

# Netherton Park Nursery School



Netherton Park  
Nursery School

## Behaviour Policy

<b>Date:</b> November 2024	<b>Review date:</b> September 2027
<b>Approved at:</b>	<b>Approved by:</b>
<b>Chair of Governor signature:</b>	

**Related documents:**

- Positive Touch Policy
- Safeguarding and child Protection Policy
- SEND Policy

## **The Headteacher has overall responsibility for Behaviour –supported by the SENDCo**

### **Aims**

- To promote positive behaviour, helping children’s social and emotional wellbeing
- To ensure that all children feel safe and secure in the Nursery School
- For all staff to have a consistent approach and expectations to children’s behaviour
- To enable staff to support children to behave appropriately
- To support children to develop an awareness of our expectations and boundaries
- To ensure parents/carers to understand the Nursery Schools' approach and expectations and to support parents/carers with managing their own child’s behaviour

We aim to provide a happy, safe, caring and stimulating learning environment for all members of the Nursery School community, a place where all children and adults have the right to be treated with respect, feel safe and secure, have fun and are supported to achieve their full potential.

Our approach is to develop positive and appropriate behaviour within a framework which gives clear guidance about what behaviour is appropriate and the consequences for appropriate behaviour. We recognise that creating the best possible learning environment contributes to positive behaviour. We focus on the feelings and emotions that might drive behaviours.

Within the Nursery School we value all of our children and their families. We celebrate cultural and religious diversity and promote mutual respect. We are an inclusive setting and our ethos and curriculum enables children to be independent learners, making choices and building strong relationships, particularly with their peers.

### **Staff support all children to:**

- Care about each other
- Play alongside and with each other
- Respond positively to staff
- Look after the environment and the resources
- Develop basic moral values of right and wrong
- Follow simple boundaries and rules

## **Roles and Responsibilities**

All members of the Nursery School community have roles to fulfil and responsibilities to consistently ensure effective and successful positive behaviour management.

### **Governors**

- Under Section 88(1) of the Education and Inspections Act 2006 (EIA), ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the Nursery School.
- Ensure the Nursery School has an up-to-date Behaviour Policy in place that is shared with parents and displayed on the website

### **Senior Leadership/Management Team**

- Provide guidance for staff and parents/carers to implement the policy
- Monitor and review the effectiveness of the policy
- Ensure staff have the relevant training, information and support
- Ensure the policy is implemented consistently

### **SENDCo/SEND Assistant**

- To support in the identification of children's behavioural needs
- To help with planning approaches with and supporting children with behavioural needs
- To ensure that parents/carers are updated on a regular basis
- To ensure that children's progress is regularly reviewed
- To ensure that parents/carers are fully involved in the planning for their child
- To liaise with outside agencies
- To manage any additional funding obtained and ensure all administration is carried out
- To develop and implement behavioural support plans and risk assessments
- To ensure daily/weekly behaviour logs are completed in full and uploaded to CPOMS
- To complete relevant paperwork linked to EHCP as needed

### **All staff**

- Implement the policy consistently
- Regularly highlight and celebrate positive behaviours of all children
- Do not discuss issue of concern in front of the child
- Communicate regularly with each other over issues when implementing a team approach to behaviour management
- Work with parents/carers to promote positive behaviour management
- Provide a positive role model, demonstrating desirable behaviours and attitudes
- Support all children to develop a basic understanding of right and wrong
- Use positive language to praise good behaviour, this must be genuine and make it clear specifically what they are being praised for
- Deal with inappropriate behaviour in a calm, quiet and consistent manner, focussing on the behaviour and not the child
- Model empathy for a child or adult who has been hurt by another child
- Be sensitive to the individual needs of children specifically if there are specific SEND, emotional, communication or language difficulties
- Support children to assess behaviour and boundaries for themselves: Is this kind?, Is it safe? Etc
- Use agreed recording formats for tracking and monitoring individual children's specific behaviours
- Record serious incidents of behaviour using CPOMS

### **Safeguarding and Pastoral Lead**

- Provide individual support for any parent/carer experiencing difficulties with their child's behaviour at home
- Offer individualised support to parents/carers in response to their concerns/difficulties
- Early Help can be offered as support for the family

## **Parents/Carers**

- Communicate regularly with their child's key person, avoiding doing so in front of their child
- Attend meetings as requested by the Headteacher/SENDCo
- Work in partnership with staff to encourage and support appropriate behaviours
- Have a positive attitude regarding Nursery, sharing this with their child
- Seek further support from our Safeguarding and Pastoral Lead, with difficulties they are facing with their child's behaviour at home

## **Working with parents/carers**

Parents/carers are kept fully informed of all behavioural incidents. Informal discussions take place following incidents. Where needed meetings take place between parents/carers and the key worker/SENDCo/Headteacher. Support with children's behaviour management at home is available to all parents/carers through our Safeguarding and Pastoral Lead. This can be through information leaflets, informal discussion, or through the use of specific parenting interventions.

## **Children**

It is important for all adults consistently implement the agreed rules and expectations with the children. Children are supported and encouraged to respond to and acknowledge clear yet simple rules (appropriate to stage of development):

- Use kind hands and feet
- Walk inside
- Tidy the toys
- Quiet voices and walking when inside
- Listen when someone is talking to you and respond to the word 'stop'
- Show appreciation when others do things for them by saying please and thank you

Acorn expectations - Appendix 1. Rules and expectations for Oak - Appendix 2 . Sycamore Behaviour Protocol - Appendix 3.

These are shared on a regular basis with the children and are displayed on the wall for staff and children to refer to. They are shared with parents via the website.

## **Emotion Coaching - Co-regulation in practice**

If a child is experiencing strong emotions co-regulation takes place.

- Step 1: **Recognising and empathising, soothing to calm**

“I understand how you feel” “You’re not alone”

- Step 2: **Validating the feelings and labelling**

“This is what is happening” “This is what you are feeling”

- Step 3: (if needed) **Setting limits on behaviour**

“We cant always get what we want” “We need to wait for our turn”

- Step 4: **Problem-solving with the child**

“We can sort this out”

## **Rewards**

Staff support children to be intrinsically motivated, we want children to be motivated by the satisfaction of doing the right thing rather than for a tangible reward such as a sticker or stamp . Verbal positive praise is used to promote positive, wanted and expected behaviours, rather than a physical reward. We do not promote or use reward systems such as Sticker charts/Reward charts.

## **Conflict Resolution**

Experiencing and managing conflict is an important part of growing up. Our aim is to model and support children to develop the skills they need to manage conflicts.

- We encourage children to be assertive and say/sign ‘no’ clearly and say ‘please stop’, ‘I don’t like that’
- We ensure all children are aware that they must listen and stop if another child says this to them
- Staff model sharing and taking turns through offering the appropriate language ‘my turn, your turn,, ‘I have a go, then you have a go’

**If conflict needs adult intervention to be resolved our approach is:**

- Actively listen to both children
- Encourage children to say how they feel
- Ask how they feel the problem can be solved and try to find a solution based on their ideas. If necessary impose a solution and explain why
- If a child has hurt another ask them to find a way to make the other child feel better eg comforting the other child, agreeing to say sorry
- Spend time ensuring the play continues harmoniously - do not just walk away immediately
- Praise any positive behaviours shortly after the incident

**The following behaviours are considered as unacceptable:**

- Physical hurting of other children or adults, including but not limited to: hitting, kicking, biting, scratching, pushing, throwing things at others, hair pulling
- Emotional hurting of other children or adults, including but not limited to: using unkind words, shouting at others, swearing, racist or other prejudiced comments
- Spitting
- Sexually inappropriate behaviours
- Deliberate destruction of either Nursery School's or other people's property

**Strategies for dealing with inappropriate/unwanted behaviours**

- The person witnessing the behaviour should deal with it and then if needed feedback to the key person
- Talk calmly and quietly but using an appropriately firm tone of voice and facial expression, to the child about the behaviour/action
- All interventions to deal with undesired behaviours should be immediate, fair, appropriate and commensurate with the cause, applied consistently but also take into account individual circumstances
- Distract the child/move them to another activity for a short while
- If appropriate ignore the behaviour
- Listen to the child and respect their feelings - focus on the victim

- Use positive praise of behaviours you want the child to exhibit
- Subtle intervention modelling the appropriate behaviour or use of resource
- Give the child a clear understanding of the future consequences of repeated negative actions - and always follow through with them if it continues
- If unacceptable behaviour continues, staff may need to remove the child from their chosen activity and support them at another appropriate activity for a short period of time
- Use group times as an opportunity to promote and model expected behaviours
- Books to support and reinforce positive behaviours are used eg 'Hands are not for hitting', 'Teeth and are not for biting' etc

### **Consequences for inappropriate/unwanted behaviour**

Consequences for inappropriate or negative behaviour are always in proportion to the action. Staff always make it clear it is the behaviour that is unwanted/unacceptable and not the child. Distraction and redirection are used as techniques to guide the child. Where it is appropriate low level behaviours are ignored and positive praise used to reinforce acceptable behaviours. If an incident is deemed serious and either members of staff or children are at risk of harm then the Headteacher or most senior member of staff will be called immediately for support.

### **Continuing concerns about a child's behaviour**

Staff continually monitor the behaviour of all children. Where behaviour becomes a cause for concern a record is made onto CPOMS and parents are spoken to by the key worker. For all serious behavioural incidents (including biting) this is logged onto CPOMS. Daily/weekly logs of negative behaviour are made. Behaviour Support Plans and Risk Assessments are put into place when there is a continued cause for concern. These are written by the key worker in conjunction with the SENDCo and/or the Headteacher. These are shared with parents. Where appropriate a referral to IEYS, Educational Psychology or CAMHS may be needed.

### **Serious Incidents of behaviour**

All incidents of serious behaviour (for example biting) are recorded as such onto CPOMS. The parents/carer of the child who has demonstrated the serious behaviour are spoken to by the key worker (if needed this will be the Deputy Headteacher or Headteacher). If another child or adult has been hurt as part of the incident an accident form will be completed and the parts of an injured child also spoken to (keeping the name of the perpetrator confidential). The Headteacher will monitor all serious incidents and take appropriate action as needed.

## **Intervention strategies to support when behaviour causes a concern**

- Informal discussions and formal meetings with parents by SENDCo/Send Assistant/Headteacher and external professionals
- Targeted strategies/interventions in place - now and next, social stories, positive interactions photo book, home/Nursery School diary, Sand Play Therapy
- Involvement of outside agencies eg. IEYS, Educational Psychology, Health Visitor, Social Worker, Family Support Worker
- De-escalation strategies
- Additional support funded through EYIF application
- Reduction in sessions times with a focus on supporting transitions
- Behaviour Support Plan developed and implemented (Appendix 6)
- Risk Assessment developed
- Behaviour Logs implemented (Appendix 7 and 8)
- Incident of behaviour recorded on behaviour logs and uploaded onto CPOMS
- Governors are kept up to date with all incidents of serious behaviour and relevant actions taken

## **Safety Interventions**

*'Where physical intervention was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. Providers must keep a record of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable.'* *'Physical intervention is where practitioners use reasonable force to prevent children from injuring themselves or others or damaging property.'* EYFS P34

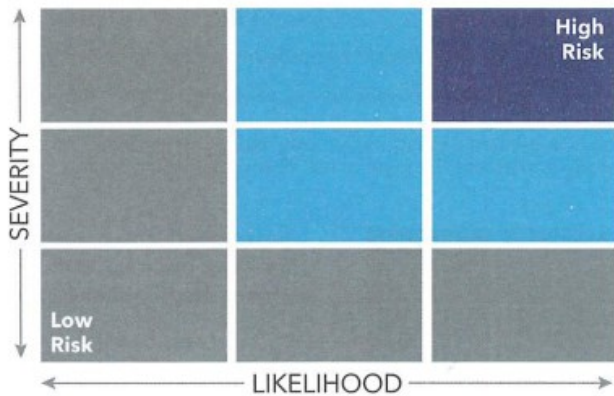
In the event that a member of staff may need to take necessary physical action to prevent immediate danger of personal injury to either themselves, other adults, another child or the environment, as a last resort age appropriate physical restrictive intervention may be needed. This is seen as an act of care and control. All incidents must be reported to the Headteacher immediately and appropriately recorded onto CPOMS using the agreed format, and reported to the parents/carers as soon as possible. (Appendix 9).

If positive handling is deemed likely for a specific individual child this will be recorded within their behaviour support plan and risk assessment and discussed with parents. It will include de-escalation strategies, how the child would be held and how support would be summoned.

Sometimes, a child in distress may continue to escalate despite the best efforts of staff to de-escalate the situation and they then place themselves and/or others in a position of imminent or immediate harm. This may result in there being no alternative other than using restrictive intervention in order to maximise safety and minimise harm.

Any restrictive intervention should be **reasonable, proportionate** and **least restrictive** to maximise safety and minimise harm.

When making a decision regarding interventions the following matrix is used for reference:



RISK: The chance of a bad consequence

LIKELIHOOD: The chance that an event or behaviour may occur.

SEVERITY: The level of harm that may occur.

## Bullying

Netherton Park Nursery School defines bullying as *'the deliberate repeated harassment of others through emotional, physical, psychological or verbal abuse'*.

Bullying, in any form, is considered unacceptable by Netherton Park Nursery School. Any behaviour that is considered to amount to bullying will be recorded and addressed with the individual and their parents/carers concerned.

## Preventing bullying behaviour

Nursery staff will promote an anti-bullying ethos, and environment, in the following ways:

- Encouraging caring and nurturing behaviour
- Playing and working for a caring and co-operative ethos
- Discussing friendships and encouraging paired, group and team play
- Encouraging children to report unkind, negative behaviour without fear

## Responding to bullying behaviour

Netherton Park Nursery School acknowledges that despite all efforts to prevent it, bullying behaviour can occur. Should such incidents occur, the staff will respond in accordance with the following principles:

- We show the children who have been bullied that we are able to listen to their concerns and act upon them
- We address incidents thoroughly and sensitively
- We intervene to stop the child who is bullying from harming the other child or children
- We explain to the child doing the bullying why her/his behaviour is not acceptable
- We give reassurance to the child, or children, who have been bullied
- We reassure them that what they say will be taken seriously and handled sympathetically
- We help the child who has done the bullying to recognise the impact of their actions
- We make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour
- We support the individual who has been bullied, keeping them under close supervision and checking their welfare regularly
- We do not label children who bully as 'bullies'
- We recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstances causing them to express their anger in negative ways towards others
- We recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour
- Incidents of bullying will be recorded on CPOMS as a serious behaviour log and reported to the Headteacher who will follow up all incidents
- We discuss what has happened with the parents/carers of the child who did the bullying and work out, with them, a plan for handling the child's behaviour
- We share what has happened with the parents/carers of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving

## **SEND and Inclusion**

At Netherton Park Nursery School, we believe in providing care and education which meets all children's needs. We are aware that some children need additional support with their behaviour. Staff should actively encourage all children to play together and be aware of their different needs. We are aware that some children with significantly delayed language skills can become easily frustrated if they are unable to communicate their wants and needs. Staff need to use gesture, body language and supplementary signing systems to aid children's understanding. Visuals are used as much as possible.

- Use of visual symbols to support and reinforce language, expectations and positive behaviours
- Use of 'now and next' boards to support transitions
- Use of '2 choices' strategy to support children to comply with adult requests
- Access to additional resources for children with particular sensory difficulties eg ear defenders, triangle cushion, weighted jacket etc

External support and advice is sought as needed from the following agencies:

- IEYS (Dudley integrated Early Years Service)
- Health Visitor
- Educational Psychologist

## **Attachment**

Attachment is central to our wellbeing and affects us all. Some children's behaviour may be 'attachment needing' rather than 'attention seeking'.

## **Adverse Childhood Experiences and Developmental Trauma**

Adversity and trauma can have a long lasting impact on children's mental health, relationships and wellbeing. Young children cannot always verbalise their feelings or understand the link between what has happened and how it influences their behaviour or feelings.

Staff have received Attachment awareness, ACES and trauma training to ensure they have a good understanding and know how to identify signs and symptoms, to enable them to effectively support children. CPI principles are based on Trauma-Informed Care.

## **The power to discipline beyond the Nursery School gates**

Disciplining beyond the Nursery School gate covers the Nursery School's response to all noncriminal bad behaviour and bullying which occurs anywhere off the Nursery School premises and which is witnessed by a member of staff or reported to the Nursery School.

The Governing Body must be satisfied that the measures proposed by the Headteacher are lawful.

Any negative behaviour when the child is:

- taking part in any Nursery School-organised or Nursery School-related activity or
- travelling to or from the Nursery School or
- wearing Nursery School uniform or
- in some other way identifiable as a pupil at the Nursery School.

Or

Misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the Nursery School or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the Nursery School.

As a result of any of these behaviours, the Headteacher will collect witness statements from both adults and children who have witnessed the event. The parents of the child involved will be contacted and invited into the Nursery School to discuss the matter. Sanctions for the bad behaviour will follow those issued by the school for bad behaviour during the school day. Parental support will be sought for sanctions which they are able to administer outside the school day. Following any incident, the Headteacher will consider whether it is appropriate to notify other agencies. If there is any concern that the behaviour may be linked to the child suffering, or being likely to suffer, significant harm, Safeguarding procedures would be followed.

Appendix 1



# Acorn Expectations



Wash hands  
regularly



Put things  
where they  
belong



Sitting for  
snack



Wellies on  
for water  
outside



Walking inside  
Running outside



Apron on for  
messy play



Take turns



Coat on  
for outside

# Oak rules and expectations

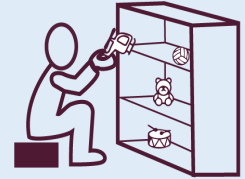
## Our Nursery rules



use kind hands  
and feet



walk inside



tidy the toys



use kind  
words

2

3

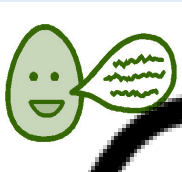
4

listen when someone  
is speaking to you

5



remember to  
wash your  
hands



1





### Appendix 3

## Sycamore Expectations



good listening



good looking



good sharing



kind hands and feet

## Approaches and strategies to support behaviour in Sycamore

- Consider the reason for a behaviour. Can you act to remove a problem or prevent a problem before it starts?
- A behaviour may be a sign that a child is dysregulated. Consider distraction and redirection strategies or offer reassurance or help support the child to self or co-regulate.
- Behaviours may be a result of frustration e.g. not being able to communicate their needs or not wanting to follow adult direction. Support the child to reduce these frustrations e.g. offer alternative ways to communicate, use Now and Next to help follow adult direction.
- Stay calm and try not to overreact.
- Keep language simple. Use key words or phrases such as 'stop', 'finished' 'it's ok', 'good sharing', 'good waiting'
- Reinforce expectations with the use of visuals such as cue cards and Makaton signs.
- Consider a child's sensory needs. Is a behaviour a result of being over or under stimulated?
- Monitor patterns of challenging behaviour through behaviour logs and plan support and intervention accordingly.

## **Appendix 4 Serious and dangerous behaviours**

### **Dangerous, Disruptive or Threatening Behaviour**

Very rarely behaviour can be dangerous to a child, other children or adults and can seriously disrupt learning or threaten the safety or wellbeing of children and adults. In circumstances that are dangerous, significantly disruptive or threatening further measures are applied.

- Serious verbal or physical abuse from a pupil directed at another child or a member of staff should always be reported immediately to a senior member of staff (HT, DHT, T, EYLE).
- The pupil is moved to an appropriate quiet space away from the other children and supported by a senior member of staff. Where needed this will always be by one adult with another as an observer as needed
- Adults who have been involved in an aggressive/violent incident must be given appropriate time out to compose/recover.
- Children who are involved in or who witness incidents of aggression/violence must be given appropriate support and reassurance by a familiar adult. For any child who has suffered an injury, their parents must be informed immediately by telephone by a senior member of staff.
- An accident form must be completed for all incidents that involve physical injury to a child or adult (uploaded to CPOMS) and appropriate first aid administered.
- SENDCo/Headteacher to give verbal feedback to parents/carers detailing the severity of the incident.
- Where behaviour continues to be dangerous, disruptive or threatening and the child is struggling to manage their behaviour for a full session, the Headteacher may arrange for session times to be reduced. Parents will be informed of the reasons for the decision and will be expected to attend regular meetings to review behaviour and support improving behaviours through the consistent use of agreed strategies.
- If the levels of serious behaviour include repeated aggressive and violent incidents, where either other children or adults are being injured, then the Headteacher will arrange a meeting with relevant professionals to discuss next steps.
- If, following the full range of interventions and strategies being implemented consistently, there is no significant improvement and behaviour continues to significantly put at risk the safety and wellbeing of children and staff, the Headteacher will meet with parents to discuss the need to look at the potential implementing the exclusion section of this policy.

## Appendix 5

### Exclusion

Netherton Park Nursery School is committed to inclusion. We are attachment and trauma aware and understand that children communicate through their behaviour. Building relationships with children and their families is a key part of our role.

We are proactive in our approach and will try a wide range of strategies to support a child's behaviour to prevent suspension or exclusion.

#### Reasons for exclusion:

- In response to a serious one-off breach or persistent breaches of the Nursery School's Behaviour Policy

and

- Where allowing the pupil to remain in the Nursery School would seriously harm the education or welfare of the pupils or others in the Nursery School

- 

There are two types of exclusions, fixed period (suspension) and permanent (expelled).

- The Headteacher (or Deputy Headteacher in the Headteacher's absence) will decide if a child is to be excluded from the Nursery School, either on a fixed term or permanent basis. This will be dependent upon the severity of the incident, the child's behaviour history, and upon any other information eg pastoral or safeguarding information available at the time.
- Any decision to exclude should be balanced, reasonable, proportionate and fair and should balance the welfare and best interests of the child against that of the whole Nursery School community.

#### Questions that will influence the decision will include:

- Does the action breach the Nursery School behaviour policy?
- If so – what other sanctions have been imposed and what has been the impact?
- Has/does the child receive pastoral support of any sort from the school?
- Does the child have any recognised behaviour problems?
- Are there any SEND needs? Is an IEP, ECHP or a behaviour plan in place?
- Are there any welfare concerns?
- Can a risk assessment be put in place to eliminate risk to others and prevent exclusion?

- Would allowing the child to remain in school with a risk assessment and appropriate sanction still cause serious harm to the education and welfare of others?
- Is this the child's first recorded serious incident? If not – what makes this one different to others?
- Does the child's behaviour give cause to suspect that they may be suffering or be at risk of suffering significant harm? If this were the case, school safeguarding procedures would be followed.
- Is persistent disruptive behaviour a result of unmet educational needs? Is this is likely the matter should be further explored e.g. via SENDCo, TAF etc.
  
- After all considerations have been made, if a permanent exclusion remains necessary, Local Authorities are notified, DfE and relevant legal guidelines will be adhered to.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/921405/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/921405/20170831_Exclusion_Stat_guidance_Web_version.pdf)

[https://consult.education.gov.uk/school-absence-and-exclusions-team/revised-school-behaviour-and-exclusion-guidance/supporting\\_documents/Suspension%20and%20permanent%20exclusion%20guidance.pdf](https://consult.education.gov.uk/school-absence-and-exclusions-team/revised-school-behaviour-and-exclusion-guidance/supporting_documents/Suspension%20and%20permanent%20exclusion%20guidance.pdf)

<https://www.dudley.gov.uk/residents/learning-and-school/information-for-parents/exclusion-from-school/>

**Behaviour Support Plan**



**Name:**

**Date:**

My difficult situations	Behaviours I might display
What can adults do to avoid difficult situations?	What can adults do I display challenging behaviours?
	<p><b>When I am showing early warning signs:</b></p> <p><b>When things have escalated:</b></p>



Weekly behaviour log

Week Beginning:

Name:

	Attempted bite/scratch/hit/kick	Successful bite/scratch/hit/kick	Children/Adult hurt (initials)	Other behaviours	Provocations
MONDAY					
TUESDAY					
WEDNESDAY					
THURSDAY					
FRIDAY					

Review/strategies for next week:

**Appendix 8**

# Daily Behaviour Incidents



**Name:**

**Date:**

**Behaviours to tally**

**Hit/smack**

**Punch**

**Kick**

**hair pull**

**Shout/scream in  
face**

**Pushing/throwing  
furniture**

**Jumping on people**

**Running/ramming**

**Biting**

**Description of incident/s:**

**Appendix 9****Physical Restrictive Intervention Incident Record**

Child's name:

Duration of incident:

Location of incident:

Date:

Time:

Names of staff involved:

Other children involved/witnesses:

Witness names:

Details of the behaviour including attempts to de-escalate:

Type of Physical Restrictive Intervention used:

Any injury suffered by staff or children and any first aid and/or medical attention required:

Accident form completed? Yes/No

Follow up/Post incident support/Actions needed (COPING):

Report completed by:

Headteacher signature:

Parent/Carer informed: Yes/No

This form must be completed fully then uploaded to CPOMS - the original form passed to AW