

**Behaviour Policy**

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| Review interval (years) | 3 years |
| Approval/review body | Headteacher / Ratified by Governing Body |
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| Public File location | Staff Handbook |

# Introduction and Intent

Bishopton is committed to the creation of a teaching and learning environment where the learning, social and personal needs of young people are adequately addressed. We aim to empower children to achieve in an atmosphere of safety and mutual respect. By removing barriers to learning that have been entrenched in former educational settings we work to support transfers back to mainstream school, further education or the world of work. Everyone is expected to behave in a reasonable way, to accept responsibility for their behaviour and to encourage others to do the same.

This policy gives guidance to staff on whole school behaviour for learning, school culture and rewards and consequences and should be read alongside the Teaching and Learning Policy, Anti-bullying Policy and Equality Act 2010.

# Aims

The aims of this policy are:

* To outline how Bishopton PRU’s **expect students to behave**
* To outline Bishopton PRU’s **system of rewards and consequences**
* To outline **roles, responsibilities and expectations** of students, staff, and parents & and carers.

# School Expectations

A school expectations poster is displayed around school and communicated by staff to pupils . (Appendix 1)in order to promote a culture of high expectations;

* No jewellery allowed in school (Studs only)
* Full uniform is expected from all students- No leggings or tracksuit bottoms allowed.
* Black school shoes or trainers.
* All items to be handed in and placed into personal pouch.
* No vaping or smoking on school site (after first main gate). If a vape is found to be on a student inside school this is to be put in the bin.
* If a mobile phone is brought into school and a student is caught with this, it is to be confiscated then collected by a parent / guardian.
* If a student is late, some ‘time back’ will be made up in the student’s own time (after school/ breaktimes).

**School Behaviour System**

TRACK

Track is our rewards system which allows pupils to achieve reward points towards enrichment activities, trips, visits and other rewards. Pupils can achieve these points throughout each lesson. Staff record these points on class charts, a behaviour system which all staff have access and can display to pupils and parents to show how many points they have achieved each lesson, day and week.

Teamwork

* Positive relationships with peers
* Developing social skills
* Communication skills

Resilience

* Staying on task in lesson
* Ignoring negative behaviours from others and not getting involved
* Overcome challenges and obstacles in your ability

Attitude

* Respectful to staff and environment
* Positive outlook on your learning and development
* Arriving on time and staying in your seat in the classroom

Castle

* Demonstrating creativity, aspiration, self-belief, tolerance, love and enjoyment

Knowledge

* Demonstrating understanding of the lesson
* Interactive within the lesson
* Completing work

(See Appendix 2)

We expect all staff to support our pupils in achieving these expectations and to apply this behaviour policy consistently.

## Parents and Carers

Bishopton expects parents/carers to:

* Support the Bishopton policy on attendance and punctuality by notifying the school of any absences or lateness.
* Notify Bishopton of any factors which may affect the behaviour of their child
* Support their child by attending regular reviews, open days and other meetings
* Be aware of and support the Bishopton Behaviour Policy

# Positive behaviour and promoting a learning culture

Inappropriate behaviour is more likely to occur when learners lack a sense of purpose and/or structure, are presented with opportunities to misbehave or are struggling to deal with external factors unrelated to school. It is preferable to prevent unwanted behaviour from occurring as dealing with unacceptable behaviour wastes time, can lead to confrontation and is stressful for everyone involved. This principle is relevant to all aspects of our behavioural work, both academic and social. Measures can and should be employed to prevent potentially damaging situations from arising. Bishopton makes explicit those things that children at our school can expect staff to do to maintain a calm and productive atmosphere that is conducive to learning..

## Promoting high expectations

Inappropriate behaviour is more likely to occur when pupils lack a sense of purpose and/or structure, are presented with opportunities to misbehave or are struggling to deal with external factors unrelated to school. It is preferable to prevent unwanted behaviour from occurring, as dealing with unacceptable behaviour wastes time, can lead to confrontation and is stressful for everyone involved, therefore we seek to promote a learning culture and supportive school community that reduces the opportunity for negative behaviour. Lessons must be well-planned and challenge pupils academically. Staff should use the TRACK system on class charts to discuss behavioural expectations, work, effort and overall attitude.

## Personalised support and intervention

Our staff provide pastoral and academic interventions that are underpinned by positive relationships and the careful management of anger or frustration in a safe setting. Our students can use the reflection rooms and a therapeutic room with soft furnishings, tactile materials and therapeutic equipment at various times to allow them to articulate concerns, whilst simultaneously giving staff the opportunity to ‘re-set’ boundaries. Where possible it is always our aim to put children back into their classes where we know our personalised curriculum pathways give them the greatest chance of success.

For our pupils who require additional support to thrive, we have a range of interventions available within school, through our therapeutic team, and though access to agencies beyond school. At Bishopton, we have an onsite Psychotherapeutic counsellor who can work with issues such as developmental trauma and attachment as well as grief, loss, and anxiety. We also use trainee therapists from the Northern Guild to increase our therapeutic capacity. This means our students do not have wait more than a few weeks at most to be allocated a therapist. The number of sessions our students receive is based on need not on time constraints.

# A consistent approach to managing behaviour

Consistency from learners lies in the behaviour displayed by adults and not simply in the application of procedure. A truly sustainable, consistent approach does not come from a toolkit of strategies, but in the determination of every member of staff to hold firm. At Bishopton we speak of ‘hold the line’ to remind staff that a consistent approach from all is required. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour, so students feel treated as valued individuals, respect adults and accept their authority.

## 

## Responses to positive behaviour

At Bishopton we strive to promote positive behaviour and positive choices in our students. Where our pupils make positive choices, school staff will reward students using some of the following rewards:

* Verbal praise
* Positive TRACK points
* Weekly enrichment activities
* Parents informed of positive behaviour via phone call or text
* Display of work around the school and on the website
* Positive notes/postcards home
* Rewards from SLT

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## Responses to and types of misbehaviour

When students make poor behaviour choices or fall short of Bishopton’s high behaviour standards, school staff may implement a range of consequences including;:

* Verbal reminders and warnings
* Negative TRACK points
* Loss of extra-curricular activity trips etc.
* Detentions
* Completing or redoing required classwork
* Time out in the reflection room
* Parents informed via phone calls
* Meeting with parents

Under the Education and Inspections Act 2006, the school has the right to issue a detention within school hours (for example, at break or lunchtime) or after the school day ends. Parental consent is not required for detentions. Bishopton staff will contact parents/carers should a student be issued with an after-school detention.

If a pupil regularly fails to meet school expectations or displays serious misbehaviour, a more serious consequence may take place and the following may happen:

* Change of educational offer (home tuition; education off-site)
* Suspension (previously referred to as fixed term exclusion)
* Permanent Exclusion

**Misbehaviour** is defined as:

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

**Serious misbehaviour** is defined as:

* Repeated breaches of the school rules
* Any form of bullying
* Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
* Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
* Sexual comments
* Sexual jokes or taunting
* Physical behaviour such as interfering with clothes
* Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
* Vandalism
* Theft
* Fighting
* Smoking
* Racist, sexist, homophobic or discriminatory behaviour
* Possession of any prohibited items. These are:
* Knives or weapons
* Alcohol
* Illegal drugs
* Stolen items
* Tobacco and cigarette papers
* E-cigarettes or vapes
* Fireworks
* Pornographic images
* Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

# Bullying

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

* Deliberately hurtful
* Repeated, often over a period of time
* Difficult to defend against

Bullying can include:

| TYPE OF BULLYING | DEFINITION |
| --- | --- |
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another’s belongings, any use of violence |
| Prejudice-based and discriminatory, including:   * Racial * Faith-based * Gendered (sexist) * Homophobic/biphobic * Transphobic * Disability-based | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI) |

Details of our school’s approach to preventing and addressing bullying are set out in our anti bullying policy.

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## Dangerous / prohibited / unauthorised items

The following items are not allowed in Bishopton PRU;:

* Illegal drugs and any drug related paraphernalia e.g. weed crushers, small bongs
* Guns, included toys/imitations
* Knives and other bladed articles or offensive weapons
* Pornographic imagery
* Alcohol
* Fireworks or any other explosive or flammable items.
* Stolen items
* Tobacco, cigarette papers and Lighters
* Laser Pens
* Vapes
* Any article that the member of staff 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 learner).

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Confiscation, screening and searching

Searching, screening and confiscation is conducted in line with the DfE’s [latest guidance on searching, screening and confiscation](https://www.gov.uk/government/publications/searching-screening-and-confiscation).

Confiscation / Screening

Due to the frequency that students bring dangerous / prohibited / unauthorised items to school all students are screened / wanded using a metal detector on arrival at school. Any dangerous / prohibited / unauthorised items found in a pupil’s possession as a result of a search will be confiscated. Due to the level of disruption that misuse of mobile phones could present these are also confiscated, but are returned to students at the end of the school day.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

Searches are carried out rarely at Bishopton, due to the screening / wanding process which is undertaken on arrival but will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

* The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
* In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
* It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

* Assess whether there is an urgent need for a search
* Assess whether not doing the search would put other pupils or staff at risk
* Consider whether the search would pose a safeguarding risk to the pupil
* Explain to the pupil why they are being searched
* Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
* Explain how and where the search will be carried out
* Give the pupil the opportunity to ask questions
* Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

* Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
* Hats, scarves, gloves, shoes or boots

**Searching pupils’ possessions**

Possessions means any items that the pupil has or appears to have control of, including:

* Desks
* Lockers
* Bags

A pupil’s possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items as identified above.

An authorised member of staff can search a pupil’s possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

**Positive Handling**.

All staff at Bishopton are trained using the Team-Teach approach for positive handling. The physical techniques are based on providing the maximum amount of care, control and therapeutic support. New staff will receive this training as soon as possible on commencement of their contract.

Physical intervention should only be used in exceptional circumstances, i.e. if the child’s behaviour presents a danger to:

* The child
* Other children
* Members of staff
* Serious damage to property
* The good order and discipline of the Unit

Physical intervention should be used only as a last resort, i.e. de-escalation strategies have failed.

It should not be used to force compliance with staff instructions unless related to the above and should not be used as a form of punishment.

Physical restraint should not continue longer than necessary. As soon as it is safe to do so the restraint should be gradually relaxed.

The age and size of the child should be taken into consideration when applying restraint. Only the minimum amount of restraint to prevent injury or damage should be used.

It is essential that two members of staff are present if physical intervention has to be used.

If a child is determined to leave the Unit, teachers may;

* Use their physical presence to obstruct the exit and to remonstrate with the child.
* Hold a child by the arm to prevent him/her from leaving the Unit.

If these strategies are unsuccessful restraint may be used if;

* The circumstances outlined above are applicable
* The child is at risk in other ways, e.g. in contact with an unsuitable adult
* There is no responsible adult at home to take charge – or at least to inform.

Any incident involving the use of physical intervention should be documented by a written report of the incident within 24 hours. Staff complete a Positive Physical Intervention report and the incident is recorded in the Bound and Numbered Book.

## Reasonable force

In accordance with DFE guidance on the Use of Reasonable Force 2013 there may be occasions whereby staff have to utilise reasonable force. Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

* Causing disorder
* Hurting themselves or others
* Damaging property
* Committing an offence

**Incidents of reasonable force 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/carers (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Suspension and permanent exclusion

Bishopton PRU can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

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## Mediation and Restorative Practice

Occasionally, following an incident where a learner has presented particularly challenging behaviour, the relationship with the adult concerned may suffer. Mediation should take place at the earliest convenient time (e.g. break or lunchtime), after the learner has had sufficient time to ‘cool off’ and is able to talk about what happened. If appropriate, an ‘On Call’ teacher/TA may provide temporary cover.

If the member of staff has completed the CPOMS log, the learner may wish to record their version of events before both records are reviewed to establish learner & staff perspectives. Completing & reviewing the CPOMS will enable those involved to consider any rule(s) broken and the consequences of the behaviour. Adults should encourage learners to consider what they could do to manage their behaviour differently in future (learner view) whilst suggesting ways in which the learner might be helped to manage their behaviour (staff view).

In cases where the learner refuses to take part in the process, the member of staff should inform the leadership team in order that a more official response might be made. Adults and young learners have the right to defer mediation to a later time to give the process a greater chance of success. However, in cases like this, the learner must be made aware that the mediation process is compulsory and cannot be delayed indefinitely.

Through the above mediation and restorative approach pupils will be given the opportunity to “make right” their wrongdoing rather than receive a sanction. This enables both the victims and the perpetrators to understand the views of each other and this has been proven to have a bigger impact on prevent a reoccurrence of the incident. Staff will only use a restorative approach for first time incidents and repeat incidents between same pupils may result in mediation but then be dealt with at a higher level.

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# Record and Respond

At Bishopton, all staff use CPOMs to log any safeguarding concerns and behaviour deemed by staff to warrant an official response. Staff use CPOMs to record the following information:

* Safeguarding
* Child Protection
* Behaviour (positive and negative)
* Positive Rewards
* Meetings
* Phone calls and/or voicemails left for parents/carers
* Information
* Correspondence between agencies

All recordings of safeguarding, serious incidents and physical intervention must be recorded on the same day of the incident. Parents/Carers must be informed of the incidents on the same day.

Any assaults on staff will be recorded and sent to the Health & Safety department of the Local Authority. (Appendix 3)

# Roles and Responsibilities

Responsibility for promoting the highest quality-learning environment and creating a positive behaviour school culture lies with the whole school community. It requires professionalism (based on Teachers Standards and Performance Management) from teachers and staff in the school and in return expects pupils to understand the part they play in the process so that they can take responsibility for their own learning.

We expect all members of our school community to uphold this Behaviour and Relationships policy.

## Governors

The school expects the local governing body to:

* Review and ratify the behaviour policy annually in accordance with Section 88 of the Education and Inspections Act 2006 (Further guidance can be found in the latest governance handbook
* Challenge the Headteacher and SLT, holding them to account within this policy

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## Senior Leadership Team

Bishopton PRU expects the Headteacher and senior leadership team to:

* Review the policy annually and ensure it meets the needs of the students and staff
* Share the policy on the school website in accordance to DFE guidelines
* Support pupils to meet Bishopton expectations
* Support all staff in the upholding of this policy
* Provide relevant CPD in accordance to this policy
* Support all members of staff with pupil behaviour management through monitoring and recording student behaviour
* Conduct and lead regular briefings and/or meetings regarding behaviour and attitudes
* To meet with parents / carers as and when necessary
* Create and monitor a staff rota for social times

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## Teaching Staff

Bishopton PRU expects teaching staff to:

* Read, understand and follow this policy
* Support pupils to meet Bishopton expectations
* Ensure that their teaching areas are ready for students to learn
* Plan effectively for lessons, which minimise negative behaviour and engage students
* Set work that is challenging and appropriate to pupils’ abilities
* Maintain high expectations of pupils, both in the lesson content and pupil conduct
* Recognise and reward positive behaviour
* Issue TRACK points each lesson that accurately reflect the pupils’ behaviour, work, and effort/attitude, *and* ensure they are recorded on SIMS in a timely fashion
* Complete TRACK record keeping and parent/carer phone calls as part of a tutor team
* Model appropriate behaviour
* Provide positive feedback about learners’ efforts and achievement
* Treat pupils with fairness and respect at all times
* Collect learners promptly from the dining hall after breakfast club, break time and lunchtime
* Monitor pupil behaviour
* Support with loss of social time
* Engage with pupils at social times
* Report behaviour / issues on CPOMS in a timely manner

## Teaching Assistants / Pastoral Staff

Bishopton PRU expects teaching assistants to:

* Read, understand, and follow this policy
* Monitor behaviour and support teachers with enforcing the Behaviour policy
* Support pupils to meet Bishopton expectations
* Be at designated posts for duties promptly
* Meet and greet pupils during breakfast times
* Engage with pupils during social times
* Praise students who display positive behaviour for learning
* Re-iterate basic behaviour expectations
* Support teaching staff in issuing TRACK points each lesson that accurately reflect the pupils’ behaviour, work, and effort/attitude, *and* ensure they are recorded on SIMS in a timely fashion
* Complete TRACK record keeping and parent/carer phone calls as part of a tutor team
* Facilitate behaviour for T&L
* Provide the equipment required for each session
* Call parents to report positive / negative behaviour and record on CPOMS in a timely manner
* Reporting on behaviour / issues in staff briefings and on CPOMS in a timely manner
* Monitor student attitudes and report to teachers at the beginning of lessons
* Escort students to their next lesson
* Ask students whether they understood what was being taught
* Encourage and praise students to improve attitudes and behaviours for their next lesson
* Enforce no smoking/vaping policy
* Escort students to social areas to reduce chances of running around or abusing school property
* Collect pupils at break times
* Ensure students clear up after themselves
* Read, understand, and follow this policy
* Meet and greet pupils at the door to support the handing in of personal items and wearing of correct uniform
* Confiscate disallowed items
* Be available when a member of staff requires behaviour management support
* Be aware of the TRACK system and how it is used in school
* Remove students if necessary and follow up behaviour issues
* Support staff as necessary during transition periods
* Support staff as necessary when loss of social time is issued as a sanction
* Meet with parents / carers as and when necessary

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## Parents and carers

Bishopton expects parents and carers to:

* Support the Bishopton policy on attendance and punctuality by notifying the school of any absences or lateness.
* Notify Bishopton of any factors which may affect the behaviour of their child
* Support their child by attending regular reviews, open days and other meetings
* Be aware of and support Bishopton Behaviour Policy and Positive Handling Policy

# Monitoring and Evaluation

The Senior Leadership Team will regularly review behaviour across the school, via the class charts, completing learning walks; analysing behaviour data, exclusions, Team Teach, Serious Incidents etc.; analysing visitor feedback; speaking to learners and analysing pupil and parent feedback. After any of these take place, an analysis will be made and feedback will be given to staff.

A review of classroom/lesson observations and learning walks should inform the following:

* Improvement in learners’ achievement and attainment
* Improvement in the Teaching and Learning across the provision

The desired outcomes for this policy are improvements in students learning and greater clarity amongst learners, teachers and parents concerning pupils learning, achievement and progress.

The performance indicators will be:

* An improvement in learners’ attitudes and attainment
* An improvement in behaviour across the school
* Improvement in the Teaching and Learning across the provision

# UN Convention of the Rights of the Child (UNCRC)

Bishopton is a Rights Respecting School. Based on the principles of equality, dignity, respect, non-discrimination and participation, we place the rights of the child at the heart of everything we do, including school policy and strategic planning. Our school community ensures that rights are learned, taught, practised, respected, protected and promoted. There are 54 articles in the UNCRC, the following articles specifically underpin this policy:

|  |  |
| --- | --- |
| **Article** | **Summary** |
| 2 | Non - Discrimination |
| 3 | Best interests of the child |
| 5 | Parental guidance and a child’s evolving capacities |
| 12 | Respect for the views of a child |
| 13 | Freedom of expression |
| 14 | Freedom of thought, belief and religion |
| 15 | Freedom of association |
| 16 | Right to privacy |
| 28 | Right to education |

# Appendix 1 – Bishopton Expectations Poster

# A screenshot of a computer Description automatically generated

**Appendix 2 – TRACK poster**

# A screenshot of a computer Description automatically generated

# Appendix 3 – Notification of Assault Form

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| Notification of Assault Form | | | | | | | | | |
| **Part 1**. **Assaulted person, or another responsible person to complete.** | | | | | | | | | |
| Please tick as appropriate (√) | Stockton Borough Council Employee | | | | | | | Agency Employee | |
| Assaulted person | First Name(s): Surname: | | | | | | | | |
| Occupation |  | Date of Birth | | | | | Normal Workplace. | | |
| Directorate |  |
| Date & time of assault |  | State which premises or place the assault occurred. | | | | | | | |
| Describe any injuries. |  | Was first aid treatment given? | | | Yes  No | What treatment was given? | | | |
| Did injury result in absence? | Yes No  Please expand on any absence incurred e.g. actual or likely time lost | | | | | Where lost-time absence occurs, please indicate on HR On-line Day 1 reporting. | | | |
| Describe the assault, eg  verbal, physical  threatening, stating  how the assault  occurred |  | | | | | | | | |
| Name(s) ofwitnesses | Please Print: | | | | | | | | Date: |
| Police informed ✔ | Yes No | | | Crime No | | | | |  |
| Details of aggressor if known | Name | | Address | | | | | | Date of Birth |
| **Complete Part 1 & Part 2 in full before forwarding on the Health and Safety and Insurance offices** | | | | | | | | | |
| **Part 2.** **Line manger’s comments and action taken to prevent a recurrence** | | | | | | | | | |
| Comment and Action Taken to Prevent Recurrence**:**  Please print name: Date: | | | | | | | | | |

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| **Part 3.** **Health and safety adviser’s comments** |
| Health and Safety Adviser’s Name: Date: |

**Notes to employees & line managers**

This form must be completed as soon as possible after the incident.

The assaulted person, or another responsible person should fill in Part 1 before forwarding to the Line Manager to complete Part 2.

A member of the Health and Safety Team may contact you if further information is required.

Your Line Manager or Supervisor will make enquires into the circumstances of the assault with a view to establishing what happened, and what actions may be taken to prevent a recurrence.

Where absence occurs as a result of an assault at work, normal absence reporting arrangements apply.

**The completed form must be sent to the following offices at the earliest opportunity.**

**Insurance Manager**

**Andy Cullen**Finance & Business ServicesMunicipal BuildingsChurch RoadStockton on TeesTS18 1LD

Tel 01642 526790

Email:

HYPERLINK "mailto:insurance.services@stockton.gov.uk" insurance.services@stockton.gov.uk

**Health and Safety Manager**

**Derek MacDonald**

Finance & Business Services

Municipal Buildings  
Church Road  
Stockton on Tees  
TS18 1LD

Tel 01642 528195

Email: healthandsafetyunit@stockton.gov.uk