

INVESTIGATING INCIDENTS

1. Significant incidents (*i.e.* those which affect the safeguarding of pupils or may result in a fixed term exclusion for one or more pupils) must be reported immediately and directly to a Head of Year (HoY) or member of the Leadership Team (LT). Issues relating to safeguarding concerns must always be reported to the Designated Senior Person or deputy. The person to whom the incident is reported must ensure that the Head or deputy Head are aware. In cases other than child protection, any subsequent investigation will be led by a Head of Year.
2. The following principles should apply to all investigations:
 - a. The welfare of pupils must always be paramount and this overrides all other considerations.
 - b. All pupils have a right to be heard, to be listened to and to be taken seriously.
 - c. Those persons with Parental Responsibility and those with day-to-day care of children have a right to respect and should be consulted and involved in matters which concern the children they have care of.
 - d. The investigation should be concluded in as short a time scale possible, but without compromising the integrity of the process or the validity of the conclusions drawn.
 - e. Accurate and timely record keeping is essential.
 - f. In all cases where there is reasonable cause to suspect that a child has been subject, or is being subjected to neglect, physical abuse, sexual abuse or emotional abuse those concerns must formally be referred.

DEFINITION OF A SIGNIFICANT INCIDENT

3. A significant incident is one which affects the safeguarding of pupils or may result in a fixed term exclusion for one or more pupils. The investigation of incidents relating to safeguarding will be always be led by the Designated Senior Person, under the protocols established by the Local Safeguarding Children Board (LSCB). Exclusion, whether fixed term or permanent may be imposed for any of the following examples of unacceptable conduct which are infringements of the School's Behaviour and Discipline Policy:
 - a. Verbal abuse to staff and others.
 - b. Verbal abuse to pupils.
 - c. Actual or threatened violence against another pupil or a member of staff.
 - d. Carrying an offensive weapon.
 - e. Bullying of a fellow pupil or other member of the School community.
 - f. Indecent behaviour.
 - g. Sexual abuse or assault'
 - h. Damage to property.
 - i. Possession or supply of illegal drugs.
 - j. Theft.
 - k. Arson.

4. This is not an exhaustive list of 'significant' incidents and there may be other situations where the Head considers that exclusion is an appropriate sanction. It may not be clear at first if an incident should be treated as significant. In cases of doubt, staff are to follow this protocol until it becomes that the incident is not 'significant'.

5. The Head is to decide whether to exclude a pupil in line with the legal requirement on the use of exclusion and with regard to the statutory guidance: *"Exclusion from maintained schools, academies and pupil referral units in England: A guide for those with legal responsibilities in relation to exclusion"*.

REPORTING THE INCIDENT

6. Once an incident has been discovered, it must be reported immediately and directly to a Head of Year (HoY) or member of the Leadership Team (LT). A description of the incident must be recorded on Form A (side 1) at Annex D. The information recorded should be sufficiently detailed to enable a decision to be made about the most appropriate way in which to deal with the incident. The information should enable a senior member of staff to discuss the incident with external agencies (such as the police) to obtain advice about how the investigation should proceed.

7. At this stage of the process, it is likely that discussions will have been held with one or more pupils to obtain an outline understanding of the events that have taken place, but a formal investigation (with statements taken from pupils) must not begin before the strategy for the investigation has been determined.

8. Once an incident has been reported, steps must be taken immediately to ensure the well-being of the parties involved (including securing any medical attention required) and to ensure the integrity of any subsequent investigation. This will normally mean that pupils will be separated and placed under direct supervision. In some cases, it may be appropriate formally to exclude a pupil from School for a fixed period while the investigation is completed. Every effort should be made to preserve any evidence and, where applicable, the scene of the incident.

STRATEGY DETERMINATION

9. Once a description of the incident has been obtained, the next stages of the process should be discussed with a member of LT. The member of LT should complete side 2 of Form A at Annex D. In determining the way in which the investigation proceeds, the following considerations should be made:

- a. Has an offence been committed? Should the police be involved?
- b. What issues of ethnicity race, religion, culture, gender or special needs are raised in the case, how and by whom they are to be addressed and what advice needs to be sought?
- c. What specialist advice might be needed and who will obtain it?
- d. How information will be shared and by whom with those with parental responsibility in respect of each child
- e. Who will be interviewed, by whom and the order in which the interviews will take place?
- f. What other roles need to be performed and by whom?
- g. What are the arrangements for reporting back? Everyone responsible for any part of the investigation must be clear about the arrangements for reporting both orally and in writing.

10. The investigation lead is to be identified on Form A, with clear action points and timeframes recorded. The outcomes of any discussions with external agencies must also be recorded on this form.

DECIDING WHETHER SCHOOL OR POLICE SHOULD DEAL WITH INCIDENTS

11. In July 2007 the Department of Education (DfE), Home Office and Association of Chief Police Officers (ACPO) jointly released the '*Crime Recording by Police Officers Working in Schools*' guidance. This guidance accepts that it should be the responsibility of school managers and staff, not the police, to deal with and record behavioural incidents involving children and young people on a school premises in the first instance, even though it may be decided later that some cases might amount to criminal conduct.

12. An incident on school premises is defined as: "*Any incident at a school, during school hours, extended school hours or on a school trip, where the victim, offender or suspect is a pupil at the school. In these circumstances the school managers should deal with the incident within the school disciplinary procedures.*"

13. Where a school occupies more than one site, premises include those public areas (roads, paths etc.) between those sites during the period that the school is open as outlined above. School "premises" extend to our minibuses and any bus used exclusively for the conveyance of pupils to and from school.

14. In order to determine who should deal with the incident, it will first be necessary to determine if the incident being reported to us took place on School premises as defined above. If the incident being reported did not take place on School premises, it technically falls outside the jurisdiction of the School and should be reported to the police.

15. Note that the School will take the lead in dealing with any of the following:

- a. Any incident that occurs before, during, or after, or in the immediate vicinity of, school events held elsewhere eg a School trip
- b. Incidents between two or more members of the School community outside School premises and/or School hours (such as cyberbullying over the internet at weekends), or
- c. When the perpetrator was clearly identifiable as a member of the School and their actions may bring the School into disrepute.

16. Note that 'taking the lead' for a significant incident is likely also to require Police involvement.

17. The ACPO/DfE guidance is clear as to what constitutes a serious incident. However, there may be circumstances where the Head may wish to report a pupil to the Police for committing a non-serious incident, e.g. where the pupil concerned is deemed to be a 'prolific offender' by them and/or where a pupil has been made aware that police involvement is a sanction. The Parents are to be advised if the Police are to be informed.

INCIDENT CATEGORIES

18. Incidents are divided into five categories to allow ensure a consistency of approach. The Head is normally to decide on the category of an incident and, if the Police are to be contacted but he is not available and there is urgency, then a member of LT is to be consulted: in extreme situations, any member of staff may call the Police. (for non-emergency matters call 101, for emergency matters: 999).

19. **Child Protection Incidents.** In a case where there is reasonable cause to suspect that a child has been subject or is being subjected to neglect, physical abuse, sexual abuse or emotional abuse the investigation should be always be led by the Designated

Safeguarding Lead under the protocols established by the Local Safeguarding Children Board (LSCB).

20. **Level 0 Incidents.** Incidents that do not meet the Level 1 threshold and would normally be dealt with by the School without seeking advice from the Police.

21. **Level 1 Incidents.** These incidents would normally be dealt with internally, but it may be appropriate depending upon the circumstances and the individual concerned, to work with the Police. Examples of Level 1 incidents are:

- a. Fighting / assault which has resulted in common assault (pushing or threatening acts) or assault with minor injury e.g. minor grazing, scratches; abrasions; minor bruising; swellings; minor marking of the skin; superficial cuts; a 'black eye.').
- b. Minor acts of vandalism or other acts of damage.
- c. Minor incidents of theft.
- d. Cyberbullying.

22. **Level 2 Incidents.** Advice and guidance from the Police is to be sought before dealing with Level 2 incidents. Consequently, the incident may be dealt with by the School, with the support of the or the police may launch a formal investigation. Examples are:

- a. Fighting / assault which has resulted in Actual Bodily Harm (ABH) eg.:
 - (1) Loss or breaking of tooth or teeth.
 - (2) Temporary loss of sensory functions, which may include loss of consciousness.
 - (3) Extensive or multiple bruising.
- b. Displaced broken nose.
- c. Minor fracture.
- d. Minor, but not merely superficial, cuts of a sort probably requiring medical treatment (e.g. stitches).
- e. Psychiatric injury that is more than mere emotions such as fear, distress or panic. In any case where psychiatric injury is relied upon, as the basis for an allegation of assault occasioning actual bodily harm and the matter is not admitted by the defence, then expert evidence must be called by the prosecution.
- f. Theft where a series of incidents have been identified.
- g. Where the suspect is considered to be a prolific offender, and / or the property is deemed to be substantial in monetary terms.
- h. Possession of class B/C drugs (see Annex B).

23. **Level 3 Incidents.** The following serious incidents must be reported to the Police as they will be subject to a criminal investigation:

- a. Fighting / assault which has resulted in Grievous Bodily Harm (GBH) e.g.
 - (1) Injury resulting in permanent disability or permanent loss of sensory function.
 - (2) Injury which results in more than minor permanent, visible disfigurement; broken or displaced limbs or bones, including fractured skull.
 - (3) Compound fractures, broken cheek bone, jaw, ribs, etc.
 - (4) Injuries which cause substantial loss of blood, usually necessitating a transfusion.
 - (5) Injuries resulting in lengthy treatment or incapacity.

- (6) Where weapons other than physical force have been used.
- (7) Psychiatric injury. As with assault occasioning actual bodily harm, appropriate expert evidence is essential to prove the injury.
- b. Extensive damage to property is caused, arson or large scale graffiti.
- c. Possession of offensive weapons Including imitation firearms. The definition of an offensive weapon is “any article made or adapted for use for causing injury to the person, or intended by the person having it with him for such use by him, or by some other person”. It is an offence to have in your possession an offensive weapon or imitation firearm in a public place
- d. Serious incidents involving the use of weapons and/or knives.
- e. Supply or possession with intent to supply drugs (see Annex B).
- f. Possession of Class A drugs (see Annex B).
- g. Significant criminal damage.

WEAPONS AND IMITATION FIREARMS

24. Weapons and knives should always be handed over to the Police (Section 550, Education Act 1996 and Regulation 4: Schools (Specification and Disposal of Articles) Regulations 2012). However the Head retains the right to discipline the pupil and deal with the matter unless the Police determine that the circumstances of the incident were serious, in which case a crime will be recorded and investigated by the Police.

25. It is an offence to possess an imitation firearm in a public place (unless the person can prove he/she has a reasonable excuse). An imitation firearm has been defined as 'anything, which has the appearance of a firearm' so could include toy guns. Many imitation weapons are very realistic and until the weapon has been seized it is difficult to ascertain whether it is genuine or not. Pupils are to be made aware that calls to police involving a firearm are treated as if it is a genuine firearm so, if they wave an imitation firearm around, they could find themselves surrounded by firearms officers pointing real weapons at them.

INTERVIEWING PUPILS

26. Once the strategy for the investigation has been determined, it will almost always be necessary to obtain witness statements from one or more pupils (and/or staff). As many witness statements as possible should be obtained to ensure that the rigour of the investigation. It is almost inevitable that as the investigation proceeds, more statements will need to be taken than first envisaged. When investigating incidents between two pupils, it is important, if possible, to obtain statements from friends of both parties and impartial bystanders. Statements should be recorded using Form B at Annex E.

27. Where possible, when interviewing the pupil(s) alleged to have been responsible for the significant incident there should be an independent person (for example a member of support staff) or a parent present. It is inadvisable for two members of senior staff to interview a pupil, as it could be considered to be intimidating.

28. Consideration should be given to calling in a parent to be present during an interview. If parents do make comments then these should be added to notes of the meeting. If the parent says to pupil to say nothing, this must also be written down in the interview notes. If a pupil admits an offence, but then denies it with the parent present, this must also be recorded.

29. The interviews conducted should have four stages as described below: Rapport, Free Narrative, Questioning and Closure.

30. Rapport Stage. A relationship between the pupils and the interviewer is established, the interview aims and conventions are explained (through “ground rules”) and the interviewer enhances their knowledge of the pupil’s social, cognitive and emotional development. The ground rules include establishing that the pupil understands the difference between truth and lies, and that to say “I don’t know” or “I don’t understand” is acceptable.

31. Free Narrative Stage. During the Free Narrative stage the interviewer asks only open-ended ‘invitations’ to speak. The information obtained from the pupils should not be subject to interviewer direction or influence; the interviewer’s role is as facilitator rather than interrogator. Regardless of the type of information sought or the reason for seeking it, the primary objective at this point of an interview is to obtain as much information as possible in the pupil’s own words and this is accomplished by phrasing questions in the least suggestive terms (see questioning advice in Annex C). At the end of this stage of the interview the pupil should be invited to complete Part 1 of the Witness Statement (Form B at Annex E). The pupil should be asked to sign and date the statement.

32. The Questioning Stage. The Questioning stage starts with open-ended specific questions that may then be replaced by closed questions and, if required, turn to leading questions (although these are generally to be avoided). Repetition of questions should be used with caution because repeating a question soon after a pupil has answered may be interpreted by them as a criticism of their original response. Furthermore, persistent repetition of a question may lead a pupil to give an answer he or she believes the interviewer wants to hear. This stage of the interview should be recorded on Part 2 of Form B, with both the witness and interviewer signing the form (it should also be signed by anyone else present).

33. Closure Stage. In the final Closure stage the interviewer may take the opportunity to check details that have arisen in the questioning stage. The pupil is given the opportunity to ask questions and contact information is provided. The interviewer then returns to neutral topics of conversation to leave the pupil in a positive state of mind at the end of the interview.

34. Comment by Interviewer. A pupil who confesses to a criminal offence during the course of an interview may ask the interviewer what may happen to them, for example for some guarantee of immunity. No guarantee is to be given however remote the prospect of any action against the pupil might seem. Nor should the interviewer give any kind of undertaking regarding the pupil’s future at the School or possible sanction.

WORKING WITH THE POLICE

35. Whilst the Head, after consulting with the Chair of Governors if appropriate, is to decide upon an initial course of action at a preliminary stage of any investigation, he retains the right to report the incident for police investigation at a later stage should the matter prove to be more serious than it first appeared.

36. When the Head has decided that the School incident will be dealt with internally, it remains his prerogative to investigate the incident and resolve it in an appropriate manner. However, if he later decides to request the Police to take over the investigation, School staff are to co-operate fully in the subsequent Police investigation.

37. Once the incident has been handed over to the Police for investigation, the School’s investigation is to be suspended except for questions to determine the facts of the case, for example: names of witnesses, a brief outline of what happened, details of the aggrieved and suspected offender(s) *etc.* Every effort is to be made to preserve any evidence, for example: property, drugs, CCTV *etc* and, where applicable, the scene of the crime.

38. Any initial inquiries undertaken are to be documented, as the evidence may be required later if the matter goes to court. Copies of any documentation generated about the incident are to be offered to the Police. Original documents are to be retained unless specifically requested.

SUMMARISING THE INCIDENT

39. When all appropriate avenues of investigation have been exhausted and all witness statements taken (using Form B at Annex E), the investigation lead is to complete Form C at Annex F and attach all relevant documentation. The investigation lead must give an account of the incident, indicating to what extent the account is agreed by all parties involved. The outcome recorded should be “on the balance of probabilities” rather than “beyond all reasonable doubt”.

40. The investigation lead is also to recommend any further action if appropriate.

a. Before considering the imposition a fixed term or permanent exclusion the Head of Year is to complete Form D at Annex G (Contextual Information) to ensure that the interests and circumstances of the pupil who has found to be at fault have been considered, and that the requirements of the Equality Act have been addressed.

b. Any sanction proposed is to be reasonable and proportionate to the incident that has occurred (see the *Behaviour Policy* and consider precedents). The completed form (with evidence appended) should then be passed to the deputy Head for review before any sanctions are imposed. A fixed term or permanent exclusion must be agreed by the Head. Any actions taken will be recorded at the foot of Form C and on SIMs. All documentation will be retained (with copies filed in pupil’s p-files as appropriate).

Annexes:

- A. Crime Recording (Schools Protocol)
- B. Drug classification.
- C. Questioning Approaches.
- D. Incident Investigation Form A.
- E. Witness Statement Form B.
- F. Incident Summary Form C.
- G. Fixed Or Permanent Exclusion - Contextual Information For Consideration Form D.

CRIME RECORDING (SCHOOLS PROTOCOL)

(from the “*Home Office Counting Rules for Recorded Crime*”, Annex E, 2014)

1. Serious incidents referred to within the ‘*Crime Recording by Police Officers Working in Schools*’ guidance are defined as:

- (a) treason;
- (b) murder;
- (c) manslaughter;
- (d) kidnapping;
- (e) causing an explosion likely to endanger life or property (Explosives Substances Act 1883, s 2);
- (f) possession of a firearm with intent to endanger life, use to resist arrest or carrying a firearm with criminal intent (Firearms Act 1968, ss 16, 17 and 18);
- (g) hostage taking (Taking of Hostages Act 1982, s 1);
- (h) hijacking (Aviation Security Act 1982, s 1);
- (i) torture (Criminal Justice Act 1988, s 134);
- (j) causing death by dangerous driving (Road Traffic Act 1988, s 1);
- (k) causing death by careless driving when under the influence of drink or drugs (Road Traffic Act 1988, s 3A);
- (l) endangering safety at aerodromes, hijacking ships, seizing or exercising control of fixed platforms (Aviation and Maritime Security Act 1990, ss 1,9 and 10);
- (m) hijacking Channel Tunnel trains, or seizing or exercising control of the tunnel system (Channel Tunnel (Security) Order 1994, arts 4 and 5);
- (n) taking, making etc. indecent photographs or pseudo-photographs of children (Protection of Children Act 1978, s 1);
- (o) the publication of obscene matter (Obscene Publications Act 1959, s 2);
- (p) an offence under the Customs and Excise Management Act 1979, s170, of being knowingly concerned, in relation to any goods, in any fraudulent evasion or attempt at evasion of a prohibition in force concerning importation of indecent or obscene articles;
- (q) rape (Sexual Offences Act 2003 (SOA 2003), s 1);
- (r) assault by penetration (SOA 2003, s 2);
- (s) causing a person to engage in sexual activity involving penetration without consent (SOA 2003, s 4);
- (t) rape of a child under thirteen (SOA 2003, s 5);
- (u) assault of a child under thirteen by penetration (SOA 2003, s 6);

- (v) causing or inciting a child under thirteen to engage in a sexual activity involving penetration (SOA 2003, s 8);
- (w) sexual activity with a person with a mental disorder impeding choice, where the touching involved penetration (SOA 2003, s 30);
- (x) causing or inciting a person with a mental disorder impeding choice to engage in sexual activity involving penetration (SOA 2003, s 31)
- (y) causing or allowing the death of a child or vulnerable adult (Domestic Violence Crime and Victims Act 2004, s 5).

2. Also any offence specified in the Proceeds of Crime Act 2002 (PCA 2002), Sch 2, paragraph 1 (drug trafficking offences) or any offence under PCA 2002, s 327, 328 or 329 (certain money laundering offences).

3. Any other offence is serious only if its commission has led to any of the consequences set out below, or is intended to lead to any of those consequences:

- (a) serious harm to the security of the State or to public order;
- (b) serious interference with the administration of justice or with the investigation of offences or of a particular offence;
- (c) the death of any person;
- (d) serious injury to any person;
- (e) substantial financial gain to any person; and
- (f) serious financial loss to any person.

4. If any other offence consists of making a threat, it is 'serious' if the consequences of carrying out the threat would be likely to lead to one of the consequences set out above at (a) to (f).

The term 'injury' includes any disease and any impairment of a person's physical or mental condition.

Financial loss is 'serious' for the purpose of the section if, having regard to all the circumstances, it is serious for the person who suffers it. Whether or not a loss, actual or intended, is serious will depend partly on the victim's circumstances. A theft of £1,000 worth of property from a millionaire would perhaps not represent serious financial loss in the minds of some justices, whilst the loss of £100 worth of property by a pensioner could be considered to be serious in those circumstances.

DRUG CLASSIFICATION

1. Under the Misuse of Drugs Act 1971, illegal drugs are placed into one of 3 classes - A, B or C. This is broadly based on the harms they cause either to the user or to society when they are misused.
2. The class into which a drug is placed affects the maximum penalty for an offence involving the drug. For example, Class A drugs attract the most severe penalty as they are considered likely to cause the most serious harm. Drugs controlled under the Misuse of Drugs Act are illegal to have, produce, give away or sell.
3. Class A drugs include: heroin (diamorphine), cocaine (including crack), methadone, ecstasy (MDMA), LSD, and magic mushrooms.
4. Class B includes: amphetamines, barbiturates, codeine, cannabis, cathinones (including mephedrone) and synthetic cannabinoids.
5. Class C includes: benzodiazepines (tranquilisers), GHB/GBL, ketamine, anabolic steroids and benzylpiperazines (BZP).
6. New 'legal highs' have been developed to mimic the effects of illegal drugs like cocaine and ecstasy but are structurally different enough to avoid being classified as illegal substances under the Misuse of Drugs Act. However, they can still have dangerous side effects.
7. If in doubt, any unknown substance should be treated as if it were a Class A drug.

QUESTIONING APPROACHES

1. Empirical research shows that children as young as three and four years old can provide accurate reports of their experiences in response to open-ended questions.
2. Younger pupils may be unable to provide exhaustive accounts of their experiences and their narratives may raise questions or include statements that may be confusing or incomplete. In such situations, additional questions are needed to clear up these issues as well as to obtain other relevant details.
3. Pupil's spontaneous statements should be used as the basis for further questioning and phrasing inquiries in an open-ended format that require multiple-word answers. This questioning strategy has been labelled focused narrative request and open-ended question or prompts. These questions may seek additional information about a specific allegation (i.e., "You said John hit you. Tell me everything about John hitting you."), or a more complete physical description of a detail, action or event (i.e., "You said John was wearing a shirt. What did the shirt look like?"). Most people have heard of the 5 W's and the H way of asking open questions (**W**hat; **W**hy; **W**hen; **W**ho; **W**here; **H**ow). However there is another way using TED:

- + Tell
- + Explain
- + Describe

For example:

- Tell me what happened
- Tell us how you reacted
- Explain what the John said when he came into the classroom
- Explain what you mean
- Describe what you saw
- Describe the John's attitude when he came in this morning

4. When further information is still required closed questions or option-posing questions may be utilized. This questioning format includes multiple-choice and yes-no questions that allow for specific, designated responses. Empirical research shows that answers to these questions may be less accurate compared to answers to open-ended questions. Consequently, interview protocols recommend reserving them until after a complete narrative has been obtained.
5. Option-posing questions are recognized to be risky because children may feel obligated to provide an answer, even if they do not understand the question or know the correct answer. One way to reduce this risk for multiple-choice questions is to leave out the correct response. For example, if an event occurred in a form room the question could be phrased, "Where did that happen, in the dining room, on the field or somewhere else?"
6. A similar convention is not possible for yes-no questions and this question-type should be used sparingly. Caution should be exercised in asking yes-no questions about substantive issues, such as those related to specific acts or people.

7. Answers to both option-posing strategies should be immediately followed by requests for elaboration to ensure that the pupil has personal knowledge of the topic and is not simply answering out of a desire to be cooperative. When elaboration is not obtained following a response to a multiple-choice or yes-no question, vital information may be missed and, consequently, the response itself is rendered inconclusive.

8. Leading questions, also called suggestive questions, are controversial and are widely considered the most risky and least preferred questioning strategy, especially when posed in relation to central or essential details. While no single definition of leading or suggestive question has been endorsed in the professional literature, there is agreement that this questioning strategy introduces information (i.e., about a person, action or event) that the child has not previously mentioned or implies the correct or desired response (i.e., "He hit you on your arm, didn't he?"). Leading questions are to be avoided.

After Investigation Summary: Level 0 1 2 3 CP Police Involvement (please circle)

Bullying Confirmed Y / N

Are there any issues or circumstance of relevance? (e.g. child protection, SEN, disabilities, parental relationships, EAL etc)

Action Taken & Sanction			
No Action (N/A)	<input type="checkbox"/>	Community Service / Lunchtime Detention (CS/LT)	<input type="checkbox"/>
Warning (W)	<input type="checkbox"/>	After School Detention (ASD)	<input type="checkbox"/>
Home Contacted (HC)	<input type="checkbox"/>	Saturday Detention (SD)	<input type="checkbox"/>
Contract (C)	<input type="checkbox"/>	Internal Isolation (IE)	<input type="checkbox"/>
Restorative Justice (RJ)	<input type="checkbox"/>	Exclusion (SLT only) (E)	<input type="checkbox"/>

If more than one pupil involved:

Name:	Tutor Group:	Date:	Action (initials e.g. N/A)	Sanction (Initials e.g. ASD)

Any additional support offered:

Action Authorised by: _____ SIMS behaviour completed

**ANNEX F
TO ENCLOSURE 1 TO
BEHAVIOUR & DISCIPLINE POLICY**

WITNESS STATEMENT FORM B

Witness Name:	Tutor Group:	Date:
----------------------	---------------------	--------------

When & Location:			
When		Location	
Before school	<input type="checkbox"/>	Classroom	<input type="checkbox"/>
Reg am	<input type="checkbox"/>	Corridor	<input type="checkbox"/>
Lesson	<input type="checkbox"/>	Canteen/Deli Bar	<input type="checkbox"/>
Breaktime	<input type="checkbox"/>	Copse	<input type="checkbox"/>
PM Reg	<input type="checkbox"/>	Astro/Field	<input type="checkbox"/>
Lunchtime	<input type="checkbox"/>	Off – Site	<input type="checkbox"/>
After School	<input type="checkbox"/>	Other (please specify)	<input type="checkbox"/>

What happened? What did you see?

	Name:	Tutor Group:	Witness
Pupil(s) involved:			Y / N
			Y / N
			Y / N
			Y / N

Additional Comments on interview:

INCIDENT SUMMARY FORM C

Account of incident (balance of probabilities)				
To what extent is the above account agreed by the parties involved?				
Are there any issues or circumstances of relevance? (e.g. child protection, SEN, disabilities, parental relationships, EAL, etc.)				
Recommendation(s) for further action				
Pupil(s)	Course of Action Recommended	Parental Contact Made	Staff Responsible	Deadline for Action
Notes from preliminary discussions with parents/carers				
Completed by		Date		
Action taken				

Copies of the original incident description, witness statement(s)) and any other relevant documentation or evidence are to9 be attached.

**ANNEX G
TO ENCLOSURE 1 TO
BEHAVIOUR & DISCIPLINE POLICY**

**FIXED OR PERMANENT EXCLUSION - CONTEXTUAL INFORMATION FOR CONSIDERATION
FORM D**

Name of Pupil	Date of Birth / Current Year Group

Key Questions	Y/N
Does the pupil have special educational needs?	
Is the pupil eligible for free school meals?	
Is the pupil “looked after”?	
Is the pupil a “young carer”?	
Is the pupil from an ethnic groups with a high rate of exclusions? (e.g. Gypsy/Roma; traveller of Irish heritage; Caribbean)	
Has the pupil experienced a recent bereavement?	
Is there evidence of poor mental health?	
Is there evidence of the pupil having been bullied?	
<i>If the answer to any of the above is “yes”, give further details and outline how you believe the pupil’s behaviour may have been affected during the time immediately before the incident leading to the consideration of an exclusion</i>	

Conduct summary

<i>Summarise the pupil’s general conduct over the last 12 months. Detail any periods of internal isolation or exclusion.</i>

--

Support/intervention strategies

<i>Summarise any strategies that have been put in place to mitigate the risk of the pupil misbehaving</i>

Alternatives to exclusion

<i>What alternatives to exclusion have been considered?</i>

Are there any other pieces of information that need to be taken into consideration?

<i>Completed by</i>	<i>Position</i>	<i>Date</i>