



LANCASTER STEINER SCHOOL WHOLE SCHOOL BEHAVIOUR POLICY

DOCUMENT CONTROL

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PHILOSOPHY

“Waldorf Schools pursue their pedagogical tasks out of the spirit of human rights, thereby contributing to building a society founded upon mutual respect, tolerance and cooperation between all human beings.”

Stuttgart Declaration 2007

The philosophy of Lancaster Steiner School's Behaviour Policy is embodied in a profound respect for every individual human being and a belief in the value of community.

AIMS

The aims of this policy are to ensure that –

- everyone is working together to maintain and develop the school's good behaviour ethos;
- all instances of unacceptable behaviour are responded to in a consistent, timely and appropriate manner;
- we reduce, and prevent where possible instances where children are subject to any form of bullying;
- we maintain an environment in which everyone feels safe, secure and respected.

This policy accords with the Equality Act 2010.

OBJECTIVES

For children and staff to feel self-respect and respect for others.

For children to develop: -

- self control;
- sensitivity and consideration for others;
- an enthusiasm for school activities;
- a will to carry through these activities;
- a sense of responsibility for their learning and their environment;
- independence of mind;
- a respect for and acceptance of different ways of living and opinions;
- non prejudiced attitudes;
- a sense of security in the knowledge that their needs will always be addressed;
- an ability to deal appropriately with abuse.

RELATIONSHIP TO OTHER POLICIES

For further information, see Online Safety, Positive Handling Policy, Safeguarding and Child Protection Policy, Inclusion Policy.

RESPONSIBILITIES

ALL STAFF

- will treat all children and adults with equal respect, irrespective of their background;
- play an active part in building up a sense of community and will apply the agreed standard of behaviour consistently;
- have a responsibility to model the type of behaviour felt to be acceptable;
- be alert to signs of bullying, racist and sexist harassment and address these problems immediately;
- alert other staff to such problems;
- deal sensitively with children in distress, listen to them and address any related incident;
- support each other in maintaining good classroom management and show sensitivity to each other's needs and difficulties.

PARENTS

Parents have a vital role in promoting good behaviour in school. Effective home/school liaison is very important. The school asks parents to give their full support in dealing with their child's behaviour.

We ask parents to

- keep us informed of behaviour difficulties they may be experiencing at home.
- Inform us of any issue which may affect their child's performance or behaviour at school;
- inform us of their child's ill health and any absences connected with it;
- support teacher's decisions or query them in a respectful manner which is conducive to good relations all round;
- attend parent sessions;
- ensure uninterrupted and punctual attendance;
- foster respect for the school and what it stands for;
- reinforce the value of good behaviour at home;
- inform us immediately of complaints that may arise as regards bullying.

School and Home will endeavour to achieve good home/school liaison by:

- promoting a welcoming environment;
- giving parents regular constructive and positive comment on their child's work and behaviour;
- communicating by telephone, e-mail or in person;
- attend parent sessions;
- keeping parents informed of school activities by letter, newsletter etc;
- discussing and working together at an early stage in any disciplinary problems.

Parents will be kept informed and involved at each stage when dealing with issues to ensure that they are clear that this school does not tolerate bullying. It is important that all parents at LSS feel

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confident that complaints are taken seriously, and issues are resolved in a way that protects the child.

PUPILS

The Steiner curriculum develops children's understanding of personal responsibility and how we care for others and ourselves. They know what constitutes unacceptable behaviour and bullying and the schools' approach to dealing with these issues. The school carefully develops good relationships with children so that they are confident to talk to staff about any bullying issues involving themselves or that they may have witnessed.

VOLUNTEERS

Volunteers will hold to the aims and objectives of this policy whilst in school but will not become involved in the disciplining or discussion of children's behaviour unless directly asked to do so by a member of staff. Any concerns about behaviour should be immediately referred to a member of staff. Volunteers will be mindful of the need for discretion when in school.

PROMOTING GOOD BEHAVIOUR

Golden Rules

To promote positive behaviour when dealing with the children, Lancaster Steiner School staff employ a range of efficient strategies. These include, but are not exclusively, the following strategies-

- Support and respect will always be shown to all children .
- Children's good attitudes to work and play will be observed and supported.
- Children are given opportunities to share their work with others.
- Children will be given individual responsibilities and tasks to perform.
- Examples of children's work will be displayed in classrooms around the school.
In the lower school years, good behaviour, good attitudes and good work is rewarded through consistent praise and encouragement.
- Class teachers/staff work hard to understand the children in their care through observation and discussion with parents. Information regarding sensitive handling will be shared amongst all adults who have regular contact with the child.

KINDERGARTEN

As children of Kindergarten age learn best by imitation children are first and foremost encouraged to show respect to others through the respectful and caring example of the teachers in the ways they relate to the children and to each other. The children are always observed and supervised and are protected from any harm that may arise through the thoughtful intervention by the teacher. Good communication between the teachers and the parents are established from the very first. Good behaviour may be actively encouraged in the following ways-

- Step 1 - Gentle reminders are given. The words chosen by the adult affirm what is wanted from the child, eg 'gentle hands' or 'we may share the toys'.
- Step 2 - The adult supports the child in play by being physically close or by entering play.
- Step 3 - The child is called to help with a task or to sit quietly at the table or with a member of staff in a quiet area. The adult will then draw the child's attention to their behaviour in a way that is appropriate to the needs and age of the child.
- Step 4 - Parents and carers are involved formally when children are experiencing on-going difficulties with behaviour at an early stage. (This is explained fully in Addressing Unacceptable Behaviour).

LOWER SCHOOL

Lancaster Steiner School has a pro-active approach to promoting good behaviour. The school curriculum is designed with this purpose in mind, creating a safe environment where pupils can openly discuss behaviour or the causes of bullying, without fear of further bullying or discrimination. Sensitive discussions about differences between people such as religion, gender, ethnicity or what constitutes kind and good behaviour, run throughout the curriculum. Children's individual needs will be addressed on an individual basis with the child, family and all staff involved and where necessary, Individual Pupil Plans will be drawn up for that child.

Celebrating success is an important way of creating a positive school ethos around the issue of behaviour. The lower school classes hold assemblies for each other and sometimes for parents or other visitors to show what they have learned and achieved. Children's work is displayed and discussed as a celebration of what they have achieved.

UNACCEPTABLE BEHAVIOUR

DEFINITION

Unacceptable behaviour is behaviour which is knowingly disrespectful or damaging to others or to property. It prevents the smooth running of the school and has a detrimental effect on the safe and secure learning environment which the school provides. It damages the reputation of the school in the wider community. Children failing to achieve good attitudes and behaviour will be corrected in a way that is respectful to all concerned. Unacceptable behaviour includes

- a) purposeful disobedience;
- b) purposely hurting others, for example biting, spitting, hitting and kicking;
- c) offensive language and swearing;
- d) making unkind remarks to or about others;
- e) deliberately damaging property;
- f) rudeness or aggression;
- g) stealing;
- h) truancy;
- i) racism;
- j) bullying and purposeful intimidation of others.

BULLYING

According to the DfE document "Preventing and Tackling Bullying: Advice for Headteachers, Staff and Governing Bodies" bullying may be defined as "behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally"

Specific types of bullying can be motivated by prejudice against groups, for example on grounds of race, religion, gender, culture and sexual orientation, SEN or disabilities or related to home circumstance, because a child is adopted or has caring responsibilities, sexist or sexual bullying. It might be motivated by actual or perceived differences between children. It can take place between pupils, between pupils and staff or between staff and staff, by individuals or groups, face-to-face, indirectly or using a range of cyberbullying methods. Acts of bullying can include:

Emotional: being unfriendly, excluding, tormenting, threatening gestures

Verbal: name-calling, teasing, exclusion, intimidating. Physical: pushing, kicking, pinching, hitting, scratching, punching, biting, pulling.

Racist: racial taunts, gestures.

Sexual: unwanted physical contact, sexually comments, peer on peer abuse (see section of our Safeguarding Policy).

We want our children to grow naturally, feel secure, and approach themselves and each other confidently and without fear. We feel that we are laying the foundations for individuals to build upon. Individuals capable of fulfilling their destinies; taking part in and upholding a social structure. Each child's' development is closely monitored, reviewed and researched within the context specific to that child and is considered deeply, with care and a desire to help the child overcome any difficulties he or she may have without fear and with freedom for growth.

It is essential to respond appropriately and effectively in order to ensure a secure and safe environment for both victim and perpetrator, to enable this development.

The individual who is being victimised as well as the parent/s or guardians involved need to be acknowledged and reassured that they are safe and can feel secure. Help will be given both within the educational setting and at home where possible. The perpetrator as well as their parents will be made aware that their behaviour is upsetting and should be changed. They need to be helped to learn different ways of behaving both within the educational setting and if necessary, within their own homes.

ONLINE-SAFETY

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is dealt with in the same manner as any other bullying. E-safety issues are addressed specifically as part of the curriculum (see Online Safety Policy).

PEER ON PEER ABUSE

Peer on Peer Abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery);
- initiation/hazing type violence and rituals.

All staff and volunteers understand that children can abuse other children. All staff understand that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

Peer on peer abuse is included in our Safeguarding Policy; it's guidelines will be followed in the event of an allegation being made. Consideration will be given to the advice contained in the DfE document "Keeping Children Safe in Education" (Sept 2018) and "Sexual Violence and Sexual harassment between Children in Schools and Colleges" (May 2018)

OBJECTIVES

To ensure that all Trustees, Members, Teaching, Non-Teaching Staff and Parents, as well as those interested in the school are made aware of the school's definition of bullying. To ensure that all Trustees, Members, Teaching, Non-Teaching Staff and Parents as well as those interested in the school understand the school's policy and procedures in relation to 'bullying'.

To assure individuals and parents that they will be supported in any claims relating to 'bullying' or similar behaviour and know that the school does not tolerate this behaviour.

POSSIBLE SIGNS & SYMPTOMS

A child may indicate through signs and behaviour that he or she is being 'bullied'. Parents, Teachers and Guardians should be aware of the following possible indications or signs and should investigate / respond as recommended within the policy:

- changes their usual routine
- is unwilling to go to playgroup/kindergarten (school phobic)
- becomes withdrawn, anxious, lacking in confidence
- starts stammering
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in given tasks/projects
- comes home with clothes torn
- has possessions go 'missing'
- has unexplained cuts, bruises, scratches
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- considers imaginary revenge plans/retribution
- stops eating
- is frightened to say what's wrong
- wets bed / pants
- gives improbable excuses for any of the above

It is important to note that these signs and behaviour could indicate other problems, but bullying should be considered a possibility and should be investigated.

PROCEDURES

Within the school community, good relations are always fostered between the parents and the teachers. Indeed, given the nature and size of the school, we actively encourage parents or individuals who have issues to present these issues to their child's' teacher, class representative or the school administrator. The issue is then assessed, and appropriate action taken.

- The incident would be reported to a member of the staff.
- The incident/s would be recorded by staff.

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Appropriate action would be considered, agreed and actioned (see below) through consultations with parents, teachers, assistant teachers, school administrator or the Inclusion Coordinator.

A time or length of time which would be appropriate for the situation to be resolved, would also be agreed.

At any time within this plan, and if necessary, a home visit would be arranged for further discussions.

With regards to the child experiencing consistent negative behaviour (also known as the victim), we would: -

- ensure the child feels safe and secure in school
- give physical and emotional support
- encourage the child to relay feelings/reactions
- carefully monitor and assess the child
- maintain frequent communications with the parent/s/guardian

With regards to the child who has problems with consistent negative behaviour, also known as the perpetrator, we would: -

- ensure the child feels safe and secure in school
- give physical and emotional support
- ensure child is given reinforcement of desired behaviour through imitation of loving gesture and repetition (Kindergarten specific)
- ensure child is kept close to member of staff if appropriate
- carefully monitor and assess the child
- speak to parents about healthy eating habits and screen time.
- promote calm talking, touch and stance when responding to challenging situations.

maintain frequent communications with the parents/guardian through a home school book and make ourselves available at mutually convenient times. In addition to the above we would also look at the following ways of helping the children resolve the situation:

- In the cases of pinching or hitting we would redirect the child to more purposeful work.
- We would give pedagogical stories to enhance understanding.

OUTCOMES

The parents involved are kept informed of any decisions or changes both with regards to the behaviour in question, improvements or consequences necessary. In all cases, except where special needs are determined and this is not possible in a normal sense, children will be reconciled, and parents will be reconciled. Subsequent to the incident/s having been investigated and dealt with, in each case, monitoring will ensure the consistent negative behaviour is not repeated. In exceptional circumstances exclusion would be considered either temporarily or permanent.

PREVENTION

The child's world within the Steiner educational setting is one of love, peace and nurture. The quiet calm love held and created by the teachers nourishes the child and encourages a non-violent culture. The teacher is also on a path of self-education and inward striving and stands there as a help to the child in overcoming the hindrances we all encounter in our self-development.

DANGEROUS, EXTREME AND UNACCEPTABLE BEHAVIOUR

A record will be kept of all sanctions imposed on pupils for serious misbehaviour under this section, in accordance with *paragraph 16 of the Education (Independent Schools Standards) (England) regulations 2010* (see Appendix 1)

CHILDREN ABSCONDING FROM THE PREMISES

If a child voluntarily leaves the premises staff should not attempt to follow the child but ring the police and then parents, in that order

ADDRESSING UNACCEPTABLE BEHAVIOUR

KINDERGARTEN

- **STEP 1 TO STEP 4**

As above in “Promoting good behaviour”

- **STEP 4A**

This may involve the SENDCO and outside agencies. The behaviour policy and its implications are discussed with parents. After crisis incidents parents are given immediate feedback where possible.

- **STEP 5**

Behaviour plans are formulated for children whose behaviour is not modified and acceptable within steps 1-4 (see Positive Handling Policy). Parents must be informed of Steps 1 to 6 and the consequences of no improvement or worsening behaviour. Behaviour plans are drawn up and reviewed on a half-termly basis with parents/carers.

- It may be appropriate to arrange a reduced timetable for the child.

- **STEP 6**

Where there are serious safeguarding concerns the school moves forward with exclusion. Please note that in some circumstances where the safeguarding of any child or staff member is a concern, there may be circumstances where a child will move to stage 6 of addressing unacceptable behaviour without completing all the previous stages.

Physical restraint will never be used as a means of disciplining a child and will only be used where staff and/or pupils are at risk of harm. Please refer to the school policy on physical restraint (Positive Handling) for more information.

LOWER SCHOOL

A teacher will proactively deal with issues arising in their class. Disciplinary measures are applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and considering the needs of vulnerable pupils. We consider the motivations behind unacceptable behaviour and whether it reveals any concerns for the safety of the perpetrator. A child engaging in unacceptable behaviour also receives suitable support. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable

• STAGE 1

A firm reminder of expected behaviour from a member of staff is expected to be sufficient to correct errant behaviour. Positive behaviour is also praised as an example of what is expected however, if the acknowledgement of good behaviour is proving insufficient to encourage good behaviour, further rewards will be established as appropriate in the form of:-

- Reward charts
- Reward tokens (e.g. gems, ...)
- Success reminders

• STAGE 2

Where unacceptable behaviour is a problem, staff will draw a child's attention to their own behaviour away from the class situation, thus enabling that child to be aware of their own responsibility for and ability to manage themselves. Staff will discuss their concerns about their behaviour for this child with other staff to ensure that the child's behaviour in different school situations is observed. Observations of the unacceptable behaviour will be written down as a record in a child's personal file.

• STAGE 3

If the above steps fail to correct the behaviour of a child, their behaviour will be discussed with the child's parents or carers to ascertain any reasons for this behaviour and strategies used at home for dealing with bad behaviour. School and parents should strive to deal with a child's undesirable behaviour together. The teacher will talk to the SENDCO to get advice about whether behaviour may be being caused by underlying difficulties.

The following procedures may be adopted-

SANCTIONS IN THE CLASSROOM:

- a. Time taken at break time to consider the problem behaviour
- b. Brief exclusion from the classroom
- c. Removal to another class
- d. Sanctions in the Playground: A pupil is taken indoors for "cooling off".
- e. A community task is given – this may also apply with poor classroom behaviour.

If a particular incident occurs an Incident Form must be filled in for all parties involved. The teacher must then meet with the parents of all pupils involved to explain what happened

and ask them to sign the Incident Form. Depending on the age of the child and the gravity of the incident it is the responsibility of the class teacher to use their discretion as to which of the following strategies may be appropriate:-

- Letter or card of apology

After an incident the pupils may be asked to reflect upon their behaviour by writing an account of the event containing three main points:

- Their account of what happened
- How the situation could have been better handled
- What they will do next time they feel like that or something like that happens

If the child is too young to write the teacher can act as their scribe, who can also assist if it is deemed to be appropriate for the child to write a letter or card of apology to the person affected by their behaviour. This can take place as part of their lost break time.

• **STAGE 4**

If the behaviour continues the school will use formal observations of the behaviour of a child to further inform the teachers and SENDCO as to reasons or patterns in behaviour. A meeting between the parents and teachers will work together to write an Individual Pupil Plan (IPP) for that child, outlining expectations and sanctions and with a date to review the effectiveness of this plan. Parents will be given a copy of the school's behaviour policy at this meeting to ensure they fully understand the schools' approach to this issue and what will happen next. Parents and teachers will continue to keep a home-school book where events, behaviour and sanctions are recorded to ensure that communication between home and school is good.

The following may be undertaken:

- Adaptations to the child's timetable may be made to reduce hours.
- A child may be excluded from certain activities such as trips or lessons that take place off school premises as poor behaviour can compromise the safety of the whole group.
- A whole class project reinforcing the three key rules:-
 - 'We talk to each other with respect,
 - We treat each other and our environment with respect,We follow the instruction of our teachers'

These will be undertaken by the class teacher refocusing the class on positive ways to behave. If a child is at Stage 4 then a Risk Assessment for the child is undertaken.

- **STAGE 5**

In the event of on-going or extreme_bad behaviour, provision for this child is discussed with the College of Teachers and SEND Coordinator, the Trustees are also informed formally. A formal letter outlining the problems and the actions taken so far in school is then sent to parents from the College of Teachers. The letter is then followed up with a formal minuted meeting between the class teacher, one other member of staff and with the parents or carers to develop further strategies. A time scale for showing improved behaviour and a date for a follow-up meeting will be set. Parents **must be** informed of the risk of exclusion for their child without improvement to their behaviour.

- **STAGE 6**

In the event of a child shows no improvement to repeated unacceptable behaviour in school after this agreed timescale, there will follow a period of a fixed term exclusion from school. This could range from half a day to one week.

- **STAGE 7**

Permanent exclusion from school will be considered in cases of unacceptable behaviour where **no** improvements have been made. A member of the School Governance Team will implement this final step, after due consultation with appropriate members of staff including the SENDCO.

Physical restraint will never be used as a means of disciplining a child and will only be used where staff and/ or pupils are at risk of harm. Please refer to the school policy on physical restraint 'Positive Handling' for more information.

EXCLUSION

Lancaster Steiner School reserves the right to exclude any pupil from the school in certain circumstances. Before reaching a point where permanent exclusion is considered, the school would expect that all other available options for working with difficult or challenging behaviour have been explored and been shown to be ineffective. The only exception to the steps outlined in the behaviour policy would be in the case of a gross abuse of school facilities and or violent/dangerous behaviour.

The School Governance Team and relevant members of staff will consider permanent exclusion from school in cases of unmanageable behaviour where:

- the steps for improvement of behaviour outlined in LSS Behaviour Policy have been followed without acceptable improvement to standards of behaviour;
- the school cannot provide the resources to meet the child's needs;
- a child's behaviour is damaging to others (incident notes highlight safeguarding concerns);
- a child becomes a danger to themselves (incident notes highlight safeguarding concerns);
- a child's behaviour prevents the smooth running of the school;

We acknowledge that exclusion is a very difficult process and we are committed to finding resolutions wherever possible to address pupil's behaviour. We acknowledge the right of pupils and parents to appeal against any decision to exclude a pupil from the school. Lancaster Steiner School monitors the use of exclusion within the school to ensure that there is no discriminatory practice.

In the event of exclusion, we will support the child and family to seek alternative school placement if required.

EXCLUSION PROCEDURE

STEP 1 Where a pupil's behaviour has remained difficult and/or challenging despite the application of other disciplinary methods or presents a serious safeguarding concern an application must be made to the Chair of College and DSL for the exclusion procedure to be initiated. In some circumstances (e.g. violent incident) fixed term exclusion may be appropriate

STEP 2 College will then review with the Class Teacher and Parent Guardian the behaviour management strategies used. If College are satisfied that all other options have been considered then they will proceed to

STEP 3 This is a **formal meeting** between parents and class teacher and a member of the School Governance Team and should take place as soon as possible after a specific incident or after College have requested to initiate exclusion procedure.

It will be a positive talk, looking for improvement in the child's behaviour. The child will also go on report for a period of one week to half a term, at the meeting's discretion. (Alternatively, the meeting may decide to fixed term exclusion for the child for an agreed period of time). This time will be used to help and encourage the child to make a positive improvement in their behaviour.

The meeting will be minuted with a copy being sent to the family. This will state that:

*(Child's name) has been considered under the exclusion procedure because of
.....*

The following conditions apply to their retaining their place at the school.....

*If there has **not** been a substantial improvement in relation to the above conditions and the general behaviour of the pupil by
(time period to be agreed by the meeting) then the exclusion procedure will be continued.*

The child and parent will meet with the class teacher and SENDCO before returning to the class after a fixed term exclusion.

STEP 4 The class teacher will keep in touch with the parents and will keep a record of progress. All teachers concerned with the child will observe the situation so that the class teacher can be advised, through **discussions at the College of Teachers meeting**, before the second arranged meeting with the parents. If the relationship

between the teacher and parents becomes strained, a second teacher or trustee is asked to act as an intermediary.

STEP 5

Second formal meeting between parents, trustee and class teacher to discuss progress in the child's behaviour in this period and the Behaviour Plan is reviewed. After this probationary period the College of Teachers & a member from the SGT decide whether the child should be given a **formal notice of exclusion**. If it has been decided to give the **formal notice of exclusion**, the same teachers and a fully briefed Trustee will inform the parents that the child will have to leave the school at a time decided at the meeting.

STEP 6

The **decision to permanently exclude** and the reasons will be communicated to the parents in writing. They will be notified of their right to appeal to the School Trustee within 10 working days of receipt of the letter. Advice may be given about the child's future schooling.

Serious Behaviour Reporting form

Date: Pupil involved:

Others involved:

Member of staff reporting the incident:

Details of incident:

Sanctions imposed:

Member of senior leadership team informed:

Parents informed:

Parents of any other pupils involved informed:

Other pupils spoken to if necessary:

Next Steps:

Signed:

Date: