WILL ADAMS ACADEMY

DREAM, BELIEVE, ACHIEVE

Behaviour and Expectations Policy

Date of last review by Local Governing Body	September 2026
Review cycle	Annual
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1. School Vision

At Will Adams Academy, we believe every young person deserves the opportunity to flourish, regardless of the challenges they have faced. We recognise that everyone is unique, with their own strengths, experiences and potential, and we are committed to helping every student become the very best version of themselves.

Guided by our values of Love, Flourish, Community and Social Justice, we provide a safe, nurturing and inclusive environment where positive relationships are at the heart of everything we do. Through compassion, trust and high expectations, we support our students to overcome barriers, celebrate progress and embrace every day as a fresh start.

We measure success in many ways, offering a broad and meaningful curriculum that develops confidence, resilience and ambition alongside academic achievement. We want every student to leave Will Adams Academy as capable, compassionate and confident young adults, ready to make a positive contribution to their communities and wider society.

Lead with Love. Champion Social Justice. Build Community. Flourish Together.

2. Aim

To provide a personalised educational experience that identifies and responds to the circumstances and needs of each individual child or young person. In doing so, it enables them to progress academically and become successful learners through the reengagement of the young person with education. This policy supports the creation and management of a well-ordered, hard-working and caring community where students are valued as individuals and treated as young adults who contribute positively to both the school and the wider community in order to support them with their next steps and progression beyond school.

3. Expectations of all

Expectations of students:

- To follow the Home School Agreement at all times (see Appendix 1)
- To attend every day and be on time
- To be polite to all and consider the use of swearing and other harmful language
- To treat people and property with respect
- To take responsibility for and have high expectations of their own conduct
- To accept consequences and offers of support when things go wrong
- To take part in restorative approaches to repair any damaged relationships within our school community

Expectations of staff:

- To deliver appropriate, well planned and well delivered lessons
- To use effective behaviour management to support students and maintain a positive working environment
- To ensure all resources available are utilised to get to know and understand each of our students as individuals
- To take part in regular professional development and training
- To consistently implement clear routines and boundaries to support students including with rewards and consequences
- To take part in restorative approaches to repair any damaged relationships within our school

community

Expectations of parents/family:

- Take an active role in the education of their child including ensuring that they attend school every day and on time
- To follow the Home School Agreement at all times (see Appendix 1)
- To update the school with any information that might affect their child in any way and ensure that all contact details are up to date at all times
- To maintain a positive and open channel of communication with staff members recognising that working together is in the best interest of all students
- To ensure that your child attends school in the correct school uniform and to inform us in good time if support is required with this

4. De-escalation and Restrictive intervention

We believe that any restrictive intervention should be a last resort and in the majority of cases, de-escalation techniques can be used to diffuse situations that might result in a threat to the health and safety of any individuals. We understand that it is fundamental to our work with vulnerable young people that the effective relationships we foster to support them in their success are always maintained and therefore restrictive intervention would only be implemented in extremely rare circumstances where other methods have been exhausted.

These circumstances include:

- Injury or risk of injury to a student
- Injury or risk of injury to an adult
- Serious damage to property

All staff are trained in both de-escalation techniques and safe restrictive intervention (positive handling) to ensure that any intervention is proportionate, reasonable and necessary (as outlined in the DfE Restrictive interventions, including use of reasonable force, in schools guidance - Use of reasonable force and other restrictive interventions guidance)
We also recognise that all staff have a duty of care to children and young people. If staff take no action, and the outcome is that a child injures themselves or another, this could be seen as negligence. Any use of restrictive intervention will be shared with parents/carers as well as the Local Governing Body and the Trust.

5. Bullying

"Bullying is any behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally." Anyone can be bullied and anyone has the capacity to bully.
At Will Adams, we do not tolerate bullying of any kind, including cyber/online bullying. All incidents of bullying should be reported, recorded and parents/carers informed. Every instance needs to be investigated and addressed with each child involved, giving them the opportunity to be heard, take responsibility for their actions and take part in restorative approaches.
Students are taught specifically about bullying through the PSHE curriculum and should be supported to keep themselves safe online and understand how to report cyber/online bullying.

*Please refer to our Safeguarding Policy for further information

6. Rewards and Prizes

We understand that our young people highly value the recognition of their achievements highly and as staff we work hard to provide a positive experience to support them in the full engagement of their education. Students should have a clear expectation of what is expected of them and how to achieve the rewards available to them when they are doing their best.

We recognise that research has consistently shown that the rewards that young people value beyond all others is genuine adult praise and adult time. We ensure that our staff are providing regular verbal feedback as well as written marking of their work.

All students have a motivational report completed by every teacher in every lesson on Arbor. This not only gives them the opportunity to be praised for their work and effort each lesson, but it also gives them a fresh start each lesson should something go wrong beforehand. The accumulation of positive motivational points leads to students being awarded 'Gold Coins'. These are then accumulated across the week to lead to prizes such as vouchers for various shops e.g. JD Sports.

Students who go above and beyond in their efforts can be awarded 'Shake Shack' vouchers at any point in the school day. When awarded on Arbor, the Refocus Team are notified and will arrange a time for the student to visit the Shake Shack and make a shake of their choice.

We celebrate positive behaviour as well as excellent efforts in attendance and punctuality each week in assembly where prizes are handed out.

Our student council also take feedback from students to offer ideas for our end of term trips. All students have the opportunity to attend a reward trip at the end of each term.

7. Sanctions and consequences

We believe that it is important for young people to understand that there are consequences for poor choices and therefore sanctions will be put in place when one of our students behaves in a way that is inappropriate or unacceptable. These sanctions are most effective then they are given as soon as possible after the behaviour has occurred. For a sanction to be effective, it must be something that the student does not want, but under no circumstances must it be in any way physical or psychologically harmful. Sanctions should never embarrass or humiliate the student.

In the case of any damages to buildings or equipment, an invoice for repairs or replacement will be sent to the parents/carers. We also invoice parents/carers for some behaviours that can be dangerous or severely disruptive to the school day such as setting off the fire alarm. A list of these costs can be found in Appendix 2.

- **After school Detentions**

The school reserves the right to legally detain students after school. Each after school detention is a maximum of 60 minutes. Parents/ carers will be notified that their child is being detained and will also be informed of the reasons for the detention. Students will not have their belongings returned to them until the period of the detention is completed.

It is the responsibility of the Refocus Team to know which students are in detention and manage the detention appropriately alongside form tutors.

- **Serious Incidents**

A Serious Incident is considered to be an incident that may include violence, bullying, vandalism, racism, sexism, defiance of a member of staff or in some other way infringing the liberty of others to learn or be safe.

Staff must log serious incidents on CPOMS and the Refocus Team will consult with the SLT regarding an appropriate sanction based on the evidence provided. This could include:

- Suspension (see Suspension and Permanent Exclusion policy for further details)
- Community Service
- PSP
- Charge for damage/vandalism.
- Removal to another academy/school
- Police Intervention

Parents/Carers will be contacted if a serious incident occurs. Once the parent/carer has been informed and the student leaves the premises the parent/carer become responsible for that young person.

We will not tolerate verbal abuse of any kind. This includes name calling and/or sexist comments. Sexist comments which discriminate based on sex or behaviour, and/or attitudes that create stereotypes of social roles based on sex are not acceptable. All staff and students are actively encouraged to report this type of behaviour.

Students will be supported and educated to improve this behaviour and appropriate sanctions will be put in place. Student behaviour will be monitored to check for any reoccurrences and sanctions will be escalated if change of this behaviour is not seen.

Reported incidences of sexual violence, sexual harassment, non-consenting sexual activity, the sharing of inappropriate images or up-skirting will result in suspension from the school. Allegations of this type will be taken seriously and dealt with swiftly and appropriately. The Headteacher and the DSL team will take leading roles in the investigation.

If, following suitable sanction, the Headteacher and Governors decide that it is appropriate for the perpetrator of these unacceptable behaviours to return to the school, a risk assessment with conditions will form part of the reintegration agreement. The student will be expected to engage with the school and outside agencies identified to ensure that support is in place to further educate and prevent reoccurrence.

*Please see our Suspension and Permanent Exclusion Policy for further details on these sanctions.

8. Safety and Managing Risk

We work with pupils who have been excluded, or at risk of exclusion for a variety of reasons, including violence, and in some cases taking weapons to school. If the pupil is considered to be too high a risk to the staff and other pupils the pupil will not be placed at Will Adams, but an alternative provision will be found.

For the purposes of this policy a 'violent incident' is any incident where the level of actual or threatened violence is such that the staff involved consider that it poses a threat to their safety or the safety of others. We will always take into consideration the circumstances of every incident and deal with every young person on an individual, case-by-case basis. We also stress the importance we place on building good relationships in the safe prevention of these incidents occurring on the majority of occasions.

Our remit is to provide students with a fresh start and new opportunities and to achieve high standards of personal progression. However, it is acknowledged that working with some students poses risks. We cannot eliminate these risks. This protocol is about how we assess and manage these risks. There are a number of things which are fundamental to this process:

1. Staff who are skilled in managing conflict; this requires access to regular, appropriate training and an agreed Behaviour Policy which is consistently applied.
2. Clear strategies for managing violent incidents if and when they happen. Staff should immediately inform the Head if they feel uncomfortable or unsafe dealing with a particular situation and they should

withdraw from the situation. Staff are not requested or required to place themselves at risk. If the normal strategies for dealing with a disruptive or violent situation, (for example a fight between pupils) are not successful and the situation is escalating, then consideration should be given to calling the police. The Head or the most senior member of staff present should be informed before the police are called.

3. Good communication and information sharing among the staff team.
4. Working closely with parents and carers and maintaining good communication with them. Tutors play a vital role in this.
5. Working closely with other agencies and in particular the local police, including the Safer Schools team.
6. A reflective strategy for dealing with the aftermath of any serious incidents.

Risk Assessment

An individual risk assessment is carried out for all new students referred to us based on the information we have prior to admission and what is gained during the admission process. This risk assessment is updated when necessary and shared with staff.

Offensive Weapons

An offensive weapon is anything which is being carried with the intention of using it either to attack someone else or defend oneself from attack. In law there is no such thing as a 'defensive' weapon and anyone carrying a knife without a legitimate reason is deemed to be carrying an offensive weapon. Offensive weapons are not only knives and include hammers, chisels and any similar object which the bearer has no good reason to be carrying.

Offensive weapons will not be tolerated at Will Adams. If a student is found to be carrying an offensive weapon the police will be called and student will be given a fixed period suspension while their future placement is considered.

Having an offensive weapon or illegal drugs on school premises is an arrestable offence and it is our policy to always involve the police if a student is found in possession.

We recognise our responsibility for working with students with challenging behaviour, including those who may be at Will Adams because they were excluded for carrying knives or other weapons. However, if we consider that the actions or attitude of a student represent a risk to the Health and Safety of other students and staff, then we will not allow that person to remain at the school.

9. Screening, Searching and Confiscation

Searching can play a critical role in ensuring that schools are safe environments for all students and staff. It is a vital measure to safeguard and promote staff and student welfare, and to maintain high standards of behaviour through which students can learn and thrive.

We aim to ensure that Will Adams is a safe place to learn and therefore implement the following procedures:

- All students are routinely screened on entry to school using a hand-held metal detector on arrival and belongings may be searched, including turning out pockets and bags. A student's belongings may also be subject to a metal detector search. This screening can be conducted by any member of staff but is primarily carried out by the Refocus Team.
- Students that refuse to be screened on entry will be refused entry. If a student fails to comply and is refused entry, this will not be suspension but will be treated as unauthorised absence until the student complies.

- The Head, SLT or any authorised staff member will search students and their possessions, with or without their consent, where they suspect the student has prohibited items such as knives or other weapons, illegal drugs or stolen items.
- If a student refuses to be searched parents/carers will be contacted to collect their child. If staff strongly suspect that the student is carrying a weapon or illegal drugs the police may be called to a carry out the search. This will always be done in the presence of an appropriate adult from the school.
- Parents/carers will be informed immediately if any prohibited items are found following screening or a search, e.g. drugs paraphernalia.
- Any weapons or illegal drugs found during screening or a search will be passed to the police.

*Ref: DfE Searching, Screening and Confiscation Advice for Schools - July 2022

There are items that are banned in school for Safeguarding and Health and Safety reasons. These items will need to be handed in to staff members on arrival to school:

- Mobile phones
- Fizzy/energy drinks
- Sweets/crisps/food items that are not required for medical reasons
- Personal belongings such as bags and coats
- Non-uniform items such as hoodies, hats or unsafe jewellery

Should the student follow this expectation and hand the items in, they will be returned to them at the end of the school day. Items may be confiscated for longer if the student makes the poor choice of bringing them into the school building.

10. Intervention and Support

We will review and consider the support arrangements for students who are struggling with the behaviour expectations in school. Such support may include (but is not limited to) any of the following:

- Personal Support Plan (PSP)
- Counselling
- Mentoring
- ELSA support
- Academic intervention
- Support from any appropriate outside agencies
- Individual curriculum/timetable

Any additional interventions or referrals will be discussed with parents and carers.

11. The Restorative Approach

What is a Restorative Approach?
“Provides an underpinning ethos and philosophy for making, maintaining and repairing relationships and for fostering a sense of social responsibility and shared accountability” (Transforming conflict)

A restorative approach can be used in settings outside of the criminal justice system when conflict or incidents arise or as an approach to relationship building and management.

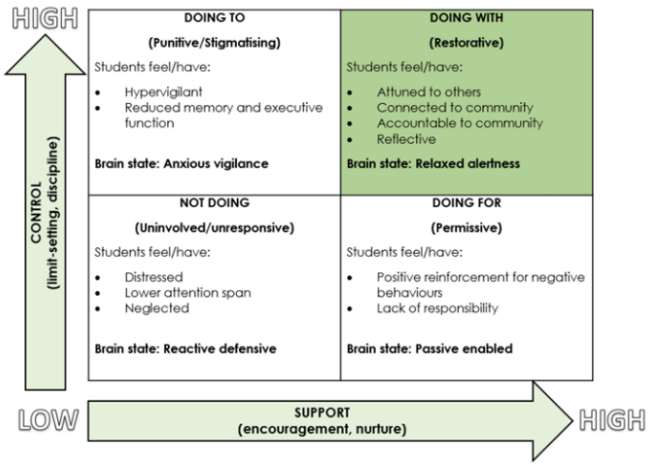
Key principles:

- Harm is a violation of the person and of the relationship – not (just) a violation of a rule or policy.
- The people with the problem also have the solution – everyone should be involved in the process to put things right. Parties might initially need some help to work it out through a facilitator.

Restorative Practice:

- Is structured informal conversations, based on key questions, about harm, impact, and ways forward that repair this harm
- Involves the harmer, harmed and key 'communities of care' (which can be formal or informal support networks such as key staff and friends)
- Leads to individuals being empowered to express needs on how to move forward
- Provides a safe environment where harmers are held accountable for their actions

Using the model of a social discipline window as follows: (adapted from Chuck Saufler)



We have chosen to follow a restorative approach to ensure that are students feel that they are in the upper right quadrant of this window. We want to be challenging them, whilst supporting them.

<u>The 4 Rs of a Restorative Approach:</u>

REPAIR: the harm caused
RESTORE: the balance, the relationship, the understanding
RESPECT: shown for all involved
REINTEGRATE: the harmer and the harmed to each other and their shared community

<u>Restorative Conversations</u>

Restorative conversations may follow the structure of using restorative questions to address the past, the present and the future. An example is set out below:

	Rationale	Example Questions
Past	Asking about perceptions and building a picture of what happened	What happened? What were you thinking at the time? What were you feeling at the time?
Present	Asking about perceptions and building a picture of thoughts and feelings now Reflections and developing empathy	What have your thoughts been since? How do you feel about it now? Who has been affected? How? What are you feeling now? How might others be feeling? What impact has this had on you?
Future	Developing problem solving linked to needs of self and others	What needs to happen now to put things right? What do you need now? What are things like now? What could help everyone move on? What would you like to see come out of

		this conversation?

The idea is to LISTEN to the story and uncover thoughts and feelings, identify IMPACT of actions taken and exploring NEEDS to find a positive way forward. This is done without judgement or shame, but to foster empathy and understanding of all involved in order to repair relationships.

All staff at Will Adams have undergone training in Restorative Approaches and will continue to do so as part of our on-going professional development.

12. Discretion

No policy can cover all eventualities. The Headteacher reserves the right to use their discretion to further support students with their behaviour and sanction as appropriate for the benefit of the individual and/or the wider school community.

13. Frequently Asked Questions (FAQs)

a. What happens if you can't prove, without any doubt, what happened in a given incident?

We do not need to do so. Schools are expected to consider the "balance of probability" as to what has happened, rather than the requirement to prove something "beyond all reasonable doubt" as is the case in a court of law. However, we always try to get as accurate a picture as possible before making any decision.

b. What happens if the school and a parent/carer disagree about the way to respond to an incident?

The vast majority of parents/carers are very supportive of the school stance, understanding that the school is a specialist provision dealing with a variety of student needs.

We cannot promise that our values and judgements will automatically reflect an individual parent/ carer's views – though we do try to make sure that our stance is logical, clearly explained and that we have a consistent rationale that we apply fairly.

The school has the right to impose sanctions without parent/carer consent and – if necessary – will do so to make sure that, within the school context, children are dealt with fairly and consistently. However, we would always prefer to explain the rationale and gain parent/carer support rather than simply state our right to impose any sanction.

c. *Can I refuse a sanction set for my child?*

No. The school is legally entitled to set and impose detentions and other permitted sanctions and does not require parent/carer permission to do so. However, if you feel that there is evidence that the school has not considered in making this decision, then we would encourage you to contact the member of staff or senior leader involved.

d. What do I do if my child is upset by being given a school sanction?

It is very easy to become upset when your child is upset, and to act upon the information that they give you without knowing the full story.

We would recommend that you talk to your child and try to find out what is at the root of their upset. Often, it is worry about your reactions or your disappointment in them. If children are upset that they have a sanction

because they feel they have let themselves or you down, then that is a great credit to them – and makes it more likely that any misbehaviour is a "one off".

If your child is saying that the sanction is unfair, see if they can explain why. As an adult, you may be able to give them the wider perspective that children typically lack. However, if you think that what your child is saying doesn't sound right, then the best thing to do is to contact the school to check whether you have the full picture.

We would strongly recommend that you ask for clarification first, rather than going solely on what your child says to you. Children can be prone to selecting the bits that soften a loved one's anger with them – and this can give you a misleading picture of the situation!

However, there are also occasions when we haven't got the full context of the situation; your help in giving us this extra information means we can make sure we are being as fair as possible to any children involved.

e. Does my child being given a sanction mean that the school will then view them as a problem or failure?

No. In the same way that parents/carers will pick up on misbehaviour at home, the school picks up misbehaviour at school. We all know that children will test the boundaries, make some poor decisions or let their emotions rule their response on occasion. Growing up and developing the skills to cope successfully with adult life is about learning from these mistakes.

However, where children don't learn from the advice given at home or school, and keep on making the same mistakes, then this will become a more serious concern. The school will then speak to parents/carers about different ways to try to resolve the issues identified.

f. *Does my child being given a sanction mean that I am at fault?*

No. There are very rare cases when a child carries out instructions given by a parent/carer which puts the child into a position where the child is in conflict with the school's ethos. In these situations, the parents/carers are compounding their child's difficulties.

However, the vast majority of misbehaviours are not in this category – but result from the child deciding on a course of action that parents/carers would not condone (and the child knows it too!).

g. What can parents/carers do to reinforce any sanction given by the school?

Parents/Carers have a huge influence on how their children react to any sanctions given; the messages given by parents/carers at home are very important in terms of the effectiveness of any sanction. Parents/Carers' discussions with their child about the better way to handle a situation and the rationale behind the school's response (plus any sanctions you feel appropriate) are enormously helpful and supportive of your child's good behaviour at school.

h. Do I have the right to be present if my child is seen by the Headteacher?

No. Parents/Carers do not have the right to be present in discussions between any member of staff and a student, including the Headteacher. However, the school will often invite parents/carers to join a discussion of concern, or to review progress where issues have been identified and an action plan put into place.

i. What can I do if I believe that the school's response to an incident is unfair or unreasonable?

As always, if you feel an approach is unfair or unreasonable, then you can write to the Headteacher and/or

the Local Governing Body asking for a review of the policy.
If you think the sanction given for a particular incident is unfair, for example, not in line with stated school policy, then you can use the informal or formal complaints procedure to make your case. Our school website has a link to our Complaints Policy for the Alternative Learning Trust.

Appendix 1 – Home School Agreement and Uniform Expectations

During a student's pre-admission meeting at Will Adams, all parents/carers and students will be given a copy of the below agreement to sign.

Home School Agreement

You as Parents or Carers and we as Will Adams Academy staff want the same thing for each child. This is to ensure that every young person reaches their full potential in Will Adams and go on to their chosen Post 16 destinations. It is very important that we work closely together and that the child knows that we are working together.

Parent/Carer's Agreement

- Be available to discuss my/our child's progress and difficulties either in person, or over the phone;
- To attend Academic Review Days;
- Let the centre know anything which happens outside school which may affect my/our child in school;
- Let WAA know of anything which is worrying me/us about my/our child's education
- Make sure my/our child arrives on time and does not take unnecessary time off;
- Support and encourage my/our child in all his/her work either at WAA or Mainstream School.
- To ensure my child hands in any banned/restricted items (e.g. phone/vape) on entry to school each day

Parent/Carer's signature .....

Date.....

Pupils' Agreement

In order to be successful at Will Adams Academy I agree to:

- Be co-operative and helpful with staff at all times
- Treat staff and other pupils with respect;
- Be prepared to discuss problems with members of staff;
- Work hard;
- Arrive on time each day, and not take time off unless I really have to;
- Contribute to a positive atmosphere at WAA.
- Hand in any banned/restricted items (e.g. phone/vape) when I arrive each day

Students Signature .....

Date .....

Will Adams Academy Staff Agreement: -

We promise to:

- Deal with your child at all times with care and respect;
- Keep you regularly informed of your child's progress;
- Maintain good communications with all agencies who may be working with your child;

WAA Staff Member Signature .....

Date .....

During the pre-admission meeting, you will also have a copy of the uniform expectations as shown below:

Uniform Expectations

All pupils must wear uniform at Will Adams and the highest standards of dress and appearance are expected at all times.

Uniform should be worn with pride whilst at school and on the journey to and from school.

Fashion trends MUST be reserved for out of school wear.

Remember:

Skirts must not be higher than 5cm above the knee. Alternative skirts will be supplied and must be changed into for any student who arrives at school with a skirt shorter than this.

Trousers must be regular school trousers and not leggings, tracksuit bottoms or casual trousers. It is unacceptable for students wearing trousers to have them sitting underneath their waist line with their underwear exposed.

Minimal jewellery is allowed to be worn, e.g. stud/small hoop earrings, a necklace that can be tucked in and a wrist watch [not a Smartwatch]. Jewellery that could be deemed as unsafe in a school environment isn't allowed and we will ask students to remove such items. We allow minimal make up, short fake eyelashes and painted/false nails as long as they are of a safe length for practical subjects and not 'press on' nails.

Students must wear black school shoes or trainers. Any other type of shoe is not allowed, including Crocs, flip flops and sandals.

If you require support with providing uniform at any time, please do let us know.

Appendix 2 – Will Adams Academy Cost List

During a student's pre-admission meeting at Will Adams, all parents/carers and students will begiven a copy of the below cost list to sign.

Will Adams Academy Cost List

Sadly, we have had several instances of students deliberately setting off the fire alarm or causing intentional damage to items in school. The damages all have a cost to be fixed and the fire alarm going off causes mass disruption to the entire school community.

Therefore, from September 2025, we will be asking for some of the cost to be charged to the family or families of the students that have been involved. We hope this will act as a deterrent to our students as to not cause deliberate damage or disruption in our school.

Item/Damage	Cost to be invoiced per student involved
Setting off the vape alarm	£5
Deliberate damage to a display	£5
Setting off the fire alarm	£20
Setting off a fire extinguisher	£40
Breaking the glass of a window/door	£50
Breaking the lock mechanism in a window/door	£75
Damage to toilet	£50
Graffiti (per item/place)	£10
Damage to walls/other surfaces	£50
Damage to electrics	£100
Damage to school/staff vehicles	From £50 dependent on damage

This list is not exhaustive and there will be some occasions where costs vary dependent on damage. This will always be explained to parents/carers.

Please sign below to show you understand and agree that you will be invoiced for any damages caused by your child:

Parent/Carer's signature .....

Name .....

Date .....

Appendix 3 - Internal Critical Incident Reporting Proforma

Confidential

This form is to be completed in the event of any/all critical incidents occurring at the academy/school.

Examples of critical incidents include serious or significant events that are outside routine day-to-day practice and have the potential to escalate beyond the academy/school. This may include referrals to the Local Area Designated Officer (LADO), incidents of serious violence, significant safeguarding concerns, involvement of external agencies in exceptional circumstances, or incidents that may attract local or national media attention.

This document should be shared with: -

ALT Executive Team (CEO, Deputy CEO, CFO, COO, HR Manager, Executive Governance and Compliance Lead) execteam@alternativelearningtrust.org

ALT Safeguarding Lead hsmith@alternativelearningtrust.org

School Safeguarding Lead

Head Teacher

Chair of Local Governing Body (not in all situations)

This will then help to determine appropriate follow-up or in order to protect colleagues from being exposed by being unaware of circumstances.

All information provided must be factual

Personal details of the person reporting incident.	Name: Job Role:
Date/Time of incident	Date: Time:
Incident Description *Including who was involved*	
Location of incident *including a sketch, photos, CCTV etc. or direction to these and any other relevant information.* ***Please download CCTV/Photos and save them in a secure area.***	

Any injuries to children or staff? *Was medical treatment provided and who by? Example: school first aider or hospital.* ***Make sure this is logged on to the appropriate school injury system.***	
Agencies involved	
What action has been taken? *Example:* • *Statements taken* • *Parent/Carers contacted* • *Meetings put in place*	
What are the next steps? *Example:* • *Risk assessments reviewed and updated* • *Restorative work* • *Timetabling changes* • *Specific steps with regard to this incident.*	

Sutton H&S team will decide whether a RIDDOR is necessary once they have reviewed AMS/ information. If this is the case, all relevant information and documentation will be compiled and attached to the incident report.

Reporting of Incidents, Diseases and Dangerous Occurrences Regulations.

What are the 3 categories reportable under RIDDOR?

- Accidents resulting in the death of any person.
- Accidents resulting in specified injuries to workers.
- Non-fatal accidents requiring hospital treatment to non-workers

https://www.hse.gov.uk/riddor/report.htm