
 - Promoting good manners and mutual respect
 - Concluding the day positively and starting the next day afresh
 - Addressing low-level disruption promptly
 - Using positive reinforcement

9.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- ❖ Causing disorder
- ❖ Hurting themselves or others
- ❖ Damaging property

Incidents of physical restraint must:

- ❖ **Always be used as a last resort**
- ❖ Be applied using the minimum amount of force and for the minimum amount of time possible and using approved Team teach techniques
- ❖ Be used in a way that maintains the safety and dignity of all concerned
- ❖ Never be used as a form of punishment
- ❖ Be recorded and reported to parents on a Restrictive Physical Intervention form (Appendix 4) and on the school's recording system CPOMs.

9.3 Confiscation

Any prohibited items found in pupils' possession (dangerous or illegal items) will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

9.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

10. Pupil transition

To ensure a smooth transition to the next year, 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 issues will be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

11. Training

Policies and practice regarding managing behaviour and whole school strategies is shared with staff as part of their induction process. Staff are given access to Team Teach training, with key staff members identified to support colleagues in school when required with individual children.

Behaviour management will also form part of continuing professional development.

12. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing board every two years. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (Appendix 1) will be reviewed and approved by the full governing board every two years.

13. Links with other policies

This behaviour policy is linked to the following policies:

- ❖ Safeguarding policy
- ❖ Anti-Bullying Policy
- ❖ Care & Control Policy
- ❖ Online Safety Policy
- ❖ Absconding Policy
- ❖ Home School Agreement

Appendix 1 - Written Statement of Behaviour Principles

ADEL PRIMARY SCHOOL

Written Statement of Behaviour Principles,
Approved by the Governing Body on **March 2026**
Next due for review on **Spring Term 2026**

The Education and Inspections Act 2006 and DfE guidance document for governing bodies (Behaviour and Discipline in Schools, 2015) requires the governing body to make and frequently review a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour.

Introduction:

This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the Headteacher.

The Governors at Adel Primary School, believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life.

At Adel Primary School, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles the Governors expect to be followed. The Headteacher has a duty to publish the statement on the school website.

The Headteacher will develop the Behaviour Policy with reference to the DfE guidance document Behaviour and Discipline in Schools – Advice for Headteachers and School Staff, January 2016.

Principles:

- All children, staff and visitors have the right to feel safe at all times at school and procedures should consider the requirements of the Education Act 2002 in relation to safeguarding and promoting the welfare of children.
- Adel Primary School is an inclusive school. Bullying or harassment of any description is unacceptable. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies, reflecting the duties of the Equality Act 2010.

- The Governors believe children should be at the heart of the development of school rules and these should be regularly reviewed with the involvement of the School Council and in consultation with staff and parents.
- High standards of behaviour are expected. The school rules should be clearly set out in the Behaviour Policy and displayed around school. Governors expect these rules to be consistently applied by all staff.
- Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school.
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils, consistently applied and regularly monitored to ensure effective impact.
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Headteacher is expected to use discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account special educational needs and disability and the needs of vulnerable children. Support and assessment from external agencies should be available support as necessary for pupils who display continued disruptive behaviour.
- We believe children should be given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour.
- We expect pupils and parents to cooperate to maintain an orderly climate for learning.
- The Governors strongly feel that exclusions, particularly those that are permanent, must only be used as the very last resort.
- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. 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 disturbance, he or she may be liable to prosecution.
- The Governors expect the Headteacher to include guidance and clarification for staff on their powers to search (for banned items), to use of reasonable force (make physical contact with children), and to discipline pupils for misbehaviour outside school (including notifying the police) witnessed by a member of staff or reported to school when:
 - Taking part in school organised or related activity
 - Travelling to or from school
 - Wearing school uniform or in some other way identifiable as a pupil

Signed- Chair of Governors Diane Hallas

Appendix 2 - Whole School behaviour Strategy

	Behaviour is Exceptional	I'm going above and beyond and am a role model to others	Star Pupil Award House points awarded
	Behaviour is Great	I'm giving it my best shot	Visit to member of SLT House points awarded
	Behaviour is Good	I'm on track I'm following the school rules	Class Teacher praise House points awarded
	ASK.....TELL		
	CONSEQUENCE		
	Behaviour is Below Expectation (not following the school rules)	Loss of 5 mins break time	Break time supervision with member of staff
		Loss of 10 mins break time	
Loss of all break time			
	Behaviour is Disruptive (unsafe, disruptive to learning)	Loss of day's breaks and reflection sheet with member of teaching staff	Phone call home Class teacher
		Report card (daily log)	Meeting with child's adults & Headteacher
		Behaviour support plan (agreed strategies in place)	Regular meetings with child's adults, Class teacher & SLT

Appendix 3 – Restorative Practice

The diagram illustrates a five-step restorative practice process. Each step is represented by a colorful character with a speech bubble containing a question. The steps are:

- 1** (Red character): "What happened?"
- 2** (Purple character with question marks above its head): "What were you thinking about at the time?"
- 3** (Orange character): "What have your thoughts been since the incident?"
- 4** (Light blue character): "Who do you think has been affected by your actions? In what way were they affected?"
- 5** (Green character with a lightbulb above its head): "What do you need to do now to make things right?"

The title "Restorative Practice" is written in large green letters in the center. The logo "ELSA support" with a bee icon is in the bottom right corner.

Appendix 4 –Restrictive Intervention Recording Form



Restrictive Intervention Recording Form

A means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. Used as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways. Examples include physical intervention, mechanical restraint and seclusion.

Incident Details

Name of child	
SEN status <i>Including whether the pupil involved has an identified special education need or disability and their SEN status code</i>	
Class / year group	
Date of incident	
Time of incident	
Location of incident	
Name(s) of staff who performed the physical intervention	
Name(s) of staff who were present during the incident <i>This includes witnesses, staff who provided verbal reassurance</i>	
Why was the intervention assessed as necessary?	<p>To prevent or stop the continuation of:</p> <p><input type="checkbox"/> A criminal offence</p> <p><input type="checkbox"/> Injury to themselves</p> <p><input type="checkbox"/> Injury to others</p> <p><input type="checkbox"/> Damage to property</p> <p><input type="checkbox"/> Serious disruption to good order and discipline</p>

Details of the incident

This section should include a chronological narrative of the incident, including build-up / antecedents, identified or potential triggers, key de-escalation strategies used, names of physical interventions used, the degree of force used, any injuries sustained (if applicable), and post-incident / recovery details.

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De-escalation Strategies

If a strategy was effective but is not in the pupil's PBSP, this should be added to the PBSP.

Strategy used <i>e.g. choices, distraction, reassurance, etc.</i>	Is this in the child's PBSP? <i>Yes, No</i>	Was this strategy effective? <i>Yes, Somewhat, Not at all</i>

Restrictive Physical Intervention (RPI)

A form of restrictive intervention involving direct physical contact and force where the intention is to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil.

Name of technique <i>Please delete any techniques for which you/your staff have not been trained</i>	Was this technique used? <i>Tick if yes</i>	How many times within this incident?	Duration of RPI <i>If used multiple times, record individual durations</i>
Help hug	<input type="checkbox"/>		
Single person double elbow	<input type="checkbox"/>		
Small child escort (single person)	<input type="checkbox"/>		
Small child escort (two person)	<input type="checkbox"/>		

Beanbag hold	<input type="checkbox"/>		
Friendly escort (two person only)	<input type="checkbox"/>		
Single elbow (two person only)	<input type="checkbox"/>		
Figure of four (two person only)	<input type="checkbox"/>		
Two-person double elbow	<input type="checkbox"/>		
Seated hold	<input type="checkbox"/>		
Half shield / arm waltz	<input type="checkbox"/>		
Total duration			

Were any RPIs used which are not listed above? If yes, please describe the technique used.	
Why was this technique used instead of one of the techniques listed above?	
Duration of this RPI <i>If used multiple times, individual duration</i>	

Other Uses of Force or Restrictive Interventions

This may include guides, escorts, personal safety techniques, and any other use of force which does not meet the definition of an RPI, but was used during a significant incident.

Name of technique <i>Please delete any techniques for which you/your staff have not been trained</i>	Was this technique used? <i>Tick if yes</i>	Duration of this technique <i>If used multiple times, record individual duration.</i>
Arm disengagement	<input type="checkbox"/>	
Bite response	<input type="checkbox"/>	
Body disengagement	<input type="checkbox"/>	
Clothing disengagement	<input type="checkbox"/>	
Hair response	<input type="checkbox"/>	
Neck response	<input type="checkbox"/>	
Shepherd	<input type="checkbox"/>	
Caring C guide	<input type="checkbox"/>	

Help hug (non-restrictive)	<input type="checkbox"/>	
Friendly escort (non-restrictive)	<input type="checkbox"/>	
Item used as weapon response	<input type="checkbox"/>	

<p>Were any other uses of force or restrictive interventions used which are not listed above?</p> <p><i>If yes, please describe the intervention. This may include the use of wheelchair brakes against the student's wishes, or the removal of a walking aid.</i></p>	
<p>Why was this technique used instead of one of the techniques listed above?</p>	
<p>Duration of this technique</p> <p><i>If used multiple times, record individual duration</i></p>	

Ground Holds

Ground Holds are only to be used by Team Teach Advanced Accredited staff. **Please delete if not used in your setting.**

Name of technique	Was this technique used? <i>Tick if yes</i>	Duration of this technique <i>If used multiple times, record individual duration.</i>
Front ground recovery	<input type="checkbox"/>	
Back ground recovery	<input type="checkbox"/>	
Total duration		

All incidents of ground holds should be reported to BIST; reportittobist@leeds.gov.uk

Seclusion

School staff seclude a pupil if they detain a pupil in a place apart from any other person, except the member or members of staff.

Was seclusion used? <i>Tick if yes</i>	Was a staff member in the room with the child? <i>Tick if yes</i>	How was the child prevented from leaving the space? <i>This may include locking the door, blocking the exit, or through fear of punishment</i>	Duration of seclusion <i>If used multiple times, record total duration.</i>
<input type="checkbox"/>	<input type="checkbox"/>		

All incidents of seclusion should be reported to BIST; reportittobist@leeds.gov.uk

Injuries

If necessary, the pupil and staff member involved should receive a medical assessment and treatment for any injuries as soon as possible.

Name of staff member who checked child for injuries after incident	
Did the child sustain any injuries? <i>If yes, please give details.</i>	
Did the child require any further treatment e.g. First Aid, hospital treatment, etc.? <i>If yes, please give details.</i>	
Did the child suffer any other adverse impacts? <i>Any emotional, behavioural, educational, or social effects experienced by the pupil following the incident</i>	
Did any staff sustain an injury during the incident? <i>If yes, please give details, including any further treatment required.</i>	

A CF50/CF50a should **only** be completed if the injury sustained is notifiable or reportable (as per PG103.) Minor injuries, such as those requiring no more than on-site support (first aid, wellbeing breaks etc.) do **not** require a CF50/CF50a to be completed.

Reporting to Parent/Carer

<p>Has a report been made to parent / carer? <i>Please refer to DfE Guidance for reporting requirements</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No (please explain why):</p>
<p>Method of contact <i>e.g. email, form shared (in writing)</i></p>	
<p>Date of contact</p>	

Post-Incident Support

<p>What post-incident support is specified in student's Positive Behaviour Support Plan?</p>	
<p>How and when was this support provided?</p>	
<p>Were any other post-incident actions undertaken? <i>This may include a review of BIPRA/PBSP, referral to external services, fixed-term exclusions etc.</i></p>	

Pupil Voice

<p>Please detail views of the student following the incident <i>For pre-verbal students, this may include observations</i></p>	
<p>How was Pupil Voice collected? <i>eg. Written statement, restorative conversation, observations.</i></p>	
<p>Date collected</p>	

Sign Off

<p>Name(s) of staff completing the form</p>	<p>Date completed</p>

Equality Impact Assessment

		Yes/ No	Comments
1.	Does the policy / guidance affect one group less or more favourably than another on the basis of:		
	▪ age	No	
	▪ disability	No	
	▪ gender reassignment	No	
	▪ marriage and civil partnership	No	
	▪ pregnancy and maternity	No	
	▪ race	No	
	▪ religion or belief	No	
	▪ sex	No	
	▪ sexual orientation	No	
2.	Is there any evidence that some groups are affected differently?	Yes	Reasonable adjustments to policy and provision are made for pupils with a disability.
3.	If you have identified potential discrimination, are any exceptions valid, legal and/or justifiable?	Yes	Required by Equality Act, 2010
4.	Is the impact of the policy/ guidance likely to be negative?	No	
5.	If so, can the impact be avoided?	n/a	
6.	What alternatives are there to achieving the policy/ guidance without the impact?	n/a	
7.	Can we reduce the impact by taking different action?	n/a	