

*Slough and Eton Church of England  
Business and Enterprise College*



*A Member of Slough and East Berkshire C of E  
Multi Academy Trust*

**DRAFT**

## Behaviour for Learning Policy

Owner:	Mrs Catherine Goodyear
Ratified by Governing Body:	
To be Ratified:	04/12/18
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## 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students 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 students 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:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

## 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism

- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Chewing gum
  - Aerosol cans
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Vape pens and vape fluid
  - Tobacco and cigarettes, including filters and papers
  - Fireworks
  - Pornographic images
  - 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 student)

#### 4. 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:

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, 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

**Students found to be involved in bullying by whatever means including verbal, written, electronic, omission and exclusion will be dealt with using the normal methods as outlined in this policy. The police may be informed of very serious cases. The red incident slip has a tick box to alert staff to cases of bullying.**

## **5. Roles and responsibilities**

### **5.1 The governing body**

The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### **5.2 The headteacher**

The headteacher is responsible for reviewing and approving this behaviour 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.

### **5.3 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents (see appendix 3 for the incident form (red slip))
- Informing parents about behavioural issues and working with parents to help resolve these

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

### **5.4 Parents**

Parents are expected to:

- Support their child in adhering to the Home – School Agreement and the Student Code of Conduct as mentioned below.
- Inform the school of any changes in circumstances that may affect their child's behaviour

- Discuss any behavioural concerns with school staff promptly

## **6. Student code of conduct**

Students should adhere to the school's primary principles of work hard, be nice, no excuses. At all times students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

## **7. Rewards and sanctions**

Students should be praised for positive behaviours to serve as a good example and reinforce good practice to others. Good behaviour, especially where a student has gone out of their way to be particularly helpful towards staff or others, will be rewarded as appropriate.

### **7.1 List of rewards and sanctions**

Positive behaviour will be rewarded with:

- Verbal praise
- ViVo points
- Texts, letters, postcards, or phone calls home
- Entry into end of half term rewards prize draw
- Lunch with the Headteacher
- Rewards trip
- Special responsibilities/privileges

Undesirable behaviours are discouraged through the school's three stage Behaviour for Learning Framework, Appendix 2

Stage 1 sanctions:

- A verbal reprimand
- Expecting work to be completed at home, or at break or lunchtime
- Contact with home e.g. text, telephone, note in planner
- Clean up the mess
- Moving seat in the classroom
- Confiscation of items for parents to collect
- Break time detention, up to 10 minutes

- Lunchtime detention, up to 20 minutes
- After school detention, up to 30 minutes
- Daily Report to teacher/ form tutor

#### Stage 2 sanctions:

- Sending the student to work in another classroom (parking)
- Referring the student to a senior member of staff
- Contact with home e.g. text, telephone, note in planner
- After school detention, up to 1 hour (teacher/ form tutor)
- Middle Leadership Detention, up to 90 mins (Head of Department/ Head of Year)
- Parental meeting with Head of Department/ Head of Year
- Report to Head of Year/ Head of Year
- Pastoral Support Plan (led by Head of Year)
- Withdrawal from social time for a fixed number of days

#### Stage 3 sanctions:

- After school Senior Leadership Detention (2 hours)
- Report to a member of the Senior Leadership Team
- Internal Isolation
- Internal Exclusion
- Offsite Exclusion at another local school
- Fixed Term Exclusion
- Off-site Exclusion, Fixed Term Exclusion
- Permanent Exclusion
- Referral to outside agencies (e.g. Haybrook College, Police)
- Paying for damage
- Parental fines (attendance & punctuality)

#### **Internal Isolation (8.50am to 4.00pm)**

We will use Internal Isolation in response to serious or persistent breaches of this policy. Students placed in Internal Isolation will be expected to complete the same work as they would in class. Internal Isolation is open from 8.50am to 4.00pm. Students placed in Internal Isolation are expected to undertake one hour of Community Service (e.g. litter picking, light cleaning) during each day of placement.

#### **Internal Exclusion (10am to 6pm)**

We will use Internal Exclusion in response to an extremely serious or persistent serious breaches of this policy. Students serving an Internal Exclusion are in school at different times to the rest of the students, from 10am to 6pm and they will be expected to complete the same work as they would in class. They will also be expected to undertake work aimed at helping them to avoid getting into similar trouble in future; where appropriate restorative justice meetings are facilitated during the placement. Students placed in Internal Exclusion are expected to undertake at least one hour of Community Service (e.g. litter picking, light cleaning) during each day of placement.

## **Offsite Exclusion**

This is normally given before a fixed term exclusion. The student will spend a fixed amount of time (usually between 2 – 5 days, (in extreme circumstances this can be longer) in the isolation unit of another local school. On their return the student is placed on Red Report to a member of the Senior Leadership Team.

## **Fixed Term Exclusion**

Incidents of a more serious nature maybe dealt with using a fixed term exclusion. Parents/ carers will be informed of the fixed term exclusion by letter and usually a telephone call. Students who have been excluded from school for a fixed time period will not return to lessons until a successful readmission meeting has been attended by both the parents/carer and the student. Readmission meetings are conducted by the Headteacher or their representative and the student must be wearing full school uniform. During a fixed term exclusion students must be in the home under the direct supervision of the parents/ carers during the hours of 8.00am to 2.50 pm every day. Excluded students must not be on or near the school site. The school will make arrangements for work to be provided for the excluded student to complete at home, the completed work must be brought into school on the first day back.

## **Governor's Intervention Committee**

When a student has received several fixed term exclusions and improvements are not being made despite the schools' interventions the student may face a governors' intervention committee. The committee will be made up of 1 or more governors and the Headteacher. The student and their parents/ carers will be informed of the issues the student is presenting, the interventions and sanctions already tried and the possible outcome, potentially permanent exclusion, if no improvements are made.

## **Permanent Exclusion**

The decision to permanently exclude a student rests with the Headteacher alone. This will occur if:

- A student has incurred a number of fixed term exclusions and is clearly persistently and deliberately refusing to accept or comply with school rules and staff authority.
- A student seriously and deliberately injures another person or endangers life or seriously harms school staff or property e.g. theft, arson, major vandalism.
- A student commits a criminal act.

Before a student is permanently excluded, as many possible interventions and sanctions as is practicable will have been tried. However, the most important thing for the school is the non-interrupted education and safety of the student and staff body and consequently there will be times when permanent exclusion is the only solution.

## **7.2 Off-site behaviour**

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

## **7.3 Malicious allegations**

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the student in accordance with this policy.

Please refer to our Safeguarding Policy for dealing with allegations of abuse against staff, or for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.



## 8. Behaviour management

Management of behaviour is the responsibility of every classroom teacher in the first instance. There is a clear process for dealing with behaviour issues and all staff are expected to be consistent with consequences as outlined in the Behaviour for Learning Framework.

### 8.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the Behaviour for Learning Framework in its entirety
- Develop a positive relationship with students, which may include:
  - Greeting students at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the lesson positively and starting the next lesson afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### 8.2 Reasonable Force

Should the situation demand it, for example where injury to a person (including the student concerned) or significant damage to property is likely to happen, staff are permitted to use reasonable force i.e. reasonable in the circumstances' meaning using no more force than is needed. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

Where possible staff should send for help rather than attempting to use reasonable force themselves, unless the staff member concerned has undertaken recent (within 2 years) Team Teach training.

All incidents of the use of reasonable force should be reported in writing to the Headteacher as soon as possible.

In some circumstances, staff may use reasonable force to restrain a student 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
- 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 (see Appendix 3 for the red slip incident form)

### **8.3 Confiscation**

Any prohibited items (listed in section 3) found in students' possession will be confiscated. These items will not be returned to students. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate. Where appropriate confiscated items will be kept in the school safe until parents/ carers are able to collect them.

Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation. From time to time the school will require students to undergo random screening by a walk-through or hand-held metal detector. Any member of staff can screen students. If a student refuses to be screened, the school may refuse to allow the student entry into the premises. If a student fails to comply with screening and the school does not allow the student in, the school has not excluded the student and the student's absence should be treated as unauthorised.

School staff can search a student for any item if the student agrees. The Headteacher and all members of the Senior Leadership Team have a statutory power to search students without consent where there are reasonable grounds for suspecting the student may have a prohibited item.

There must be two members of staff in attendance during a search, one to undertake the search and the other to act as a witness. At least one of the members of staff must be of the same gender as the student. The extent of the search will include clothing and possessions. The person conducting the search may not require the students to remove any clothing other than outer clothing.

### **8.4 Student support**

The school recognises its legal duty under the Equality Act 2010 to prevent students 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 student.

The school's special educational needs co-ordinator will evaluate a student 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 student, 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.

## **9. Training**

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development. All staff receive annual refresher training on behaviour management, which is delivered by an Assistant Headteacher. Selected staff have been trained in de-escalation and positive handling techniques through Team Teach. Selected staff are able to access training from SEBDOS (Social, Emotional and Behavioural Difficulties Outreach Service). A staff training log is kept by the school.

## **10. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and the governing body annually. At each review, the policy will be approved by the governing body.

## **11. Links with other policies**

This behaviour policy is linked to the following policies:

- Safeguarding policy
- E-Safety policy
- Attendance policy

## **Appendix 1: written statement of behaviour principles**

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- Students are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: Behaviour for Learning Framework

	Exceptional	Expected
<b>WORK HARD</b>	<ul style="list-style-type: none"> <li>Achieving all As for effort on your report</li> </ul>	<ul style="list-style-type: none"> <li>Following teacher advice about how to get higher marks</li> <li>Always producing your best work</li> <li>Achieving mostly Bs for effort on your report</li> <li>Completing homework on time</li> <li>Attendance at extra-curricular activities</li> </ul>
<b>BE NICE</b>	<ul style="list-style-type: none"> <li>Voluntary work, e.g. mentoring a younger student, reading with a younger student</li> <li>Being a prefect, or undertaking other roles of responsibility in school or in the community</li> </ul>	<ul style="list-style-type: none"> <li>Showing respect to all members of the school</li> <li>Listening to others &amp; respecting the views of others</li> <li>Demonstrating good manners</li> <li>Talking in a quiet voice</li> <li>Respecting the personal space of others</li> <li>Cooperating with other students at all times</li> </ul>
<b>NO EXCUSES</b>	<ul style="list-style-type: none"> <li>100% attendance all year (excepting unavoidable medical absence)</li> <li>100% punctuality all year (excepting unavoidable medical absence)</li> </ul>	<ul style="list-style-type: none"> <li>Doing as you are told at the first time of asking.</li> <li>Demonstrating self-control when others are being silly</li> <li>Bringing the right books and equipment each day</li> <li>Being dressed appropriately for school: correct shoes, trousers, appropriate hairstyle.</li> </ul>
	<b>REWARDS</b>	
	<ul style="list-style-type: none"> <li>Vivos</li> <li>Prefect trip</li> <li>Entry into Attendance Half Termly Prize Draw</li> <li>Positive phone call home</li> <li>Postcard home</li> <li>Lunch with the Headteacher</li> <li>Receiving an award at Prize Giving Evening</li> <li>Headteacher Commendation</li> <li>Departmental Reward trip</li> <li>End of year Reward Trip</li> <li>Entry into Head of Year Half Termly Prize Draw</li> </ul>	<ul style="list-style-type: none"> <li>Vivos</li> <li>Positive text message home</li> <li>Verbal praise from your teacher</li> <li>Receiving a certificate in Collective Worship</li> <li>Positive note in planner from teacher</li> <li>Jump the lunch queue voucher</li> <li>Food voucher for restaurant</li> </ul>

	Stage 1: Managed by teacher/ form tutor/ duty staff.	Stage 2: Managed by HoY/ HoD.	Stage 3: Managed by Senior Leadership Team.
	Low level poor behaviour, or occasional poor behaviour.	Persistent poor behaviour in several areas/ times.	Serious poor behaviour/ continued disruptive behaviour.
<b>WORK HARD</b>	<ul style="list-style-type: none"> <li>• Visiting a non-relevant website in a lesson</li> <li>• Causing low level disruption to learning (e.g. tapping, rocking)</li> <li>• Failure to attend a pre-arranged intervention</li> <li>• Failing to hand in homework on time</li> <li>• Receiving mostly Cs for effort on your report</li> <li>• Failing to turn off your mobile phone when in a lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Using your mobile phone during a lesson</li> <li>• Repeated failure to hand in homework on time</li> <li>• Persistent failure to work to the best of your ability</li> <li>• Receiving a mixture of Cs and Ds for effort on your report</li> <li>• Repeatedly causing low level disruption to learning</li> <li>• Any persistent Stage 1 offence</li> </ul>	<ul style="list-style-type: none"> <li>• Receiving mostly Ds for effort on your report</li> <li>• Persistently defiant behaviour in class</li> <li>• Persistent poor behaviour in class</li> <li>• Any persistent Stage 2 offence.</li> <li>• Viewing offensive websites/ sending offensive emails</li> </ul>
<b>BE NICE</b>	<ul style="list-style-type: none"> <li>• Not listening to the teacher</li> <li>• Talking out of turn in class</li> <li>• Leaving a mess in the restaurant</li> <li>• Making a mess in a classroom (pencil sharpenings, paper)</li> <li>• Dropping litter</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated failure to listen to the teacher</li> <li>• Repeated talking in class</li> <li>• Repeated failure to tidy up after yourself</li> <li>• Repeatedly dropping litter</li> <li>• Swearing in conversation (not directly at anybody)</li> </ul>	<ul style="list-style-type: none"> <li>• Swearing directly at somebody else</li> <li>• Bullying/ dangerous behaviour in school</li> <li>• Violence towards staff or other students</li> <li>• Use of social media to cause offence to others</li> <li>• Taking photographs of others without their permission</li> <li>• Making a false allegation against a member of staff</li> <li>• Discrimination: gender, sexuality, race, religion, disability</li> </ul>
<b>NO EXCUSES</b>	<ul style="list-style-type: none"> <li>• Having an inappropriate hairstyle</li> <li>• Being late to registration, or late to a lesson.</li> <li>• Not bringing the correct books or equipment to lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Failure to attend Stage 1 detention</li> <li>• Repeatedly poor punctuality to registration or to school.</li> <li>• Being late to school after registration</li> <li>• Chewing gum</li> <li>• Truancy from a lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Any persistent Stage 2 offence</li> <li>• Prohibited items e.g. alcohol, cigarettes, matches, knives</li> <li>• Theft/ vandalism</li> <li>• Repeated failure to attend a Stage 2 detention</li> <li>• Truancy from school</li> </ul>
<b>EXAMPLES OF CONSEQUENCES (Red slips to be completed for all Stage 2 &amp; Stage 3 incidents)</b>			
	<ul style="list-style-type: none"> <li>• Contact with home e.g. text, telephone, note in planner</li> <li>• Clean up the mess</li> <li>• Moving seat in the classroom</li> <li>• Confiscation of items for parents to collect</li> <li>• Break time detention, up to 10 minutes</li> <li>• Lunchtime detention, up to 20 minutes</li> <li>• After school detention, up to 30 minutes</li> <li>• Daily Report to teacher/ form tutor</li> </ul>	<ul style="list-style-type: none"> <li>• Contact with home e.g. text, telephone, note in planner</li> <li>• Removal to another lesson (parking)</li> <li>• After school detention, up to 1 hour (teacher)</li> <li>• Middle Leadership Detention, up to 90 mins (HoD/ HoY)</li> <li>• Parental meeting with Head of Department/ Head of Year</li> <li>• Report to Head of Year</li> <li>• Report to Head of Department</li> <li>• Pastoral Support Plan (led by Head of Year)</li> <li>• Withdrawal from social time for a fixed number of days</li> </ul>	<ul style="list-style-type: none"> <li>• After school Senior Leadership Detention (2 hours)</li> <li>• Report to a member of the Senior Leadership Team</li> <li>• Internal Isolation until 2.50pm</li> <li>• Internal Exclusion until 8 pm</li> <li>• Paying for damage</li> <li>• Off-site Exclusion, Fixed Term Exclusion</li> <li>• Permanent Exclusion</li> <li>• Referral to outside agencies (e.g. Haybrook College, Police)</li> <li>• Parental fines (attendance &amp; punctuality)</li> </ul>

The aim is that behaviour is managed by the member of staff addressing it. There will always be occasions where this is not possible and the three stage system operates to ensure the consistent and appropriate follow up of poor behaviour. Pre-Stage 1 behaviours are those managed by staff in the course of their day to day work and for which a quiet word, look, reminder, or change of seat (for example) addresses the problem. The chart shows examples of the types of behaviour applicable to each stage and the range of consequences. For non-negotiable sanctions, see Slough & Eton Behaviour for Learning Framework: Non-Negotiables.



**Appendix 3: Slough & Eton Incident Form (red slip)**

<b>Student Name</b>	<b>Year/Form</b>
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<b>Date</b>	<b>Period/Time</b>	<b>Subject/Location</b>
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<b>Original member of Staff</b>	<b>If discrimination, tick the category:</b> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center; border: none;"><b>Race</b></td> <td style="text-align: center; border: none;"><b>Sexuality</b></td> <td style="text-align: center; border: none;"><b>Religion</b></td> <td style="text-align: center; border: none;"><b>Disability</b></td> <td style="text-align: center; border: none;"><b>Gender</b></td> </tr> <tr> <td style="text-align: center; border: none;"><input type="checkbox"/></td> <td style="text-align: center; border: none;"><input type="checkbox"/></td> <td style="text-align: center; border: none;"><input type="checkbox"/></td> <td style="text-align: center; border: none;"><input type="checkbox"/></td> <td style="text-align: center; border: none;"><input type="checkbox"/></td> </tr> </table>	<b>Race</b>	<b>Sexuality</b>	<b>Religion</b>	<b>Disability</b>	<b>Gender</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Race</b>	<b>Sexuality</b>	<b>Religion</b>	<b>Disability</b>	<b>Gender</b>							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							

<b>Incident Report</b>	<input type="checkbox"/> Classroom <input type="checkbox"/> Out of Classroom  <input type="checkbox"/> One off incident <input type="checkbox"/> On going problem
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Other Students Involved:	Summary for SIMS Recording (Codes on Back)
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<b>Staff</b>	<b>Action</b>		
Initial Member of Staff Initial Action		Date	
Initial Member of Staff Follow up Action		↓	
Head of Department/Faculty		↓	Action Completed <input type="checkbox"/>
Form Tutor		↓	
Head of Year		↓	
Senior Leadership Team		↓↑	
Do not pass on incident slip until action has been completed or proved unsuccessful			
When action is completed pass to <b>Head of Year</b> for information and filing			

