

Behaviour Policy

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1. Rationale

Discipline comes from the word Disciple, which comes to the meaning 'to guide'

We seek to create an environment that truly reflects the teaching of Christ, laying the foundations for a living faith, according to our Catholic tradition. We encourage an atmosphere in which each individual is treated with understanding and respect and is helped to develop and grow within a happy, disciplined and secure environment. We value the partnership that is needed between parents, carers, staff and pupils for this policy to succeed.

This policy is based on research, both academic and through experience, into the most effective strategies for supporting pupils with behaviour, so that they can succeed in achieving more than they ever thought possible. It is designed to give staff members clear instructions on approaches to behaviour management, as well as helping parents and other stakeholders to understand the thinking behind our approach.

We believe that particular behaviours are a subconscious way of communicating a need and therefore this must be taken into consideration when resolving an issue. No child is labelled as badly behaved. If a child is repeatedly demonstrating distressed behaviours, then underlying needs for that child must be explored. This includes exploring the circumstances which have led up to a particular incident.

2. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils and staff 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 logical consequences**.

3. 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 also 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
- The principles of *Team Teach* (De-escalation and Physical restraint)

4. Vocabulary & Definitions

If a child is subjected to negative language and has experienced neglect for long periods throughout their lives, then it is possible to suggest that is the narrative they will adopt. They can start to believe that they are 'naughty', not special, not good enough, don't deserve praise and rewards etc. They cannot see the positives about themselves and appropriate communication strategies because they do not have the words for it in the language they are used to. This behaviour policy supports our job as professionals to change the narrative, and language is a key component of that if we are to be successful. Therefore, words are carefully chosen to reflect the ethos and research upon which this policy is founded.

The language used must be consistent, and used, not just by one adult, but by all.

Distressed behaviours

Incorrect phrase: Challenging behaviour

We cannot decide on what behaviours are defined as challenging – because the 'challenge' is interpreted differently by each of us. This is dependent on many elements; time, place, tolerance, experience, knowledge. We should also be thinking about these behaviours in terms of **communication**.

These behaviours are classed as '**distressed behaviours**'. This vocabulary leads to increased empathy and professional curiosity about what is causing the child to behave in this way.

Connection needing behaviour

Incorrect phrase: Attention-seeking behaviour

We use this phrase as although children are seeking attention, and this can be in a negative way, it is usually based on *need*. Therefore this can also be described as *attention needing behaviour or interaction-needing behaviour*. However, we have decided that the most accurate language to describe this behaviour is **connection needing behaviour**.

Can't

Incorrect phrase: Won't

If we say that a child won't do their work, it could lead to misinterpretation of the behaviour. In such circumstances, using the word can't encourages adults working with the child to explore the reasons behind the barrier.

Logical consequences

Incorrect phrase: Punishments / Sanctions

Punishments and sanctions suggest a need for vengeance, and this does not align with the school's value of forgiveness. 'Punishments', in the typical use of the word, is often used to appease the adult's expectation of 'justice', or so the child learns not to do that action again. However, research has shown that using logical consequences (e.g. *You did not do your work during the lesson, so the logical consequence is that you are now missing your breaktime in order to do it*) is more effective than utilising a sanction system.

Definitions of behaviours

In order to have conversations about behaviours, it is useful that everyone has the same definition of the types of behaviours children may display and how school categorises these. Whilst we understand that these behaviours are communicating need, the actions are still unwanted and will result in logical consequences.

i) Low-level disruption or misdemeanour

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

ii) Swearing

- Although swearing is never acceptable, whether parents are informed will depend upon the age, circumstances, word and offense intended.

iii) Serious negative behaviours

- Any form of bullying (*see below for definition*)
- Repeated breaches of behavioural expectations
- Direct confrontation and/or refusal

iv) Extreme negative behaviours

- Racist, sexist, homophobic, transphobic or discriminatory behaviour or comments
- Violence (for example punching, kicking, spitting, biting or scratching which breaks the skin)
- Abusive behaviour
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Smoking/vaping
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Drugs
 - Stolen items
 - Tobacco/cigarettes/vapes
 - 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 pupil)

v) Bullying

Sometime, when pupils are being unkind to another, it is difficult for them to identify whether this is a one-off act of unkindness or something more. Therefore, in school we use the acronym STOP to help pupils define what bullying is. This stands for:

Several Times On Purpose

This recognises that behaviours that deliberately target a person or persons and occur several times are likely to be classed as bullying.

5. Bullying

As defined above, bullying is 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
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial, homophobic or transphobic	Racial/homophobic or transphobic 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

Further details on the School's approach to preventing and addressing bullying are set out in our Anti-bullying policy.

6. Roles and responsibilities

6.1 The Governing Body

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (Appendix 1).

6.2 The Headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body, 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. Senior Leadership 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
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording points iii – v from the definitions above (Section 4) on CPOMS or lunchtime behaviour forms
- Responsible to inform parents of category iii – v incidents.

The Senior Leadership Team (SLT) will support staff in responding to behaviour incidents. However, it is recognised that behaviour conduct is closely linked with relationships, and it is disempowering for staff members and so SLT should only be utilised in this way when absolutely necessary.

6.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- 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. Codes of conduct

7.1 Pupil Code of Conduct

Pupils are expected to be:

- Ready
- Respectful
- Safe

7.2 Staff Code of Conduct for responding to behaviours which challenge

Class teachers, are expected to:

- **Listen** to pupils' accounts
- When events are unclear, **dig** a little **deeper** to try to understand (use **Tell me, Explain, Describe**)
- review the circumstances and decide whether a child should be sent to SLT
- inform the parents/carers of all pupils involved when behaviour incidents occur

All staff, **regardless of role**, are expected to:

- remember that all behaviour is a form of communication
- be polite and respectful to all
- act in a calm and consistent way
- behave professionally
- be a role model at all times and behave how they expect the pupils to behave

- treat all pupils fairly and with equity
- behave and respond in the same way – consistency of expectation
- be approachable
- be empathetic
- be patient
- listen to the children involved
- intervene before escalation
- build relationships, especially with the most educationally disadvantaged
- accept support from others
- recognise and praise positive behaviour

In addition to the above, SLT will also:

- assist staff in supporting pupils when needed
- back staff decisions (unless they clearly go against school policy).

8. Rewards and Logical Consequences

We recognise that motivation should be intrinsic and that good, appropriate behaviour should be expected. However, there will be times when actions which go above and beyond typical expectations should be rewarded. For consistency, **these need to be the same in each class across the school.**

Some pupils may like ‘public’ recognition, whereas others may not. Rewarding / recognising positive behaviour discreetly may be needed.

8.1 List of rewards

- Positive praise
- Dojo Points (collected for a school *House* reward)
- Celebrate in assemblies
- School Values award
- Communication home
- Certificate
- Purposeful praise
- Visiting the Headteacher
- End of term awards
- A Special award beyond a certificate that happens regularly from Pre-school upwards – visual recognition e.g. badges or stickers

8.2 Logical Consequences

Pupils need to know that there are consequences to their actions. Although there are consequences to actions, we do not look to punishment. Instead, we support pupils in reflection on their actions, with the repercussions and rebuild any broken relationships resulting from these actions. We will also support children to develop their understanding of how to make good choices, and how to self-regulate their emotions.

8.3 List of examples of logical consequences / ways to support distressed behaviours

Individual circumstances surrounding the incident will be considered when deciding on the appropriate course of action. Possible logical consequences may include:

- Non-verbal or verbal reminder of expectations.
- Clearly expressing what behaviour is unacceptable and why it is unacceptable.
- A temporary change of position in the classroom or playground.
- A temporary change of classrooms.
- Request support of SLT if none of the above have enabled the child to regulate their behaviour.

Further strategies can be found in [Appendix 2](#).

If a pupil has refused to undertake a particular task, they are expected to complete this at break, lunchtime or home.

In most circumstances, behaviour incidents should be resolved away from other pupils. However, on rare occasions, a class teacher or member of SLT may deem it appropriate to discuss things in front of those who may have witnessed the behaviour. This is to help with reconciliation and to demonstrate that the incident has been dealt with. **A pupil must never intentionally be embarrassed or humiliated by this.**

8.4 Restorative Practice

We understand that some children may experience challenges like physical and emotional harm, whether from other children or different situations. At our school, we are committed to supporting every child to feel (their lived experience) safe, heard, and valued.

STL, including the Child and Family Support Worker and the Wellbeing and Support Practitioner (ELSA-trained), are here to help children through restorative practices. These practices are about listening, understanding, and working together to find solutions that make everyone feel safe and learn from what happened.

Restorative practices help children resolve conflicts, take responsibility for their actions, and build stronger, healthier relationships. We continue to support our pupils in making positive choices, developing resilience, and feeling empowered in their decision-making.

At our school, every child's voice matters, and we are here to help them grow, heal, and thrive.

8.5 Strategies for dealing with persistent or extreme negative behaviour:

- Parents should be notified of their child's behaviour.
- Parents may be invited in to discuss strategies to support pupils and the importance of home and school working together.
- The school may draw upon the support of external agencies.

- An Individual Behaviour Plan may be created.
- In the most serious of circumstances, exclusion may be considered. This would usually be restricted to significant acts of violence towards other children.

Violence against a child or adult resulting in actual body harm must be recorded on the Violent Incident Reporting Form (Appendix 4)

8.6 Off-site behaviour and school-run clubs

Consequences to actions when off-site and under the care of school staff, or in a school-run club, will be the same as when in school.

8.7 Malicious allegations

Please refer to our Child Protection Policy for more information on responding to allegations against adults who work with children.

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

8.8 Procedure for exclusions:

It is important to us that we are an inclusive school. Therefore, we do all we can to support pupils, especially when they are at risk of exclusion. Possible strategies to utilise before considering exclusion are:

- Primary Behaviour Support / Outreach
- Additional parental support
- Reset time in another class
- Swap class for the day
- Day spent addressing behaviour – self-regulation
- Restorative investigation
- Isolated working space
- Support them to do something valuable e.g. reading with younger pupils.

Headteachers may use exclusion as a way of managing the behaviour of pupils. It is also used as a way of giving clear messages to pupils involved and the whole school community that certain kinds of behaviour are unacceptable. Government guidance says that a child should only be excluded:

- in response to serious or persistent breaches of the school's behaviour policy **and**
- where allowing him or her to remain in school would seriously harm their education and welfare or that of others in the school
- where one or more of the 16 DfE statutory exclusion reasons has been identified

The school will follow the Hampshire and DfE (Department for Education) regulations;
<https://www.hants.gov.uk/educationandlearning/educationinclusionservice/exclusion>

1. Notification to parent/carer & LA immediately
2. The Headteacher must arrange a reintegration interview during or following the expiry of any fixed period exclusion.

9. Behaviour management

Further strategies to support the management of behaviours can be found in [Appendix 2](#).

9.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will develop a positive relationship with pupils, which may include:

- Greeting pupils in the morning
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting, praising and promoting good behaviour
- Conclude the day positively, supported by prayer
- Starting the next day afresh
- Having a plan for dealing with low-level disruption

9.2 Restrictive Physical Intervention

In almost all occasions, only staff who have been Team Teach trained should use restrictive physical intervention, unless there is a significant concern about risk of harm.

Staff may use restrictive physical intervention on a pupil if there is risk of/to:

- Harm to self
- Harm to others
- Significant damage to property
- Committing a criminal offense
- Prejudicial or good order (*This does not include making pupils comply or as a punishment*)

Any physical intervention must be **REASONABLE, PROPORTIONATE & NECESSARY**. These are legal terms, and it is not possible to give any further definition as to what would be classed as *reasonable* or *proportionate*.

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)

9.3 Confiscation

Any prohibited items (listed in section 4) found in pupils' possession 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).

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on these issues may also be shared with new settings for those pupils transferring to other schools.

11. Training

Key members of staff are trained in de-escalation and using restrictive physical restraint on pupils. Professional development and research into effective behaviour support strategies takes place on an on-going basis, and this policy will be updated in accordance to any new findings.

12. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the Full Governing Body every three 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 Body every three years in conjunction with this policy.

Appendix 1: Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination or intimidation
- Staff and volunteers set an excellent example to pupils at all times, helping pupils follow the teachings of Christ
- Rewards and logical consequences are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- Exclusions will only be used as a last resort
- Restrictive Physical Restraint is only used as a last resort and in line with this policy

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

This written statement of behaviour principles is reviewed and approved by the Full Governing Body every three years.

Appendix 2: Suggested strategies for supporting the 4 main distressed behaviour

1) Connection needing

The body releases oxytocin when connections are made, whether it is done in a positive or negative way.

Strategies to try:

- i) Build up positive connection/attention, even fleetingly, by tapping on the shoulder, or giving thumbs up from across the room, at appropriate times.
- ii) Acknowledge emotions/behaviours - "I can see you're struggling, which is why you're tapping your pencil loudly, so next time do this...". Acknowledge how they are feeling and explain how they can make that connection next time.
- iii) Give calm and consistent directions.
- iv) Do not ignore as this behaviour is likely to escalate.
- v) Attend to their need.

2) Power seeking

Adults need to **respond** rather than react, and power-seeking behaviour does not need to be addressed there and then, for example, during a teaching input.

Strategies to try:

- i) Limited choices - either *nice : nice* choice, or *nice : unpleasant* choice. They may not choose straight away but stay consistent in the choices. This may heighten the behaviour, leading to the need to de-escalate, but once they are calm, return to the two choices.

NB, if the choice is to work now or in breaktime, and they have still been unable to work during breaktime, this was a logical consequence, so they no longer need to do the work. This is the natural cut-off point and this needs to be used as an end point to give both the child and adult a way out.

- ii) Distraction – this may work for some but not others.
- iii) Mutual respect - treat the child calmly and with respect, **always**.
- iv) Give firm and clear instructions.
- v) Avoid audiences.
- vi) Avoid getting into an argument/conflict.

3) Violence

Sometimes used as a child wants other to feel the pain they are feeling or because they are used to resolving things/showing emotions like that.

Don't expect an apology. If its genuine, it will come, if not, it is pointless. However, staff should always suggest it as part of restorative practice - explain the logical consequence is that we have to apologise, for example, 'if you don't, they may not want to play with you again'. - Remember, they may not **say** sorry, but they may **show** that they're sorry.

Strategies to try:

- i) Change of face - very useful if physical violence was used
- ii) Distraction - it may seem like a reward, but it is about bringing the brain back online. Return, (even if a few days later), to the issue, may be in a third-person context to explore it, but **DO NOT SHAME**.
- iii) Avoid retaliation (tit-for-tat) – No ‘You did this to me, so I’m going to do this to you / you need punishing’ type of thinking
- iv) Use “I can see”/”I wonder” - “***I can see*** you are unhappy today, I ***wonder*** if...”
- v) Use high levels of empathy

4) Escape through withdrawal

A child may give up, feel hopeless, and/or can say some derogatory things about themselves. This often makes adults anxious and they want to say lots of positive things, but it is important to slow it down, match the child’s mood (by being quite etc) and try some of the strategies below.

Strategies to try:

- i) Small chunks of precise praise.
- ii) Match their mood - “I can see you’re feeling low; when you want to talk about it, I’m here...”
- iii) Give responsibilities.
- iv) Make tasks challenging but enjoyable.
- v) Develop unique relationships - through daily friendly interactions and check-ins.

For children who can’t meet certain aspects of the school behaviour policy, Individual Behaviour Management Plans must be put in place and followed by all adults.

Effective communication during crisis

Reduce language to monotone.

Children cannot process language as well as usual when in crisis. The brain will focus on tone, so if sounds that are loud or aggressive, regardless of what is being said it will be interpreted as such,

Body language and space - be aware of these. Try to be in a side-on passive stance, (hands not in pockets or folded). Back away, then crouch to be more on their level. Let them lead the conversation as it helps bring the child's brain back online.

Post Incident

Staff will reflect on triggers, behaviours seen etc., and will consider what can be learnt from these.

Good relationships can start to undo Adverse Childhood Experiences just by being consistent.

Appendix 3: Record of Restrictive Physical Intervention

Pupil Name:		Date of Birth:	
Date of incident:		Time of incident:	
Member(s) of staff involved:			
Adult witnesses to restraint:			
Pupil witnesses to restraint:			
Outline of event leading to restraint:			
Outline of incident of restraint (including restraint method used):			
Description of any injury sustained and any subsequent treatment:			
Date parent/carers informed of incident:		Member of staff who informed parent/carers:	
Outline of parent/carer response:			
Brief description of any subsequent inquiry/complaint or action (if any):			
Outcome:			
Signature(s) of staff member(s) completing report:			

Appendix 4: Lunchtime Incident Slip

LUNCHTIME INCIDENT FORM

Children Involved:

Your Name:	Date:
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Type of incident	Tick		Tick
Hurting another child		Racist comment	
Rudeness		Bad language	
Fighting		Name calling	
Other			

Details of incident

Use back of sheet if needed

Hand to Mr. Harrison or Mrs. Webster as soon as possible

Appendix 5: Violent Incident Reporting Form

PUPILS'S SERVICES REPORTING FORM CSRF-001

Violent Incident Report Form (VIR)

To be used for reporting aggressive incidents/behaviour towards employees of Pupils's Services (not child on child) and to be completed in accordance with SGP 18-07 and instructions on this form

School / Workplace	
District	
Type of incident	Tick boxes which most accurately reflect incident
Aggressive physical contact with injury	☐
Aggressive physical contact without injury	☐
Non-physical aggressive behaviour towards a person (eg. verbal abuse)	☐
Violence towards staff	☐
Violence towards property	☐
Damage to personal property	☐
Damage to council property	☐
Sexual harassment	☐
Racial harassment	☐
Cyberbullying	☐
Other	☐

Does this report relate to a weapon/implement brought on site (eg. knife)?	☐
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Date of incident		Time of incident	
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Details of incident	Insert description of incident

Actions taken	Tick the boxes which identify the actions taken
Police summoned or involved	☐
Pupils's Services Health & Safety Team contacted	☐
Positive handling techniques used	☐
Ground/floor responses involved	☐
First aid provided	☐
Debrief/support offered to young person and staff	☐
F2508 Form completed	☐
Risk assessment undertaken or reviewed	☐
Individual support plan devised or revised	☐
Follow-up/restorative meeting	☐
Hospital visit or stay	☐
HSE contacted	☐
Exclusion from school	☐
Name/title of involved employee	
Occupation/work of employee	
Name of aggressor	
Name of headteacher/unit manager	
Headteacher/unit manager signature	
Date of report/signature	

Completion instructions	Ensure following is carried out before sending form:
Form to be fully completed, <u>printed and signed prior to forwarding</u> – it is <u>not</u> an on-line form A local form serial number may be inserted in the appropriate box for your own reference only	

Routing instructions	Please send your completed form by post to:
1	Pupils's Services Health & Safety Team (Courier Route: C109) House, Monarch Way, Winchester, Hampshire, SO22 5PW Clarendon
2	Your branch management team as determined/required by each branch (not schools)

FOR OFFICE USE ONLY	Database Reference Number	VIR No:

ADDITIONAL GUIDANCE NOTES FOR COMPLETION

When to complete	Form to be completed under following circumstances:
• Whenever aggressive behaviour or violence is targeted towards an employee • If an employee wants a non-physical incident recording (eg. verbal abuse) • If headteacher/manager considers there a need to report an aggressive incident • For recording aggressive behaviour towards voluntary helpers, staff or visitors	

When not to complete	Form not to be completed under following circumstances:
• Aggressive behaviour or violent incidents towards a child by another child • Aggressive behaviour towards a child by an adult (alternative reporting exists)	

When completed	When completed, the form should be:
• Copied and kept securely with other VIR record copies – not on a personal file • Used with other records to analyse/trend incidents and responses • Used as evidence when completing a challenging behaviour risk assessment or identifying appropriate control measures (eg. physical intervention training) • Forwarded to the recipients referenced in this form's Routing Instructions	

Other information	Please consider the following when completing the form:
• In addition to the immediate support provided at the workplace, the employee should be reminded of the Council's free and confidential Employee Support Line (ESL) 02380 626606. Headteachers and responsible managers will need to monitor the well-being of the employee as incidents can have delayed effects • This VIR Form is effectively a separate accident/incident report form for the reporting of aggressive behaviour and violence towards employees. There is no benefit in reporting an incident twice so if this VIR Form is being used, the incident does <u>not</u> also have to be recorded/reported in the staff accident book • Physical violence incidents resulting in a serious injury or causing the employee to be off work for <u>more than</u> 3 days are legally reportable to the Health & Safety Executive (HSE) using the F2508 Report Form (also forward copy to CSHST) • Involvement of the police will normally be for the employee to decide but headteachers or managers have an over-riding right to summon the police	

Data Protection Act 1998

Personal data will only be used to record the incident and for no other purpose. Data will not be passed to any other organisation unless there is a legislative requirement to do so.