

**THE ROCHE SCHOOL**  
**Behaviour Management Policy**

*This policy which applies to the whole school is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.*

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## 1. Ethos & Aims

We believe in a positive approach to behaviour management in which we highlight and reward the good, and do not emphasise the bad. Obviously, there are times when a gentle reminder is necessary, and we try to make this appropriate to the misdemeanour and the age of the child. On the whole children respond well when they know that the school has high expectations of them and that they are treated fairly and with respect.

Of paramount importance is that all people have the right to come to school and be safe and secure of harm.

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**
- Identify how we track **behaviour post-COVID**

## 2. Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

### 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes, including Sports lessons and off site school visits
- Repeated non-completion of classwork or homework without adequate explanation
- Poor attitude
- Offensive language
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- 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
  - 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)

### 4. Bullying

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

Bullying is, therefore:

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

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
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 or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

## 5. Roles and Responsibilities

### 5.1 The advisory board

The advisory board is responsible for monitoring this behaviour policy's effectiveness and holding the head teacher to account for its implementation.

### 5.2 The head teacher

The head teacher is responsible for reviewing and approving this behaviour policy.

The head teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **5.3 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents:
  - Staff are asked to keep minutes off logs in their classrooms and have them available for Peripatetic to use when needed. They must also record demerits on the system when given and provide a reason why the demerit was given. Staff are asked to also fill in the Behaviour Log (in Microsoft 365) for more serious issues that arise and copy in The Head of Behaviour Management into any emails concerning level 3 incidents or where persistent poor behaviour is occurring. They must also keep the Head of Behaviour Management fully informed concerning level 2 and 3 behaviour problems.
- The senior leadership team and Head of Behaviour Management will support staff in responding to behaviour incidents.

### **5.4 Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Work closely with the school to support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## **6. Pupil Code of Conduct & The Roche Approach**

Pupils are expected to:

- Listen to all school staff and not answer back or ignore instructions
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect

- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Children come to school to learn and play and should apply themselves appropriately. At the start of every term we have an Assembly altogether in which the school rules are highlighted and discussed using visual prompts to assist understanding for all children. We also hold additional separate assemblies for the Lower School and Upper School to recommend various games pupils can play with their friends in the playground as well as strategies to use when asking to join or decline invitations to games. Children like to have a sense of achievement and there are few who do not try as hard as they can to observe the school rules and moral codes. We believe they should take pride in their work and always aim to do their best.

Children must learn to be responsible for their own decisions. They should not blame others if their behaviour leads them into trouble (e.g. he/she told me to). We actively encourage high standards of behaviour which help to maintain the moral and academic standards we achieve.

### **The Roche Approach**

In order to focus on positive behaviour, the school has adopted a whole school system called 'The Roche Approach'. Posters are on display around the school to remind children of the desired behaviour for effective learning as well as to foster positive relationships.

Respect, Open-mindedness, Compassion, Humour, Effort

## **7. Rewards and Sanctions**

### **7.1 List of rewards and sanctions**

Children who choose to behave well will be rewarded and praised. Children who choose to behave badly will be made aware of this and sanctions applied appropriately. Our procedures for rewarding children who choose to behave well and for sanctioning children who choose to behave badly will be open, fair, graduated, straightforward and clear. The basic principles will be consistent, but the application of rewards and sanctions will be appropriate to the child's age and stage of development.

Though behaviour management will be differentiated across the year groups the overall approach of 'The Roche Approach' will be constant and understood from Foundation to Year 6.

### **Rewards**

Our emphasis is on rewards and to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements.

Positive behaviour will be rewarded with:

- Praise
- Weekly certificates are given out in Lower School and Upper School Assemblies where children are praised in front of the entire group in attendance

- Golden Ticket Awards are given out in Whole School assemblies for one child from both Lower and Upper School where exemplary ‘Roche Approach’ behaviour has been demonstrated that week. Nominations from staff but children also.
- The Roche Approach Committee (made up of Year 6 students) discuss with teachers and announce various certificates in Friday Assembly e.g. best table at lunch, best child in the playground, best class for keeping their belongings tidy etc.
- Gold Tokens (house points)
- Individual merit charts/reward schemes – these should be displayed in class. Children can receive merits for academic work, good behaviour, perseverance etc shown within the classroom setting and beyond.
- Group points for tables with weekly reward; given at times when a collaborative approach is required within and outside the classroom; e.g. for tidying up, showing you are ready to learn, working as a group etc
- Special responsibilities/privileges

### **Privilege Time**

Children start each weekly cycle with 20 minutes of Privilege Time. This involves playing social games in class groups/year groups, and children are free to choose activities that they wish to participate in. In the case of Reception & Year 1 activities are planned in mixed ability groups.

### **Houses & Golden Tokens**

The school operates a system of Houses and Golden Tokens. Each child is assigned and then belongs to one of the Houses (Red, Yellow, Blue or Green). Golden Tokens are awarded by a member of staff to reward and commend a child for good work, academic achievement or behaviour. It can be for anything that the teacher feels the child has done well, or even just better than previously where the child would benefit from positive encouragement and reinforcement. Golden Tokens are added up by the House Captains at the end of each term. At the final assembly of each term totals are announced and a small reward is given out to all children in the winning house. At the end of the year, the totals are taken and the colours for the winning house go on the House Cup.

### **Sanctions**

**The school recognises that inappropriate behaviour or actions fall into three distinct levels of response.**

We may use one or more of the following sanctions in response to unacceptable behaviour:

**Level 1 Yellow card** *represents low level poor behaviour e.g calling out in class, talking in the line, running along the corridors, interrupting, forgetting homework or general poor attitude etc.*

- A verbal reprimand
- Sending the pupil out of the class
- Loss of privilege time (minutes can be taken off either privilege time, or breaktime)
- Expecting work to be completed at home, or at break or lunchtime
- Referring the pupil to a senior member of staff

**Level 2 Red Card/Demerit** *represents more significant poor behaviour or lack of response to level 1 sanctions e.g. continuing unwanted behaviours mentioned above. Incidents deemed more serious e.g. fighting, name calling, rudeness, excluding others, deliberate unkindness, etc.*

When a demerit is issued the child misses their next break. All demerits are recorded in the Behaviour Log on a central register so that staff can see who is being given demerits, why, and by whom. (The demerit register is in Microsoft Office under Behaviour Log for the relevant year.) Children will be asked to fill in a reflection sheet (see Appendices) which asks the child to outline what happened and consider the consequences of their behaviour (in Lower School this may be filled out by the teacher in consultation with the child). This form may be sent home for parents to review and sign. If a child receives three demerits in one academic term, they must then complete Friday after school detention, supervised by the Head of Behaviour Management.

Where bullying is identified, the initial sanction is a red card, but logged in the Anti-Bullying Log (in Shared Documents/Organisation) by the class teacher in conjunction with the Head of Behaviour Management as well as in the Behaviour Log.

### **Behaviour Report Card**

For consistent and repeated poor behaviour pupils may be placed on report so that behaviour can be more minutely observed and evaluated. Teachers draw up the 'Behaviour Report card' detailing up to three Key Behaviour Targets. These are shared with the child and their parents. The report card is to be signed by the relevant teachers at the conclusion of each session and at the end of each day the child must share this report card with a member of SLT. The child will then take the report card home and then discuss it with their parents. A pupil remains on report for a period of between one and four weeks. At the conclusion of this period we will revise and evaluate the effectiveness of the approach and determine whether further action is required or the child is commended for making appropriate changes to his/her behaviour.

Where report cards are required they will employ a highly positive, reward system which focuses on the child completing the required action/activity.

### **Level 3 More Serious Sanctions**

If a child's behaviour is considered to be seriously harmful or dangerous they may be suspended for between one and three academic days. Should a child's behaviour not respond to the support and guidance offered as a result of multiple demerits, detentions, periods of time on report and they warrant three suspensions in an academic year, the school may look at the final sanction of expulsion. These decisions will not be taken lightly and will always involve the DSL, advisory board, class teacher, head teacher, the child and their parents. Parents have

the right of appeal against a permanent exclusion. This appeal would be heard by a panel of the proprietors and a member of the advisory board.

The class teacher will liaise with parents and failing satisfactory outcome the Designated Safeguarding Lead will liaise with outside agencies.

The Local Education Authority (LEA) will be notified if a pupil is going to be deleted from the admission register. The pupil will not be removed from the admission register until the LEA have been informed in writing by the Headmistress or Safeguarding team.

NOTE: Playground staff, sports staff and support staff are expected to inform the class teacher of any behavioural issues so that appropriate sanctions can then be applied and the incident recorded in the Behaviour Log (See 'Behaviour Protocols for Support Staff' in Appendices).

If a child is behaving poorly at breaktime, they may be asked to take a time out a number of minutes on the Reflection Bench.

## **7.2 Off-site Behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school. We expect children to show consideration to other people, have good manners and move about as instructed by the person in charge. We reserve the right to exclude children who may not behave appropriately from any planned excursions, particularly where it endangers themselves or others.

## **7.3 Rough and Tumble/Fantasy Play**

Young children often engage in play that has aggressive themes such as superhero or weapon play. This behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing.

- We recognise that teasing and rough and tumble play are normal for young children and are acceptable within limits.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violently dramatic strategies eg. shooting, goodies and baddies and as such offer opportunities for us to explore concepts of right and wrong.
- We are able to tune into the content of play, perhaps to suggest alternative strategies for heroes and heroines, making the most of teacher input to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

## **7.4 Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the head teacher will discipline the pupil in accordance with this policy.

Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations of abuse against staff.

The head teacher will also consider the pastoral needs of staff accused of misconduct.

## **8. Behaviour Management**

### **8.1 The Curriculum & Classroom Management**

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### **8.2 Physical restraint**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible

- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in the Incident Folder and reported to the Head teacher and Deputy Head. The child's parents must also be informed on the same day.

Corporal punishment is not used or threatened at the Roche School.

**Restrictive Interventions – Including reasonable force and seclusions:** *The use of restrictive interventions, including reasonable force and seclusion, can have a significant impact on the pupils, staff members and parents involved, as well as the wider classroom. However, there are times when the use of restrictive interventions will be lawful and necessary; for example, to keep individuals and the wider school community safe. Restrictive interventions are a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil, including both physical and non-physical actions aimed to restrain pupils in different ways. This may also include a child being secluded to support with their self-regulation. Any 'Reasonable Force' used in these circumstances means 'using no more force than is necessary for the least amount of time'. We follow the latest DfE guidance "[Restrictive interventions, including use of reasonable force and seclusions](#)".*

*All staff will follow our behaviour policy and all pupils are encouraged to follow these expectations to reduce the need for the need for 'restrictive interventions.' Staff will work in collaboration with pupils and parents/carers to plan positive, proactive behaviour support which may include support plans, referral to specialist agencies and agreeing actions to reduce the occurrence of challenging behaviour. For full details, please see our Restrictive Interventions Policy.*

### 8.3 Searching, screening and confiscation

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

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

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). Pages 12-14 detail the procedure for 'Strip Searching' including getting the police involved as last resort, having another adult present and making the parents aware.

### 8.4 SEND

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's Special Educational Needs Co-ordinator (SENCO) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs. An Individual Education Plan (IEP) may need to be compiled in consultation with the parents and the key teacher, which should decide on the action needed to help the child to progress. Incidents that occur involving poor behaviour will be logged in the ABC format (Antecedents, Behaviour, and Consequences) which is designed to identify patterns and situations where a child is having difficulty behaving appropriately.

The school will not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation (Section 91 of the Education and Inspections Act 2006; Section 91(6)(b) of the Education and Inspections Act 2006). The school will consider whether a pupil’s SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, we will refer to the Equality Act 2010 and schools’ guidance. The school will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. It is also important for the schools to seek to try and understand the underlying causes of behaviour and whether additional support is needed. In 2018 an Upper Tribunal judgment found that if a child in education has a recognised condition that is more likely to result in a tendency to physical abuse, that can be a disability. 24 As is explained above in paragraph this does not necessarily mean that a disabled child will be exempt from sanction.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **8.5 Pupil Support**

Children who misbehave may be given one-to-one support by talking about what was inappropriate and discuss why the behaviour was unacceptable. They will be offered the opportunity to suggest how to put things right and given advice on how to improve their behaviour so it is more appropriate. For children with particular difficulties around behaviour, which may have arisen for a wide range of reasons, extra support will be given – sometimes in the form of a special card with stickers on or encouraged (with their families) to work towards a reward for further improvements in behaviour. The emphasis is always on positive praise.

Children will be encouraged to say sorry to a child if they have hurt them (purposefully or accidentally) or been unkind to them. It is of paramount importance that children are given the opportunity to understand why they are saying sorry and reminded to say it only if they truly believe it.

## **8.6 Zero Tolerance Approach to issues of Sexual Harassment and Sexual Violence**

Our School stands against any form of discriminatory act and has a zero-tolerance approach to sexual harassment and sexual violence. To reinforce the seriousness of acts of sexual harassment and sexual violence, we will follow a developmentally age appropriate and stepped response to all such incidents. Behavioural sanctions will reflect the severity and/or frequency of any reported incident. In any cases where the law may have been broken, the police will be informed.

## **9. Pupil Transition**

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

## **10. Training**

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management also forms part of continuing professional development. At the beginning of each academic year staff are reminded of the key points of the school's behaviour management policy. As part of this support, staff members may be asked to undertake extra training to improve their classroom management skills where necessary.

## **11. Post-COVID Behaviour Tracking**

The school is actively tracking the year groups that were affected by lockdown and who were taught remotely.

We are tracking the results year on year of our Year 6 leavers, as well as end of year results for all other year groups.

We are also tracking behaviour, particularly in regards to socialisation, which may have been affected by the extended time the pupils spent isolated from their peers and the impact it has had on their interactions.

We will continue to track this until the current Nursery complete Year 6.

## **12. Incidents & Accidents**

Incidents and accidents require separate forms outlining the nature, time and precise details of the event. See Appendix 3. The Accident forms are stored in the in the School Office. The member of staff involved with the accident must fill in either the Accident Form and parents are notified with either a phone call home or by the class teacher at the end of the school day. All adults whilst on school premises are asked to avoid discussing a child's behaviour when in the presence of any child. For behaviour issues, we have a Behaviour Log on Microsoft 365. Incidents are logged here by the teacher involved or by the class teacher if informed by another member of staff. All yellow and red car incidents have to be logged, as well as low-level inappropriate behaviour that may not require a card but needs to be tracked to see if a pattern develops.

We have a separate Bullying Log that is filled in by the class teacher and Head of Behaviour, when persistent behaviour that constitutes bullying is identified (see bullying definitions, Section 4).

All staff know and are reminded at the start of each term that they must speak to parents discreetly about their child's behaviour. If the class teacher plans to speak to a parent after

school at collection time, they know to do this discreetly and away from other parents to avoid them overhearing this.

### **13. Pupils' Awareness of the Policy**

All pupils are made aware of this Policy as it relates to their conduct. Pupils are made aware of Privilege Time, The Roche Approach and both how and why they are expected to exhibit positive learning behaviours.

### **14. Monitoring arrangements**

Nominated member of Senior Leadership Staff responsible for this policy: Lee Murphy (Head of Behaviour Management)

Designated Safeguarding Lead: Louis Gilmartin (Head of Pastoral Care)

**This policy will be reviewed at least annually, and following any concerns and/or updates to national/local guidance or procedures. At each review, the policy will be approved by the head teacher.**

If a parent feels that their child's behaviour is not being dealt with in accordance with the Behaviour Management Policy as laid out above, they are encouraged to contact the class teacher in the first instance, or Head of Behaviour Management, Lee Murphy. Parents are also welcome to follow the procedure for making a complaint as laid out in our complaints procedure policy.

### **15. Links with other policies**

This behaviour policy is linked to the following policies:

- Anti-Bullying Policy
- Child Protection & Safeguarding Policy
- Special Educational Needs and Disability Policy
- Anti Racism Policy

### **Appendix 1: Behaviour Log ([See Microsoft 365](#))**

**Appendix 2:**  
**Detention Letter**

Dear parent,

I am writing to inform you that \_\_\_\_\_, has been given a detention on  
this date \_\_\_\_\_ at this time \_\_\_\_\_.

The reason(s) for this detention are set out below.

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If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely,

Class teacher name:

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Class teacher signature:

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

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**Detention letter – return slip**

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

\_\_\_\_\_

Parent name:

\_\_\_\_\_

Parent signature:

\_\_\_\_\_

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

# ACCIDENT REPORT FORM

To be completed by a member of staff and filed in the **ACCIDENT FILE** in the office.

If completing this for a pupil in the Nursery please also complete their 'Individual Child Accident and Incident Form' kept in their 'pupil files' in the filing cabinet. New forms must be started each term.

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

Time: \_\_\_\_\_

Location of accident: <input type="checkbox"/> Classroom <input type="checkbox"/> Playground <input type="checkbox"/> Park <input type="checkbox"/> Other: _____ (Please Specify)	Name of person injured:  Name: _____  Class: _____
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Brief outline of injury:

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Staff member who witnessed &/or dealt with the incident initially and how?

Name: \_\_\_\_\_

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**Class Teacher notified: YES/NO**

**Parent notified: YES/NO**

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

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

Time: \_\_\_\_\_

Time: \_\_\_\_\_

Conclusions/Further action:

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Signature of member of staff reporting: \_\_\_\_\_ Date: \_\_\_\_\_

**\*N.B: This form is confidential to the school and is for internal use only.**

*The Roche School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all children fulfil their potential*

**[Appendix 3: To view all pro-formas for self-reflection, Bullying Log, ABC report cards and Behaviour report cards, click on this link.](#)**