



11.2

## **Behaviour Policy**

### **Contents:**

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Definitions
4. Prevention strategies and sanctions for unacceptable behaviour
5. Effective childcare room management
6. Managing behaviour
7. Sexual abuse and discrimination
8. Smoking and controlled substances
9. Prohibited items, searching children and confiscation
10. Behaviour off the premises
11. Monitoring and review

### **Appendices**

- A. Behaviour Contract
- B. Behaviour Incident Internal Form
- C. Behaviour Management Observations Form
- D. Behaviour Incident Parental Acknowledgement Slip

### **Statement of intent**

St Chads Community Project believes that, to provide a safe environment which allows children to learn, both intellectually and on an interpersonal, social level, acceptable behaviour must be demonstrated in all aspects of the St Chads CP community life. The organisation is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.



- Developing positive relationships with children and young people to enable early intervention.
- A shared approach which involves children and young people in the implementation of the organisation's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all children and young people can achieve.

The organisation acknowledges that behaviour can often be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the organisation aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and children and young people are taught to be resilient. The organisation aims to promote resilience as part of a whole-organisation approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of children, young people and staff is promoted through the informal curriculum of projects and activities, including leadership practice, policies, values and attitudes, alongside the social and physical environment.
- **Teaching** – session activities are used to develop children and young peoples' knowledge about health and wellbeing.
- **Community engagement** – the organisation proactively engages with parents, outside agencies and the wider community to promote consistent support for children and young peoples' health and wellbeing.

Where vulnerable children, young people or groups are identified, provision will be made to support and promote their positive mental health. The organisation's 7.9 Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these children and young people for any SEMH-related difficulties that could affect their behaviour.

## 1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002



- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2018) 'Searching, screening and confiscation'

This policy operates in conjunction with the following organisation policies:

- 11.1 Behaviour Principles Written Statement
- Children's Code of Conduct
- Parents Code of Conduct
- 7.9 Social, Emotional and Mental Health (SEMH) Policy
- 12.1 Complaints Procedures Policy
- 10.1 Special Educational Needs and Disabilities (SEND) Policy
- 11.4 Child-on-Child Abuse Policy
- Chapter 13 Child Protection and Safeguarding Policies
- 7.7 Smoking Policy
- 11.3 Anti-Bullying Policy - Children & Young people
- 11.5 Physical Intervention Policy

## **2. Roles and responsibilities**

The Board of Trustees in collaboration with the CEO have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-organisation culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the organisation's Complaints Procedures Policy.



The CEO is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the setting. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by children and young people at the setting.
- Determining the setting rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, volunteers, parents, children and young people at least once a year.
- Reporting to the Board of Trustees on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The CEO in collaboration with the Head of Children Services and the Mental Health First Aid Lead are responsible for:

- Overseeing the whole-organisation approach to mental health, including how this is reflected in this policy, how staff are supported with managing children and young people with SEMH-related behavioural difficulties, and how the organisation engages children, young people and parents with regards to the behaviour of children and young people with SEMH difficulties.
- Supporting behaviour management in line with the 7.9 Social, Emotional and Mental Health (SEMH) Policy.

The SENCO is responsible for:

- Collaborating with the CEO and the Mental Health First Aid Lead, to determine the strategic development of behaviour and SEMH policies and provisions in the organisation.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support children and young people with SEND, in line with the organisation's 10.1 Special Educational Needs and Disabilities (SEND) Policy.
- Supporting staff in the further assessment of a child or young person's strengths and areas for improvement and advising on the effective implementation of support.



All Childcare staff are responsible for:

- Planning and reviewing support for children and young people with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the children and young people themselves.
- Aiming to offer all children and young people a curriculum of projects and activities, whatever their prior attainment.
- Planning a curriculum of projects and activities to address potential areas of difficulty to ensure that there are no barriers to every child or young person achieving their full potential, and that every child or young person with behavioural difficulties will be able to take part in projects and activities.
- Being responsible and accountable for the progress and development of the children and young people in their session.

All members of staff, including support staff, and volunteers are responsible for:

- Adhering to this policy.
- Supporting children and young people in adhering to this policy.
- Promoting a supportive and high-quality learning, care and play environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every child or young person.
- Being aware of the needs, outcomes sought, and support provided to any child or young person with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour.

The relevant figures of authority include:

- SENCO.
- Head of Children Services.
- CEO.
- As authorised by the CEO, disciplining children and young people who display poor levels of behaviour. This responsibility includes the power to discipline children and young people even when they are not in the setting or in the charge of a member of staff.

Children and young people are responsible for:

- Their own behaviour both inside the setting and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.



Parents are responsible for:

- Supporting their child in adhering to the setting rules.
- Informing the organisation of any changes in circumstances which may affect their child's behaviour.

### 3. Definitions

For the purposes of this policy, the organisation defines “serious unacceptable behaviour” as any behaviour which may cause harm to one-self or others, damage the reputation of the organisation within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Running away from the setting
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of children and young people
- Any behaviour that requires the immediate attention of a staff member



For the purposes of this policy, the organisation defines “low-level unacceptable behaviour” as any behaviour which may disrupt sessions for the perpetrator and/or other children & young people, including, but not limited to, the following:

- Low-level disruption in the childcare room
- Rudeness
- Lack of using correct equipment for projects and activities
- Disruption on public transport during trips and outings
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

#### **4. Prevention strategies and sanctions for unacceptable behaviour**

This section outlines the organisation’s strategies for preventing unacceptable behaviour, minimising the severity of incidents, and using sanctions effectively and appropriately to improve children and young peoples’ behaviour in the future.

##### **Positive staff-child relationships**

Positive staff-child relationships are key to combatting unacceptable behaviour. The organisation focusses heavily on forming these relationships to allow childcare workers to understand their children and young people and create a strong foundation from which behavioural change can take place.

##### **De-escalation strategies**

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a child or young person’s escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the child or young person and creating an outcome goal.
- Identifying any points of agreement to build a rapport.



- Offering the child or young person a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your project” becomes “if you return to your seat, I can help you with your project”.

### **Physical intervention**

In line with the organisation’s 11.5 Physical Intervention Policy, members of staff trained in Team Teach have the legal right to use reasonable force to prevent children from committing an offence, injuring themselves or others, or damaging setting property, and to maintain good order and discipline in the childcare room.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the 11.5 Physical Intervention Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the child or young person will be immediately taken to the Head of Children Services and the child or young person’s parent will be contacted – parents may be asked to collect the child or young person with immediate effect and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the organisation and may result in a fixed-term exclusion in the first instance. It is at the discretion of the CEO to what behaviour constitutes for an exclusion.

When using reasonable force in response to risks presented by incidents involving children or young people with SEND or medical conditions, the organisation will recognise and consider the vulnerability of these groups.

## **5. Effective Childcare room management**

Well-managed rooms are paramount to preventing disruptive and unacceptable behaviour. The organisation understands that effective room management allows staff to:

- Start the academic year with clear sets of rules and routines that are understood by all children and young people attending the various childcare services.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.



- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned sessions with a range of activities and projects to keep children and young people stimulated.

Subject to reasonable adjustments, e.g. those made for children and young people whose SEND may affect their behaviour, children and young people will be expected to follow the Children Code of Conduct, which requires children and young people to:

- Conduct themselves around the premises in a safe, sensible and respectful manner.
- Arrive to sessions on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and other children and young people.
- Show respect for the opinions and beliefs of others.
- Report unacceptable behaviour.
- Show respect for the childcare room environment.

### **Childcare room rules and routines**

The organisation has an established set of clear, comprehensive and enforceable childcare room rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and childcare staff”, rather than “do not act disrespectfully towards your peers and childcare staff”.

The organisation also has an established set of childcare room routines to help children and young people play and take part in activities well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes childcare staff ensuring that before sessions begin, they have the full attention of all children and young people, then explaining the task, activity or project clearly so all children and young people understand what they are supposed to be doing.

The Head of Children Services ensures all childcare staff understand childcare room rules and routines and how to enforce them, including any sanctions for not following the rules.

Childcare staff support children and young people to understand and follow childcare room rules and routines. Childcare staff inform children and young people of childcare room rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, childcare staff explain the rationale behind the rules and routines to help



children and young people understand why they are needed, and will model rules and routines to ensure children and young people understand them. Childcare staff will also explain clearly to children and young people what will happen if they breach any childcare room rules to ensure children and young people are aware of the sanctions that may be imposed.

To support children and young peoples' continued awareness and understanding of childcare room rules and routines, childcare staff reinforce them in a range of ways, e.g. placing posters of the rules on childcare room walls and providing regular verbal reminders of the routines. Childcare staff also ensure that childcare room rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the academic year, once the childcare room rules have been devised, children and young people are provided with a Childcare Room Rules Agreement which they are required to read and sign. All rules outlined in the Childcare Room Rules Agreement are applicable to children and young peoples' behaviour elsewhere on the premises and outside of the setting – childcare staff will ensure that children and young people understand this.

For younger children, parents will read the Childcare Room Rules Agreement with their child and sign it on their behalf.

### **The childcare room environment**

The organisation understands that a well-structured childcare room environment is paramount to preventing poor behaviour. This includes the childcare staff positioning themselves effectively within the childcare room, e.g. wherever possible, childcare staff avoid standing with their backs to children and young people and ensure they have full view of the room at all times.

Childcare staff employ strategic seating arrangements where necessary to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the childcare workers.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the childcare workers can see children and young peoples' faces, that children and young people can see one another.
- Ensuring the childcare workers can move around the room so that behaviour can be monitored effectively.



## Praise and rewards

The organisation recognises that praise is key to making children and young people feel valued and ensuring that their efforts are celebrated. When giving praise, childcare workers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a child or young person's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from staff, the organisation understands that peer praise is also effective for creating a positive, fun and supportive environment. Staff encourage children and young people to praise one another, and praise another child or young person to the staff, if they see them modelling good behaviour.

As with praise, the organisation understands that providing rewards after certain behaviour means that children and young people are more likely to model the same behaviour again. For rewards to be effective, the organisation recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all children and young people are fairly rewarded.

The setting has a number of options for rewards that can be given to children and young people. These include social rewards, e.g. positive contact with parents, physical rewards, e.g. certificates, and activity-based rewards, e.g. additional play time.

## 6. Managing behaviour

Instances of unacceptable behaviour are taken seriously and dealt with immediately.

The Head of Children Services will keep a record of all reported incidents to help identify children and young people whose behaviour may indicate potential mental health problems.

After an initial incident of negative behaviour, the following sanctions are implemented:



- The child or young person is sent to speak with the Head of Children Services immediately or, in their absence, the most senior member of staff i.e. Room Leader to discuss the incident. Incident will be logged using required paperwork.
- The Head of Children Services investigates the incident and decides whether it constitutes unacceptable behaviour.
- If the Head of Children Services deems the incident to be unacceptable behaviour, they will record the incident in the Behaviour Log, as well as on the child or young person's Behaviour Contract if they have one. The behaviour will also be recorded on the child or young person's permanent record.
- Where deemed necessary the child or young person will be asked by the Head of Children Services or in their absence most senior member of staff i.e. Room Leader to conduct a 'time out' for a period of time relevant to the child or young person's age, religious requirements, SEMH needs, any SEND, and any other relevant information.
- Where deemed necessary, the Head of Children Services will inform the child or young person's parents and invite them to discuss the incident.

Following repeated incidents of unacceptable behaviour, the following sanctions are implemented:

- The CEO in collaboration with the Head of Children Services will consider as a last resort whether the child or young person should be excluded for a fixed term, in line with the organisation's Exclusion Policy, and will determine the length of the exclusion.
- Although unacceptable behaviour does not necessarily mean a child or young person has SEND, an assessment will be carried out at this stage, this can include with consent liaising with other places that the child or young person attends i.e. school, to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the child or young person's behaviour.
- Where a child or young person is identified as having SEMH-related difficulties, SEND support will be put in place from the organisation's SEND budget.
- Where SEND is not identified, but the CEO and Head of Children Services determines that support is still required for the child or young person, an Individual Behaviour Plan will be created to outline the necessary provisions in place.



For discipline to be lawful, the organisation will ensure that:

- The decision to discipline a child or young person is made by a paid member of organisation staff, or a member of staff authorised to do so by the CEO or Head of Children Services.
- The decision to discipline a child or young person is made on the setting premises or whilst the child or young person is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a child or young person is reasonable and will not discriminate on any grounds, as per the Equality Act 2010.

The organisation will ensure that all discipline is reasonable in all circumstances, and will consider the child or young person's age, religious requirements, SEMH needs, any SEND, and any other relevant information.

## **7. Sexual abuse and discrimination**

The organisation prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The organisation's procedures for handling child-on-child sexual abuse and discrimination are detailed in the 11.4 Child-on-Child Abuse Policy.

The organisation will respond promptly and appropriately to any sexual harassment complaints in line with the Chapter 13 Child Protection and Safeguarding Policies; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

## **8. Smoking and controlled substances**

The organisation will follow the procedures outlined in its 7.7 Smoking Policy and Children and Young Person Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with part 1 of the Health Act 2006, this setting is a smoke-free environment. Parents, visitors, staff, volunteers, children and young people are instructed not to smoke on the premises or grounds. Children and young people are not permitted to bring smoking materials or nicotine products to the building.



The organisation has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with children and young people related to controlled substances occur, the organisation will follow the procedures outlined in the Children and Young Person Drug and Alcohol Policy and Chapter 13 - Child Protection and Safeguarding Policies.

## **9. Prohibited items, searching children & young people and confiscation**

CEO, Head of Children Services and staff authorised by them have a statutory power to search children and young people or their possessions, without consent, where they have reasonable grounds for suspecting that the child or young person may have a prohibited item. The prohibited items are:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- 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 any person, including the child or young person themselves; or
  - To damage the property of any person, including the child or young person themselves.

The CEO, Head of Children Services and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, in line with the organisation's 11.5 Physical Intervention Policy.

## **10. Behaviour off the premises**

Children and young people at the setting must agree to represent the organisation in a positive manner. The guidance laid out in the Children Code of Conduct applies both inside the setting and out in the wider community, particularly if the child or young person is wearing a St Chads Community Project labelled clothing, e.g. high-viz vests.



Staff can discipline children and young people for misbehaviour outside of the setting premises when the child or young person is:

- Wearing St Chads Community Project labelled clothing.
- Travelling to or from the setting.
- Taking part in any St Chads Community Project related activity.
- In any way identifiable as being a child or young person registered at the setting.

Staff may also discipline children and young people for misbehaviour off the setting premises that, irrespective of the above:

- Could negatively affect the reputation of the organisation.
- Could pose a threat to another child, young person, a member of staff at the setting, or a member of the public.
- Could disrupt the orderly running of the session.

Any bullying witnessed outside of the setting premises and reported to a member of staff, will be dealt with in accordance with the organisation's 11.3 Anti-Bullying Policy - Children and Young People.

The organisation will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed outside of the setting premises as would be imposed for the same behaviour conducted on setting premises. In all cases of unacceptable behaviour outside of the setting premises, staff will only impose sanctions once the child or young person has returned to the premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of children or young people from the organisation are taken very seriously and will be dealt with in accordance with the 12.1 Complaints Procedures Policy.

## **11. Monitoring and review**

This policy will be reviewed by the CEO on an annual basis; they will make any necessary changes and communicate these to all members of staff. This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is September 2023.

## Behaviour Contract: Section 1 – agreement

This contract is a written agreement between you and your key worker. The aim is to identify clear goals for you and support you in the childcare room to improve your behaviour. Once this contract is in place, you should do everything you can to stick to your goals.

Child name: \_\_\_\_\_ Date: \_\_\_\_\_

### My goals



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



To prevent my challenging behaviour, I can:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



When I demonstrate challenging behaviour, you can help me by:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



These are the consequences if I don't meet my goals:

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These are the rewards if I meet my goals:



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My contract will be reviewed on:

Child signature: \_\_\_\_\_

Key Worker signature: \_\_\_\_\_



## Behaviour Incident Internal Form

Name of child:		Age:	
Date:		Time:	
Location of observation:		Name of staff member:	

**Before the incident: what led to the behaviour?**

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**During the incident: what did the child do?**

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**After the incident: what were the consequences of this behaviour?**

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**Additional comments**

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## Behaviour Management Observations Review Form

Name of child:		Age:	
Name of key worker:		Date:	

**Do there appear to be any patterns triggering the child's behaviour?**

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**Are our existing management systems effective?**

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**What achievable targets could we implement for the child to work towards?**

--

**What are the child's strengths?**

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**What strategies could we implement to help the child achieve their targets?**

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**Additional comments**

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### Behaviour Incident Parental Acknowledgement Slip

<b>Name of child:</b>		<b>Age of child:</b>	
<b>Date of incident:</b>		<b>Time of incident:</b>	
<b>Location of observation:</b>		<b>Name of staff member informing parent:</b>	
<b>Nature of Incident:</b>			

Your child has been involved/ affected by an incident today. Can you please sign to acknowledge that you have been informed of this incident by staff member above.

Full Name Parent/ Carer: \_\_\_\_\_

Signature Parent/ Carer: \_\_\_\_\_

Date: \_\_\_\_\_

### Behaviour Incident Parental Acknowledgement Slip

<b>Name of child:</b>		<b>Age of child:</b>	
<b>Date of incident:</b>		<b>Time of incident:</b>	
<b>Location of observation:</b>		<b>Name of staff member informing parent:</b>	
<b>Nature of Incident:</b>			

Your child has been involved/ affected by an incident today. Can you please sign to acknowledge that you have been informed of this incident by staff member above.

Full Name Parent/ Carer: \_\_\_\_\_

Signature Parent/ Carer: \_\_\_\_\_

Date: \_\_\_\_\_