Behaviour Policy

Reviewed by:	Headteacher	Date: 4th July 2025
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Version: 5		

1. Purpose and Principles

At Bright Minds Creative Academy, we aim to create a safe and fair learning space for Pupils to achieve their best, empowering them to successfully work towards their future goals and achieving socially and academically. We develop our young people into respectful independent adults in culturally diverse Britain, who can build valued relationships that contribute positively to the wider community.

This policy sets out the expectations of behaviour at our school. We seek to create an environment which encourages and reinforces positive behaviour whilst nurturing positive attitudes. It sets out the consequences of inappropriate behaviour, should it occur, and reflects guidance provided by the Department for Education.

Whilst it is recognised that a comprehensive list of rules is valuable to ensure expectations of behaviour are met, it has also been noted that staff and pupils can find these overwhelming and over complicated. As a tenet for a whole school vision, the focus will be on introducing, reinforcing, and promoting three basic values:

- 'Belong, Respect, Shine'.

By exploring:
- Understand what it is to **belong**, listening for understanding.
- What we mean by **respect** and what it means to be respectful and mindful of others.
- How to **shine,** being on time, calm and ready to learn.

2. Aims

- Our aim is to develop an environment that promotes and recognises positive, socially acceptable behaviour.

- Create a welcoming, happy environment that sets realistic expectations for all.

- Work in partnership with parents/carers to promote acceptable behaviour in school.

- Provide a safe, caring, and effective learning environment with a stimulating and relevant curriculum differentiated to meet the needs of all.

- Encourage relationships based on kindness, respect, and understanding of the needs of others.

- Ensure fair treatment for all regardless of a person's protected characteristics.

- Show appreciation of the efforts and contribution of all.

- Ensure all pupils, parents/carers and staff are clear about the expectations regarding behaviour.

Whilst the school has high expectations for all its pupils, it recognises that not all pupils will be able to achieve these expectations immediately due to the complexity of their behavioural difficulties. In partnership with parents/carers and outside agencies, as appropriate, the school will offer support and guidance, whilst recognising the individual needs of all its pupils.

3. Rationale

The school aims to educate its pupils within a moral, spiritual, and cultural context which promotes respect for others.

Staff and pupils have a clear sense of what is important, what will be valued and what will not be tolerated. In seeking to define acceptable standards of behaviour it is acknowledged that these goals are ideals to be worked towards.

Pupils bring to school a wide variety of experiences based on differences in home values, attitudes and parenting approach and our aim is to work towards standards of behaviour based on the principles of honesty, respect for ourselves and others, respect for property, consideration, and personal responsibility.

To this end, we aim to ensure that everyone is clear about the kind of behaviour that is expected of them and how they can expect others to behave towards them.

The following principles underpin the strategies for behaviour at the school:
- Positive behaviour is recognised and continually reinforced through feedback to Pupils; individual and the whole class achievement is celebrated and rewarded.
- Parents/carers' support and contribution is valued and respected. The school works in partnership with parents/carers to promote positive behaviour within school.
- Pupils are encouraged to take responsibility for their behaviour by seeing the natural consequences for their actions. This is supported by plans to support pupils to understand actions and outcomes to behaviours.
- Staff continuously demonstrate appropriate behaviour and responses in their interactions with pupils and each other.
- Pupils are given clear explanations of acceptable behaviour.
- Pupils are given consistent boundaries, and this is reflected in the rewards system, school notices and continued behaviour management actions.
- Pupils are recognised as individuals. The school's structures and systems recognise the need for some pupils to follow individual behaviour programmes which allow the pupils to learn to manage their own behaviour whilst being part of a school community.
- Staff understand that emotional issues can impact on behaviour, however, they will not be recognised as an excuse for poor behaviour. Individual behaviour plans will be developed with appropriate guidance on behaviour systems to implement with a pupil.
- Staff will show disapproval of the behaviour the pupil displays, but never of the pupil themselves.
- Staff recognise that pupils respond best to environments that are happy, fair, and equitable to all.

4. Code of conduct

This code has been agreed by all staff and pupils and is communicated to parents and carers on admission.

We want everyone to behave in a way that makes all of us feel safe in all parts of the school and when we travel to and from school.

- We will respect and care for others.
- We have the right to be happy.
- We respect that everybody has the right to come to school and learn without being disturbed by others.
- We will take care of our school and the property of others.

5. Roles and responsibilities

5.1 Headteacher and Horizon Senior Leaders

The Managing Director and the Operations Director have the responsibility for agreeing to the principles and guidelines underlying the standards of discipline and behaviour in the school and reviewing their effectiveness.

The Headteacher has day-to-day responsibility for implementing the school's behaviour policy but may seek advice and guidance from the Managing Director and Operations Director about specific disciplinary issues.

It is the responsibility of the Headteacher to monitor the consistent implementation of the policy and to report to the Operations Director and Managing Director of Education on its effectiveness.

The Headteacher is responsible for keeping records of reported serious incidents and has the responsibility to contact the Managing Director to decide upon suspensions. It is the responsibility of the Headteacher to notify the parents/carers and the Local Authority on these occasions in accordance with Local Authority guidelines.

For very serious acts of anti-social behaviour, the Headteacher, in consultation with the Managing Director and Operations Director, may permanently exclude a pupil.

The Headteacher and staff are responsible for ensuring that all aspects of the school's behaviour policy and its application promote equality for all pupils.

5.2 Staff

Classroom management and teaching methods have a significant influence on pupils' behaviour as pupils need a calm and purposeful classroom environment. Relationships between staff and pupils are paramount in developing mutual respect and trust and in developing a pupil's self-esteem and feeling of self-worth.

The pastoral team provides support for all pupils, develops, and maintains relationships with parents/carers and assists with any behaviour plans that have been put in place in liaison with teachers. In addition, teaching assistants provide valuable insight into pupils' behaviour, assisting in the monitoring of individual pupils' behaviour as well as providing stability throughout the day.

The role of staff in implementing behaviour strategies and supporting pupils is recognised as being at the heart of the behaviour management systems at the school. Staff will aim to ensure that in the classroom setting:

- Pupils are aware of classroom expectations and procedures (Fig 2)
- Using a non-confrontational, trauma-informed approach.
- Explanations are clear and concise.
- Work requirements are clearly explained, and progress is carefully monitored.
- Appropriate strategies are deployed to de-escalate inappropriate behaviour.
- Learning adapted for individual pupils.
- Well-paced lessons start and end on time.
- Classrooms are suited for a particular activity.
- External interruptions are minimised whenever possible.
- Appropriate and sufficient resources are available.
- Utilising the support of colleagues.
- Marking and record keeping is a supportive activity, providing feedback to the pupils on their achievements and helping them to plan the next learning steps.
- Promoting and supporting positive behaviour through rewards.

It is the responsibility of the pastoral team to inform all adults, including TA's, of any individual or class behaviour plans.

5.3 Parents/Carers

The Bright Minds Creative Academy believes in working in partnership with parents and carers as they have a vital role to play in fostering positive behaviour. Young people benefit from parent/carer encouragement and support to participate fully and positively in both their schoolwork and in the wider community. The school aims to build a supportive dialogue between home and school and will inform parents/carers of any concerns about their child's welfare or behaviour.

Expectations for pupil behaviour are set out in detail on admission to the school. Parents/carers and pupils are asked to show their agreement to the expectations laid out in the 'Behaviour Guidelines'.

The school develops a positive working partnership with parents/carers through the provision of:
- A welcoming environment for parents/carers and an 'open door' policy
- The school prospectus, newsletter, behaviour guidelines booklet, home-school agreement, etc.
- Home-school liaison, contact via reports or by telephone, text, email, or letters.
- Parents/carer meetings, statutory and transitional review meetings, open evenings.
- Invitations for parents/carers to attend special events.
- The hosting of multi-agency meetings for external agencies and parents/carers.
- Support offered to parents/carers around EHCP reviews, behaviour management within the home, etc.

5.4 Pupils

The pupils have a central role in shaping and promoting the school's Behaviour Guidelines and in supporting the staff and other pupils. Unacceptable behaviour can be changed through the concerted actions of all pupils, staff, and parents/carers and through pupils taking responsibility for their own actions. Awareness that it is the responsibility of the individual to show self-discipline comes with maturity and time; staff continually reinforce this with pupils.

Incidents of inappropriate behaviour are managed by staff with pupils being given the opportunity to discuss and reflect on their behaviour and its consequences as well as being given the opportunity to resolve and find alternatives to conflict. To this end, the staff strive to ensure that pupils have a clear understanding of what is expected of them as a group and individually. Staff believe that pupils should experience consistent and predictable approaches to their personal and social development. This is reflected in PSHE lessons, assemblies, 1-to-1 mentoring, and all lessons.

6. Behaviour Management

Our feedback diamond (Fig 1) is displayed in all classrooms to support staff and Pupil understanding of the steps to manage all types of behaviour.

6.1 Positive behaviour management

The school operates a positive behaviour management system. Pupils are reminded of the agreed expectations and encouraged to make the 'right choice' to follow the expectations knowing that there will be a known consequence for continued inappropriate behaviour.

Pupils are informed of the rewards, outcomes to negative behaviours, and expected behaviours in school at the start of each academic year and receive continual updates on its implementation and successes. Pupils receive a copy of the school's rewards system during their induction.

6.2 Classroom expectations and rewards

Celebration of good behaviour occurs through:

- Headteacher spotted
- Daily target sheets
- Hot Chocolate Friday
- Celebration assemblies
- Values certificates
- Certificates from Teachers.
- Half termly celebration assemblies
- Annual awards event
- Exam results
- Work being displayed around the school

Headteacher Spotted
Nominations are given by staff daily to Pupils who are seen demonstrating incidents of positive behaviour around school. A letter is handed to the Pupil to recognise that behaviour the following day.

Daily Target Sheets
Our rewards are linked to our school values, classroom expectations (Fig 2) and individual Pupil ICP targets which are linked to their EHCP's. Pupils can receive up to five points in a session, at the end of each term Pupils' points contribute to gold, silver and bronze reward trips. All Pupils have access to this system to ensure a democratic approach. Points are recorded using Daily Target Sheets (Fig 3) which are then entered onto Arbor for collating termly. Pupils and staff can quickly recognise behaviours and concerns and patterns can be easily identified alongside the celebration of positive behaviour.

Hot Chocolate Friday
The staff team nominate one Pupil daily to have hot chocolate with the Headteacher on Friday to recognise their achievements and discuss the school values.

Celebration Assemblies
Pupils receive certificates based on their performance in subject areas and for demonstrating school values. Assemblies are held weekly on a Friday and at the end of every half term. Alongside receiving certificates, the Pupils with the most reward points win a voucher. We also draw a name at random from the whole cohort who also wins a voucher. This is to encourage participation in school life from our whole cohort.

Annual Awards Event
An annual whole school awards event is held for all Pupils and their parents and carers. Pupils are presented with awards linked to subject areas and the school values.

7. Consequences (Outcomes to negative behaviours)

Staff will always promote a positive working atmosphere. With the onset of undesirable behaviour staff will deploy diversionary tactics, for example highlighting a pupil who is displaying the correct behaviour, feeding back to them accordingly. Sometimes this will be sufficient to

initiate the desired behaviour. If measures are not successful, the school's behaviour guidelines will be followed.

Co-regulation room

There are occasions when a pupil's behaviour puts themselves at risk and necessitates the use of withdrawal to a co-regulation room, with minimal stimulation and no audience, where pupils can calm down and regain control of their behaviour and emotions. Co-regulation rooms are operated on an 'open door' policy. The co-regulation room may be offered to a pupil by a member of staff, or a pupil may be directed to go there. In either case the aim is to allow the opportunity for the young person to regulate behaviours. Pupils are always accompanied to the co-regulation room. If a pupil is displaying aggressive or threatening behaviour or is putting themselves and others at risk, it may be necessary to provide a guided escort using one of the approved Positive Behaviour System (Sherwood Training) techniques.

When in the co-regulation room, pupils can be monitored by staff. Depending on individual circumstances, staff will undertake an observational risk assessment to determine when the pupil is calm and able to take responsibility for his / her own emotions. On some occasions it may be necessary for staff to use physical intervention strategies in the room, for example, when a pupil's challenging and violent behaviour is putting themselves or staff at risk. This is used as a last resort.

Once a pupil is felt to be calm, the pupil may be moved to another quiet place to work or more generally taken back to class.

8. Social Time

Pupils are expected to follow school values and expectations when engaging in social activities including breaktime and lunchtime.

End of Breaktime Arrangements: Staff who are on duty will call an end to the break. Pupils and staff will return to the school in an orderly manner. When in the building, a member of staff will lead Pupils to their next lesson.

9. Recording and Reporting

Arbor is the system that records positive behaviours.

CPOMS based digital incident reporting system for safeguarding and recording negative behaviours, this includes child on child negative behaviours which should be recorded separately and incidents concerning physical intervention, those concerning discriminatory actions/language and those concerning bullying.

Negative and positive incidents are recorded on feed directly into the school's Reward System. #

Parent/carer contact following an incident may be by telephone, text, or email. Class teachers will ensure that any relevant information about a behavioural incident is communicated promptly.

Incidents are monitored by the Headteacher to identify and target persistent behavioural issues. Individual programs may be implemented to address these. Pupils causing concern are discussed in briefings and in half termly progress meetings.

10. Special cases

The outcomes outlined offer a framework for most pupils. However, rigid consequences for some pupils can be counter-productive and in these situations an individualised approach is required. Individual plans will be devised. These plans will be shared with other staff via staff meetings and will be documented for parents/carers.

For persistent inappropriate behaviour, parents/carers will be informed, and a meeting will be requested in order to develop a Positive Behaviour Support (PBS) plan for the pupil.

11. Our Search Policy

- Our search policy is communicated to parents and carers annually and to new Pupils on arrival.
- Pupils are required to hand in any prohibited items on entry to BMCA. This includes food, electronic equipment, deodorants and other scented items, as well as any other items deemed inappropriate for school.
- To protect our community, all pupils are searched on entry to BMCA. Bags and outer clothing are searched, and a wand is used to detect any metallic objects.
- Searches of bags are conducted in front of pupils and if necessary, a parent/carer.
- If Pupil refuses search, they are denied entry to school, parent/carer is called to collect the Pupil.
- If a Pupil is seen with a prohibited item during the school day, they are required to hand it on to the office. Any refusal will result in a parent/carer being called to come and collect the pupil. Prohibited items will be returned to pupils at the end of the day.
- Any items which may be used as a weapon are confiscated, we will contact parent/carer to inform and if necessary, contact police.
- Any illegal items confiscated, means we will contact the parent/carer, and we will contact the police.
- Any actions resulting from a search are recorded on CPOMS.

11. Emergency Procedures

Extreme behaviour will be referred directly to a member of the leadership team.

In the event of a child endangering themselves or others, the child will be escorted using Sherwood positive handling techniques, and if necessary, additional staff will be called to assist using a school code.

Green	Staff support needed
Amber	Situation is escalating, and support is needed
Ruby	Immediate and unsafe situation that requires assistance
Blue	Emergency lockdown
Purple	Ligature

12. Restrictive Physical intervention

Should pupils' behaviour be so challenging that it can no longer be managed solely by the school's behaviour management and de-escalation strategies, it may be necessary to use restrictive interventions.

Physical interventions will be deployed as the last option when staff have attempted all other interventions or when a pupil's behaviour is putting themselves, other pupils, staff, or others at risk.

The school policy on restrictive interventions is framed by guidance from the DfE, 'Use of Reasonable Force' Behaviour and Discipline in Schools and Keeping Children Safe in Education and uses Sherwood's positive handling techniques and strategies.

Whilst it is recognised that some pupils will need to be escorted, it is envisaged that only in exceptional circumstances will pupils require restrictive strategies. In the majority of cases, it is safe for pupils to run into safe spaces to avoid the need for restrictive interventions. The positive use of touch is considered a beneficial strategy, e.g. help hug, guided walk, reassuring touch.

Physical interventions may be considered necessary in the following situations:
- When a pupil's behaviour puts other pupils, staff, or others in danger of physical harm, for example, if a pupil is attacking another person.
- When a pupil is at risk of harming themselves or putting themselves in danger, for example, running onto the road or when two pupils are fighting.
- When a pupil's behaviour is causing disruption to the extent that good order and discipline is being seriously affected, for example, if a pupil is causing or is at risk of causing injury or damage, by accident, by rough play, or by the misuse of dangerous materials or objects.
- When a pupil is causing or is on the verge of causing deliberate damage to property.

- When it is beneficial for staff to establish firm and consistent boundaries with younger pupils to reinforce pupil safety and the necessary behaviours and attitudes to sustain the pupils' school placement.
- When it is necessary to prevent a pupil from leaving the classroom, allowing the pupil to leave would risk their safety or lead to behaviour that disrupts others.
- When a pupil is behaving in a way that seriously disrupts a school sporting event or school visit. (As part of the preparation for off-site visits, risk assessments are undertaken. It may be deemed unsafe or inappropriate to take a child on an activity where there is a significant likelihood of a need for physical intervention).
- When a pupil persistently refuses to follow instructions to leave a classroom. (It is recognised that in this instance the refusal of a pupil to remain in a particular place is not enough on its own to justify the use of force.) However, it may be justifiable where a pupil remaining in a classroom or leaving would entail serious risks to the pupil's safety, (taking into account the pupil's age and level of understanding), to the safety of other pupils, staff or others, or of damage to property; or lead to behaviour that prejudices good order and discipline, such as disrupting other classes.

Should restrictive intervention be necessary, the well-being of the pupil will be of paramount concern and the physical intervention used "will be proportionate to the consequences it is intended to prevent. This means the degree of force used should be the minimum needed to achieve the desired result." Often it may be assessed that a prompt, guided escort away from a situation may prevent the need for more robust intervention.

The child's welfare remains our paramount concern. However, any occasion when physical restraint is used carries some risk. The following statement has been adopted into this policy and reflects the working realities and possible consequences when individuals are involved in an incident when physical restraint may need to be used:

It must be noted that during a physical intervention scratches, bruises and red marks may occur. This does not mean that the procedure has been administered incorrectly but is an occurrence with physical contact.

See additional advice in Horizon Education and Care Restrictive Physical Intervention Policy.
For pupils for whom physical interventions are likely to be required due to their specific needs, a Behaviour Intervention Plan based on Sherwood advice will be devised. This plan will be drawn up in conjunction with parents and carers and, where appropriate, with pupils.

All staff are trained in Sherwood Positive Intervention and receive refresher courses to ensure an updating of knowledge. Horizon employs a team of Sherwood PI instructors that are always available for advice on guidance.

Although it would be envisaged that restrictive interventions would be used in situations where a plan had been it is important to recognise that there will be times when circumstances dictate immediate responses to a situation to keep the pupil, other pupils, staff and others safe. At these

times it is assumed that staff will act in good faith and that their responses will be proportionate to the consequences that they are intending to prevent. Pupils running off and leaving the school premises cause significant anxiety for staff, parents, and carers. Staff should share that responsibility by informing the Office Staff and Leadership Team. Once it is established that a pupil has left the school site then a dynamic risk assessment will be carried out to ensure parents or carers and if necessary, police are informed. A timeline will be maintained to ensure all parties have accurate information, and the situation will be monitored by a member of the SLT. Following an incident of a pupil absconding from school behaviour plans will be amended to include this identified risk.

Following an intervention where positive physical restraint has been necessary, the incident will be recorded in CPOMs and communicated to parents and carers.

In the event of an incident involving an injury to a member of staff then the staff member should also complete the school's accident book.

All restrictive physical interventions (RPIs) are reported to SLT and are checked against historical data to ensure overuse of PI's trends and misuse.

14. Truancy

Regular attendance is always encouraged, as outlined in the Attendance Policy.

Because of the strong home/school links and transportation to school, truancy is an unusual occurrence. All unsatisfactory patterns of attendance will be dealt with through the structures outlined in the Attendance Policy.

15. Bullying

Bullying can take many forms, but it usually includes the following four types of behaviour:
- Physical – hitting, kicking, pinching, punching, scratching, spitting or any other form of physical attack.
- Damage to or taking someone else's belongings may also constitute physical bullying.
- Verbal – Name-calling, insulting, making racist, sexist, or homophobic jokes, remarks, or teasing, using sexually suggestive or abusive language, offensive remarks. This is the most common form of bullying.
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumors.
- Cyber – any type of bullying that is carried out by electronic medium.

For further information see the school's Anti-Bullying Policy in line with Section 89 of the Education and Inspections Act 2006.

17. Damage to Property

Our school community is dependent on the shared responsibility of staff and pupils to ensure our facilities remain safe and constructive learning environments. Whilst we understand that pupils may dysregulate, causing damage we need to balance this with the expectations that pupils contribute to the safe running of the school. Should pupils continue to damage property and cause a health and safety risk to staff and pupils, parents and carers may receive a letter asking for a contribution to the cost of the damage.

16. External support services

The advice and assistance of external services is highly valued in dealing with pupils' behaviour and supporting staff training. Practically this may mean involvement in one or more of the following:
- Education Welfare Office and Educational Psychologist
- Regular Continuing Professional Development (CPD) for staff on behaviour related topics
- Social services / respite care
- Local community services
- Youth Offending Team (YOT), Children and Adolescent Mental Health Services (CAMHS), Minority Groups

Additional support available to parents/carers includes:
- 'Open Door' policy at the school
- Parent/carer workshops
- Signposting to other agencies
- Advice and guidance from school staff.

17. Review

This policy will be reviewed annually. Key elements will be brought to the attention of staff at the beginning of the Autumn Term, and through a rolling programme of INSET on a need driven basis.

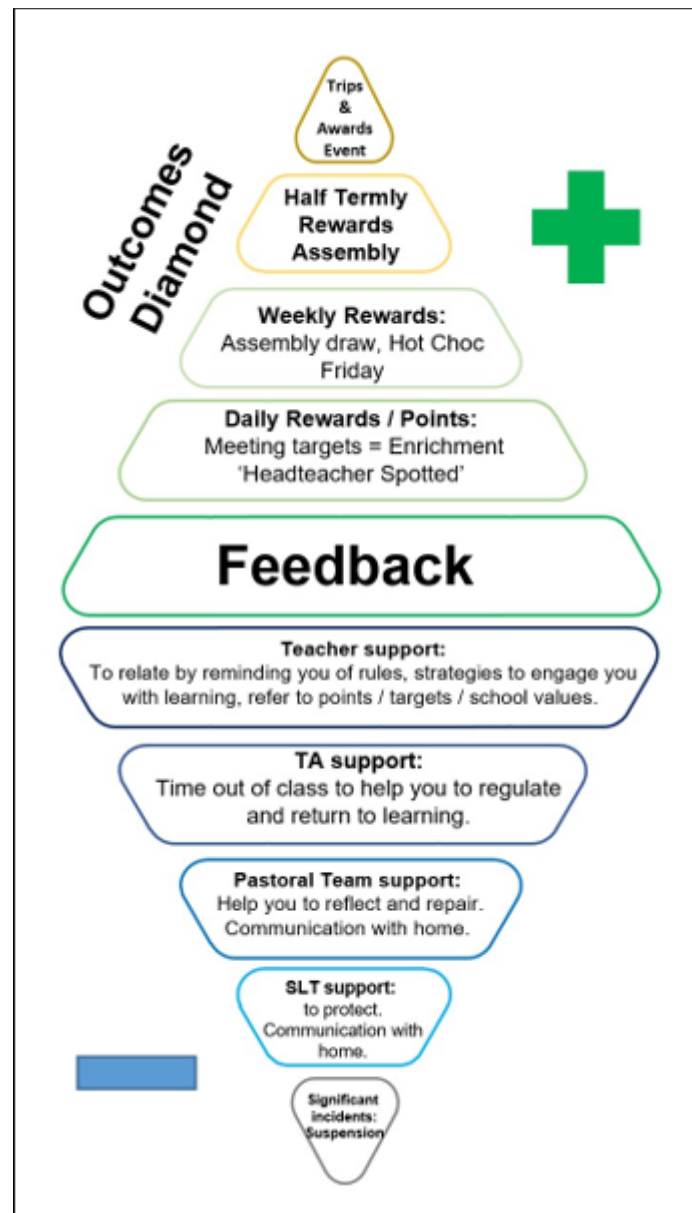## 18. Appendix

Figure 1: Feedback Diamond

Figure 2: School Expectations

Expectations:

Shine — Be on time, enter calmly and ready to learn

Respect — Be mindful and respectful

Belong — Listen for understanding

Everyone has rights and with your rights, come responsibility for the rights of others

horizon

Figure 3: Daily Target Sheets

Our Daily Targets

Date		Day	
WOW		**ICP Targets**	

Group	

Values

Belong	Listen for understanding
Respect	Be mindful and respectful
Shine	Be on time, enter calmly and ready to learn

ICP Targets		

Today's Messages

Lesson					
Arrival					
Tutor AM					

1					
2					
3					
4					
5					
Tutor PM					

How Do I Get Points

Maximum of five points per lesson/tutor/arrival (MAX 40 per day)

You get points for achieving your ICP targets (MAX 2)

You get points for demonstrating the school values (MAX 3)

The top Pupil in KS4 and KS3 will win a voucher each week, there will be two randomly drawn vouchers from each

You work towards a reward trip each term, depending on points the trip will be gold, silver or bronze

Our Tutor Time

Today's Reflection

Pupil	WWW/EBI

Tutor Time Today

Monday	WOW Word
Tuesday	Current Affairs
Wednesday	Skillsbuilder
Thursday	Where In The World?
Friday	Referendum

Zones of Regulation

Pupil	WWW/EBI

Which Zone Am I In?

Appendix C: Significant Incident Form

Significant Incidents Form
Lead:
Date:

Process:

There needs to be a process for reporting and recording significant incidents to ensure that we are recording this and follow up actions.

Once all statements are gathered, leaders' review them, at least two, to ensure challenge to decision making and decide where we record and who records, what the actions are following the incidents, who completes the actions and how it is recorded. Mostly this is an administration task that could be completed by the office.

Therefore, the following template could support this.

Date of Incident:		Time of Incident:	
Pupils involved			
Staff involved			
Outline of the incident:			
CCTV viewed? NA	Date viewed? NA	Who? NA	Observations: NA
Where should it be recorded?	CPOMs	Arbor	Accident Book

(highlight the appropriate recording system)			
Incident category (highlight the appropriate category) **Pupil name:**	**Imbalance of power/ targeted/ sustained over time** Child on Child (Instigator/victim) - Bullying - Verbal - Physical - Sexual - Intimidation/ control **Imbalance of power/ targeted/ sustained over time** Physical Assault against a member of staff (or affecting emotional wellbeing) Dangerous/ illicit items - Alcohol - Prescribed or over the counter medication - Illegal drugs - Cigarette/ vaping - Light/ matches - Weapons Dangerous behaviour - Running across road/ on roofs etc Prejudice behaviours	**One off incident - Pupils** - Assault Pupil - Physical Violence - Fighting - Verbal abuse **One off incident – staff** - Assault staff (one off) - Intimidating behaviour - Controlling behaviour - Verbal abuse Damage to property Theft	**Physical injury** **Near misses**

Incident category	Imbalance of power/ targeted/ sustained over time	One off incident - Pupils		• Physical injury
	Child on Child	• Assault Pupil		• Near misses
Pupil name:	• Bullying	• Physical Violence		
	• Verbal	• Fighting		
	• Physical	• Verbal abuse		
	• Sexual			
	• Intimidation/ control	**One off incident – staff**		
		• Assault staff (one off)		
	Imbalance of power/ targeted/ sustained over time	• Intimidating behaviour		
	Physical Assault against a member of staff (or affecting emotional wellbeing)	• Controlling behaviour		
		• Verbal abuse		
	Dangerous/ illicit items	Damage to property		
	• Alcohol	Theft		
	• Prescribed or over the counter medication			
	• Illegal drugs			
	• Cigarette/ vaping			
	• Light/ matches			
	• Weapons			
	Dangerous behaviour			
	• Running across road/ on roofs etc			
	Prejudice behaviours			

Action	Notes	Who	When	Date completed
Checking in with staff member				

Contact parent/carers				
Check in with child				
Learning				
Further actions				
Follow up admin	**Notes**	**Who**	**When**	**Date completed**
Suspension Y/N				
Riddor Y/N				
RBA updated Y/N				