



# BEHAVIOUR MANAGEMENT POLICY

**Including Anti-Bullying, Physical  
Restraint and Positive Handling and  
Exclusions**

DOCUMENT HISTORY	
UPDATED:	Summer 2017
REVIEW DETAILS:	annually
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APPROVED BY GOVERNING BODY:	

## INTRODUCTION

### 1. CONTEXT

- 1.1 This Behaviour Management Policy is a whole school policy based around our 'Golden Rules' which apply to everyone; adults and children at Berwick Hills Primary School. Copies of our 'Golden Rules' are prominently displayed in different areas of school as well as in every classroom.
- 1.2 The 'Golden Rules' were produced following discussions with staff (teaching and non-teaching), and children.
- 1.3 The school Behaviour Management Policy is based on the principle that children have the right to learn and teachers have the right to teach.
- 1.4 In order to learn well, children need a calm and purposeful classroom atmosphere.
- 1.5 Disruptive behaviour will not be tolerated.

### 2. GENERAL AIMS

- 2.1 As a school in partnership with our staff, pupils, parents, carers and governors we believe our Behaviour Management Policy underpins the ethos of our school.
- 2.2 The ethos we are promoting within our school is one whereby everyone consistently:
  - takes responsibility for their own behaviour
  - cares about and respects the rights of others
  - creates opportunities for others to develop self-esteem
  - helps to create a calm, happy place where everyone can learn and feel safe
- 2.3 In particular we teach children to understand that they have control over their actions and encourage them to make positive choices.
- 2.4 To develop our school ethos successfully we have taken into account the relationship between staff and pupils in devising our school rules, rewards and consequences.
- 2.5 In the spirit of true partnership with parents, we will ensure that they are fully informed and consulted regularly (if necessary) in respect of their child's behaviour.

### 3. ROLE OF ADULTS

Adults working with children in school should aim to: -

- know their pupils as individuals. This means knowing their names, their personalities and interests and who their friends are;
- plan and organise both the classroom and the lesson to keep pupils interested and minimise the opportunities for disruption. This may require attention to such basics as furniture layout, grouping of pupils, seating of pupils, matching work to pupils abilities, pacing lessons well, being enthusiastic and using humour to create a positive classroom atmosphere;
- be flexible in order to take advantage of unexpected events rather than being thrown off balance by them i.e. visitor at the door in the middle of a lesson;

- continually observe or 'scan' the behaviour of the class;
- be aware of, and control their own behaviour, including stance and tone of voice;
- model the standards of courtesy that they expect from pupils;
- emphasise the positive, including praise for good behaviour, effort, demonstrating school values as well as good work (including when recording in the Gold Book)
- make the golden rules for behaviour clear to pupils from the first lesson and explain why they are necessary. This 'Class Charter' which exemplifies the rules in age appropriate contexts will be established within the first week of term.
- make sparing and consistent use of reprimands. This means being firm rather than confrontational, targeting the right pupil, criticising the behaviour and not the person, using private rather than public reprimands whenever possible, being fair and consistent and avoiding sarcasm and idle threats;

#### 4. CREATING THE RIGHT CLIMATE

- 4.1 All the children who attend this school must feel wanted and that they, as individuals, have a part to play at Berwick Hill Primary School.
- 4.2 This can be realised in many ways, not least by encouraging each child to feel that they have a role to play within the family unit of the school and that other people e.g. brothers, sisters, peers, teachers, parents/guardians, visitors and governors, depend on them to behave in a mature, well-mannered and respectful way. Of course this is not a one way process and children need to see adults in school as models of outstanding behaviour.
- 4.3 Creating the right atmosphere in school arises from good inter-personal relationships. Parents, guardians, visitors, governors, teachers and children must treat each other with a level of mutual respect.
- 4.4 Children, parents and guardians should be greeted with a warm welcome each day, setting the right tone for the rest of the day's events.
- 4.5 Good manners are essential, children, and adults alike should use them within the contexts of this school at all time.

#### 5. OUR GOLDEN RULES

- 5.1 At Berwick Hills Primary School, staff and pupils work **together** to create and uphold a set of rules that are succinct and focus upon the types of behaviour we wish our children and staff to maintain. The rules reinforce the School Values (see below)
- 5.2 Implicit in these rules is the expectation that **all** staff will promote and insist upon good manners from pupils and that staff model respect and care for everyone and for our school. We have introduced **School Values** which are:
- **Respect**
  - **Kindness**

- Excellence
- Equality
- Determination
- Courage
- Cooperation
- Responsibility

### 5.3 Our Golden Rules:

- We will show respect and have a good attitude
- We will be kind and take care of each other
- We will always be honest
- We will work hard, even when we find it difficult
- We will have pride in our school and look after it

### 5.4 At the beginning of each school year:

- The Golden Rules should be reviewed (including 'classroom charter')
- The Golden Rules should be clearly displayed in classrooms and other prominent places e.g. corridors, dining room, playground etc
- The Golden Rules should be shared with and explained to parents/carers
- Where there have been revisions to the Behaviour Management Policy or Golden Rules, new Home/School Behaviour Agreements should be exchanged and signed by school, parents/carers and pupils. (see Appendix A)

## 6. POSITIVE REINFORCEMENT OF GOOD BEHAVIOUR/ATTITUDE ETC

6.1 **All** adults in school should accept responsibility for managing the behaviour of children (using both rewards and sanctions) whether in their own class, or wherever and whenever they are encountered in and around the school.

6.2 Rewards can be targeted at individuals, groups or whole classes as appropriate.

6.3 There are numerous positive 'informal' reward strategies available to members of staff working with children. They include, among others:

Certificates	Stickers	Praise pads
Gold Book/Celebration Assembly	Cups/shields	Praise from other staff
Written comments on work	Displaying a child's work	Verbal praise in class
Special responsibility	E-cards (Schoolcomms)	Verbal comments to parents

6.4 There are **two** systems which operate in tandem to promote positive behaviours and attitudes in our school.

1. House System (Team Contribution)
2. Star Badge System (Individual Achievement linked to Behaviour, Punctuality and Attendance)

## 7 HOUSE SYSTEM

7.1 On entering school, each pupil is allocated to one of four houses, named after birds:

Robins	(Red)
Goldcrests	(Yellow)
Woodpeckers	(Green)
Kingfishers	(Blue)

- 7.2 Children are awarded House Points for positive attitudes demonstrating school values, good behaviour, consideration shown towards others, maintenance of 'Golden Rules', academic progress and/or achievement etc. These are collated on a Team House Point Chart in each class. Each member of staff is also allocated to a house.
- 7.3 House Point totals are collated weekly by House Captains and celebrated each Friday in whole school Celebration Assembly. Each Term the team with the most house points are rewarded with a celebratory 'House Lunch' in the studio decorated in their team colour. They are invited to wear their team colour and sit alongside staff in their team
- 7.4 Additional House Point Challenges e.g. Sports events, quizzes, etc will enable Houses to earn more points towards the annual presentation of the House Shield.

## 8 STAR BADGE SYSTEM

- 8.1 At the end of a term, children may be awarded a Gold Star Badge
- 8.2 At the end of each school year, Three-Gold Star pupils will be awarded a 'Golden Star Pupil Treat Event'.
- 8.3 In the interim, each term there will be a special 'Golden Event' reward for those pupils who have achieved a star badge that term.
- 8.4 A Gold Star badge can only be awarded to children who have been 'on time, in school' for at least 95% during the term and have demonstrated good behaviour. Not being awarded a Gold Badge even if attendance is 95%+ is a consequence of **serious** inappropriate behaviour i.e. physical harm towards another person, fighting, spitting, bullying, swearing, leaving class without permission etc.

## 9 CONSEQUENCES

- 9.1 There may be times when we need to take action against inappropriate and/or unacceptable behaviour.
- 9.2 Our approach will be:
- To **avoid** confrontation and re-direct inappropriate behaviour
  - To give pupils **choices**; enabling them to **change** their behaviour and reflect upon future 'self-help' strategies
  - To **respond positively** when pupils rejoin class following 'Thinking Zone' or 'Buddy Class' visits

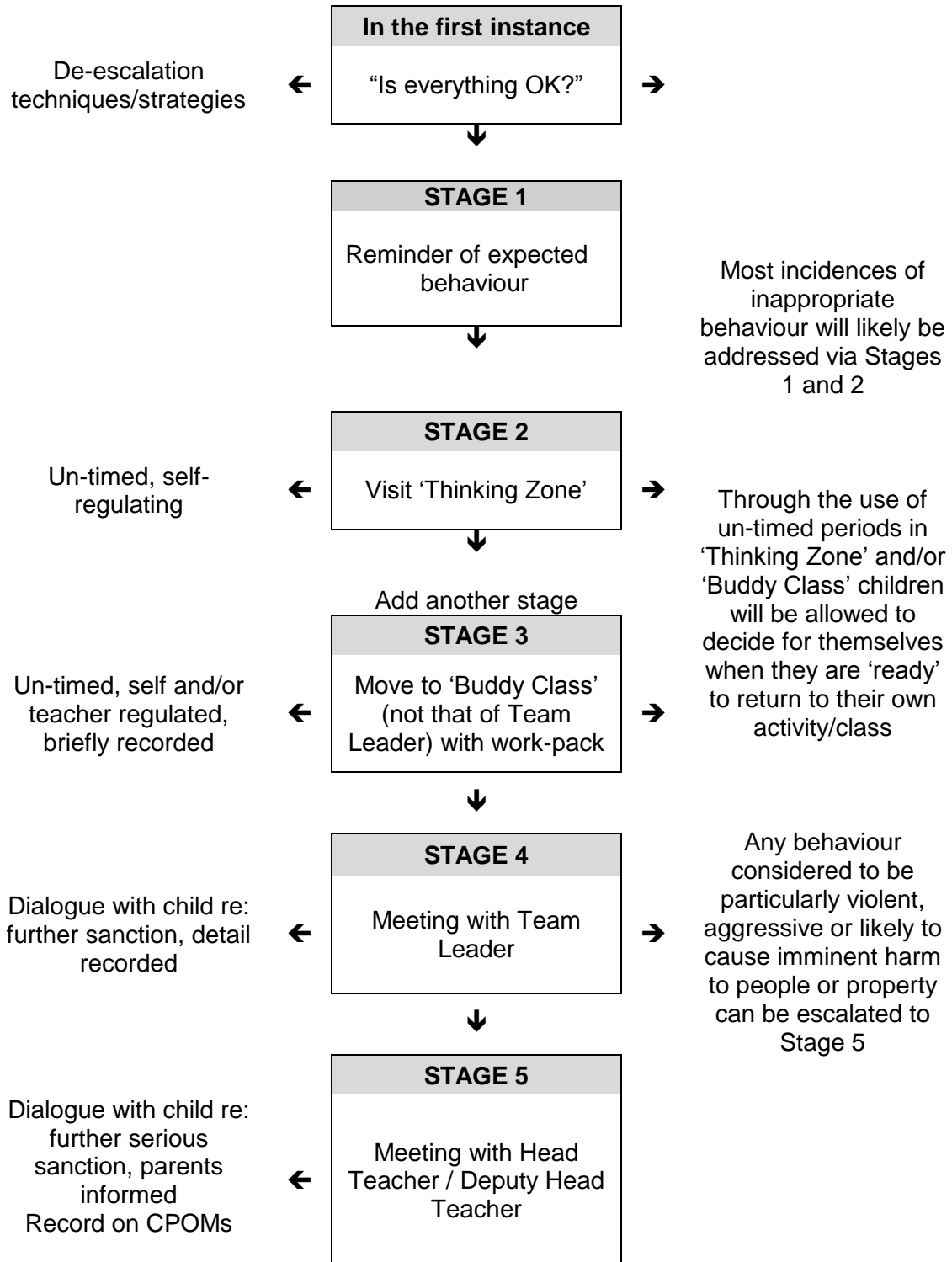
- To **inform** all relevant people (including parents/carers) regarding actions which have been taken in relation to 'significant /serious incidents' (see flowchart below)
- To **support** all staff to maintain a consistent approach (see flowchart below)

**PRACTICAL STRATEGIES TO ENCOURAGE POSITIVE CLIMATE AND BEHAVIOUR:**

- Children should be greeted by their teacher each morning on entering school, after play times and lunch times.
- Movement from the yard to the school should be done in an orderly manner and at all times should be done quietly. Walking should be encouraged to avoid accidents and to bring a sense of calm to the start of the day, lessons should begin promptly
- As children leave the classroom to go to assembly, to change rooms, to go out to play, they should line up quietly and leave the classroom with a sense of respect for others around them. The teacher and, teaching assistants, should position themselves at the most suitable vantage point
- Play times and lunch times should be calm. Children should be encouraged to play and not to fight or bully others. Play Pals also support in the promotion of positive behaviour on the playground. Staff on duty should seek to prevent and pre-empt potential problems by promoting positive play and interaction.
- At the end of the school day all children should be escorted safely and in a calm manner off the premises, ending the day with the right tone. Children attending after school clubs should be escorted to the location of the clubs.
- Look for things to praise. So often a child with overt behavioural problems only gain attention by being disruptive.
- By making a positive effort to find something to reinforce, we can develop the child's repertoire of acceptable behaviour.
- It is often the case that the child who is disruptive demands a disproportionate amount of adult time. By making the adult time positive, the child can feel better about themselves and so too can the adult. Time previously used for managing disruptive behaviour can then be redistributed amongst all the children
- Using regular short periods of time before the child misbehaves gives opportunity for the adult to listen to the child. Listening and understanding avoids the pressure of jumping to wrong conclusions. This does not mean that the child is always right either but that increased opportunities for understanding each other are valuable.
- Try to reinforce appropriate behaviours in another child rather than drawing attention to negative behaviours, e.g. rather than saying "Don't throw the sand" try saying "look how well Zack and Amelia are filling their buckets with sand".
- Exchange an unacceptable behaviour for a more acceptable activity, e.g. by turning out of seat behaviour into the child purposefully going to get something for someone else, e.g. instead of telling a child off for wandering around, praise him for going to get something for another child.
- Deal with confrontation quietly and with respect. If it is necessary to enforce rules with a child, do it quietly without the child being humiliated, there is then no need for the child to confront the adult to save face with friends.
- Establish a number of favourite activities that can be used to calm someone down after an outburst. These could be books, an activity or the security of tightly structured work, and should always be particular to the child. It is sometimes better - both for the child and for other children - if the child with problems is given permission

to get on quietly with something else and then brought back into the group rather than being confronted when they are not ready.

- Remind children they can ‘always turn it around’



Stage reached recorded on weekly behaviour log. (1-5 Sheet- see Appendix E)

**NB: Occasionally, children may require a personalised behaviour plan to meet their individual needs.**



**10. PARENTS**

- 10.1 We believe that parents have a vital role to play in promoting good behaviour in school. When problems arise, parents will be informed and involved at an early stage rather than as a last resort.
- 10.2 Parents will be kept informed of their child's good behaviour on a regular basis, via letters home, certificates, stickers etc.
- 10.3 Clear communication of expectations is essential in relation to pupils' behaviour.

**11. RESPONSIBLE PUPILS**

- 11.1 Research has shown that in schools where children have some responsibility for managing their own work, within guidelines established by the teacher, behaviour is better. At Berwick Hills therefore, we promote pupil responsibility through such activities as House Captainship, School Council leadership, Sports Leaders, Junior Cadets, Head Boy Head Girl, Eco-Warriors, Smart Crew, Play Pals and 'Lunch Bunch' Duties.

**12. LUNCHTIME SUPERVISORY ASSISTANTS**

- 12.1 Teaching Assistants support with managing behaviour at lunchtime. In addition, we employ Lunchtime Supervisory Assistants (LSAs) led by a Senior LSA, to work in support of teachers at lunch time. They supervise children in the playground, in the dining area (including the packed lunch area), in the corridors and cloakrooms, and provide basic First - Aid cover in the Medical Room.
- 12.2 We recognise and value highly, the difficult job undertaken by LSAs.
- 12.3 Children are informed that LSAs have the same authority as teachers during the lunch period, and should be afforded the same respect.
- 12.4 Teaching staff are expected to support the efforts of LSAs in managing children at lunch time.
- 12.5 LSAs are expected to deal with minor transgressions of the 'Golden Rules' on their own initiative, bearing in mind the need to be firm, fair and consistent when dealing with children. LSAs are asked to adhere to the same consequence procedure as teaching staff.
- 12.6 In more difficult situations or if unsure of the correct course of action, LSAs are expected to seek the assistance of the Head Teacher or a senior member of staff. LSAs are expected to keep teachers informed of problems in respect of children's behaviour or attitude at lunch time.
- 12.7 In the event of inclement weather at lunch time, LSAs have designated areas to supervise. On such days, members of the SLT will supervise the dining area whilst LSAs are busy in other areas of the school.
- 12.8 We are continually trying to find effective ways of supporting LSAs in their difficult job e.g. through training opportunities to support them in developing positive playtimes etc.

12.9 Parents of those children who persistently flout the 'Golden Rules' or challenge the authority of LSAs, will be asked to come into school to discuss the situation with the Head Teacher. In discussion with parents, it may be deemed necessary to bar the child from school during lunchtime for an agreed period.

### **13 BULLYING**

13.1 We continually monitor the behaviours and activities of children throughout the school, and we would be foolish to claim that bullying does not exist at Berwick Hills Primary School. We accept that there is bullying, however slight or infrequent it may be, and constantly strive to eliminate it in whatever shape or form it exists.

13.2 We believe that children come to school to learn and that they will not learn effectively if they are frightened, unhappy or worried.

13.3 Bullying is :

- deliberately hurtful behaviour
- repeated over a period of time
- difficult for those being bullied to defend themselves against.

13.4 Bullying can take many forms but the three main types are :

- physical -hitting, kicking, taking belongings
- verbal -name-calling, insulting, racist remarks, homophobic remarks
- indirect-spreading nasty stories about someone, excluding someone from social groups.

13.5 In the classroom, teachers can be aware of children being pressured or teased by their peers. It is much more difficult to notice this on the playground where, statistics demonstrate that most incidents of bullying occur.

13.6 On the playground the duty teacher or LSAs are frequently only able to observe the interaction between children, she or he is not necessarily able to hear the content of a conversation.

13.7 Play fighting between children is not allowed at Berwick Hills Primary School.

13.8 Children who are being physically attacked or physically bullied often

- frown or look unhappy or angry
- try to move away from their aggressor
- do not take turns, the aggressor maintaining the dominant role throughout the interaction
- if in view of other children, will get considerable attention.

13.9 It is important that teachers pick up these types of incidents and do not leave them unchallenged. As well as challenging the bullying behaviour themselves, teachers can support children in responding to the incident. Children from the Nursery upwards can be taught to refuse to comply with the demands of bullying pupils'.

13.10 The majority of children in school will not be involved in bullying behaviour themselves, but they are likely to know it is happening. They may even witness it taking place and yet do nothing about it. They do nothing because they are afraid, uncomfortable or they do not know what to do. It is not the intention of our school to ask children to involve themselves physically if they see bullying taking place, but it is possible to motivate peer pressure so that children take an active stand against bullying.

- 13.11 Children can be encouraged to be actively involved in promoting good behaviour by :
- not allowing someone to be deliberately left out of a group
  - not smiling or laughing when someone is bullied
  - telling a member of staff what is happening
  - encouraging the bullied child to join in with their activities
  - telling the bully to stop what they are doing
  - showing the bully that they disapprove of his or her actions.
- 13.12 The above points are continually discussed with children throughout the school in formal and informal situations and as part of the ongoing curriculum in PSHCE. In particular, children are made aware that by being passive about bullying behaviour they not only collude with it but also sometimes encourage it.
- 13.13 Children who display bullying behaviour are dealt with seriously and punished according to the particular circumstances of the situation. It may be that a reprimand from the member of staff concerned is sufficient to deter the bullying. On the other hand, it may be necessary to deprive the bullying child of his or her liberty at break for a period of time, or to walk round with the member of staff under close supervision.
- 13.14 More serious or persistent cases of bullying should be referred to the Head Teacher or a senior member of staff, who will inform parents; asking them to come to school to discuss the situation and to jointly pursue a programme of action to change the bullying behaviour.
- 13.15 The victim of the bullying is listened to and supported, again according to the circumstances of the particular situation. Advice is always given to the victim on how to react to future bullying should it occur. The parents of the bullied child will also be informed of the situation and the action taken to support the child and punish the bully.
- 13.16 We consider it imperative that all cases of bullying are treated seriously, and also that both bully and victim are given advice and support in addition to an appropriate punishment being implemented in the case of the bullying child.
- 13.17 All incidences of bullying are recorded on CPOMs
- 13.18 It is important that staff are aware of children who have persistently been involved in bullying or being bullied. This knowledge assists the necessary vigilance. Staff also need to watch for children who seem isolated, whilst recognising that some children are quite happy being by themselves.
- 13.19 We are determined that Berwick Hills Primary School will exhibit **zero tolerance** in respect of bullying.

## 14 PHYSICAL RESTRAINT AND POSITIVE HANDLING

### 14.1 Use of force to control or restrain a pupil

Teachers and Head Teachers can use reasonable force to control or restrain a pupil if this proves necessary to stop a pupil committing a criminal offence (or for younger pupils what would be a criminal offence), causing injury or damage to property, or prejudicing good order and discipline – for example if a pupil refuses to leave a classroom when ordered to do so. New legislation requires all schools to record and report any ‘significant’ incidents where a member of staff has used force to control or restrain a pupil. At Berwick Hills this is done through the use of CPOMs.

These new legal requirements will help to protect teachers and other authorised staff on the use of force.

- 14.2 Staff should not employ force to manage children. It is not permitted to use physical force in order to make a child follow the instructions of a member of staff, teaching or non-teaching.
- 14.3 The only permitted exception to this is if, in the opinion of the member of staff concerned, the child is a danger to himself or others. In this exceptional case, the minimum necessary force should be employed.
- 14.4 In the event of physical force or restraint being employed, the member of staff concerned must immediately inform the Head Teacher and also make written notes of the incident as soon as possible, certainly within the next 24 hours. The notes should be handed to the Head Teacher and a copy made for the member of staff's own records.
- 14.5 The written notes should include :
- details of when and where the incident took place
  - details and significant factors which led to the incident
  - the duration and nature of any physical restraint involved
  - a description of any injury sustained by pupils and staff
  - a description of any action taken after the incident  
(See Appendix for guidance when recording)
- 14.6 Members of staff witnessing the incident should also make a written report as soon as possible following the incident, certainly by the next working day.
- 14.7 Teaching and support staff undertake training in 'Team Teach' techniques, enabling them to positively handle any child **safely** for all concerned, should the need arise.

## 15. FIXED-TERM AND PERMANENT EXCLUSIONS

- 15.1 We do not wish to exclude any child from school, but occasionally, in extreme circumstances this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, *Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units* (DfES, January 2003). We refer to this guidance in any decision to exclude a child from school.

The relevant Internet address is:

[www.teachernet.gov.uk/management/workingwithothers/safeschools/exclusions](http://www.teachernet.gov.uk/management/workingwithothers/safeschools/exclusions)

- 15.2 Only the Head Teacher (or the acting Head Teacher) has the power to exclude a child from school. The Head Teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Head Teacher may exclude a child permanently. It is also possible for the Head Teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 15.3 If the Head Teacher excludes a child, parents are informed immediately and in writing; giving reasons for the exclusion. In the letter the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The letter informs parents how to make any such appeal.
- 15.4 When a pupil has had a fixed-period exclusion, it is a legal requirement for the parent or carer to attend a reintegration interview before the child can be re-admitted into school.

- 15.5 The Head Teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 15.6 The governing body itself cannot either exclude a child or extend the exclusion period made by the Head Teacher.
- 15.7 The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 15.8 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- 15.9 If the governors' appeals panel decides that a child should be reinstated, the Head Teacher must comply with this ruling.

## **16 RIGHT TO A SAFE WORKING ENVIRONMENT**

- 16.1 There is a range of legislation to protect school staff against work-related harassment, malicious allegations and defamation. Governing bodies, as employers, are required to take reasonable steps to ensure, a safe working environment for staff.
- 16.2 Teachers should expect reasonable steps be taken to prevent and tackle any bullying or harassment whether this occurs on or off the school premises or during term times.
- 16.3 Schools should act to prevent the misuse by pupils of the internet, mobile phones or other technology to ridicule or attack staff.
- 16.4 Any person, including a child, parent or member of the public causing a nuisance or disturbance on school premises may be removed and prosecuted.
- 16.5 Local authorities and governing bodies have legal powers to prohibit access to school premises. Where a person threatens or assaults a member of staff that can be reported to the police.

## APPENDIX A: HOME/SCHOOL BEHAVIOUR AGREEMENT



## BERWICK HILLS PRIMARY SCHOOL

## Home-School Agreement

Name of Pupil: .....

**School will:**

- ◆ Care for each child's safety and well-being
- ◆ Work hard to make all parents/carers welcome
- ◆ Treat each pupil fairly according to the agreed School Golden Rules, Equal Opportunities Policy and Policy for Behaviour Management
- ◆ Plan, organise and deliver a broad and balanced curriculum in ways appropriate to the needs of the pupil, enabling each child to achieve their potential
- ◆ Encourage each pupil to do their best at all times
- ◆ Provide regular information about the curriculum and information about children's attitude, behaviour, progress and other school matters

Signed (for the school): ..... **Head Teacher****We ask parents/carers to:**

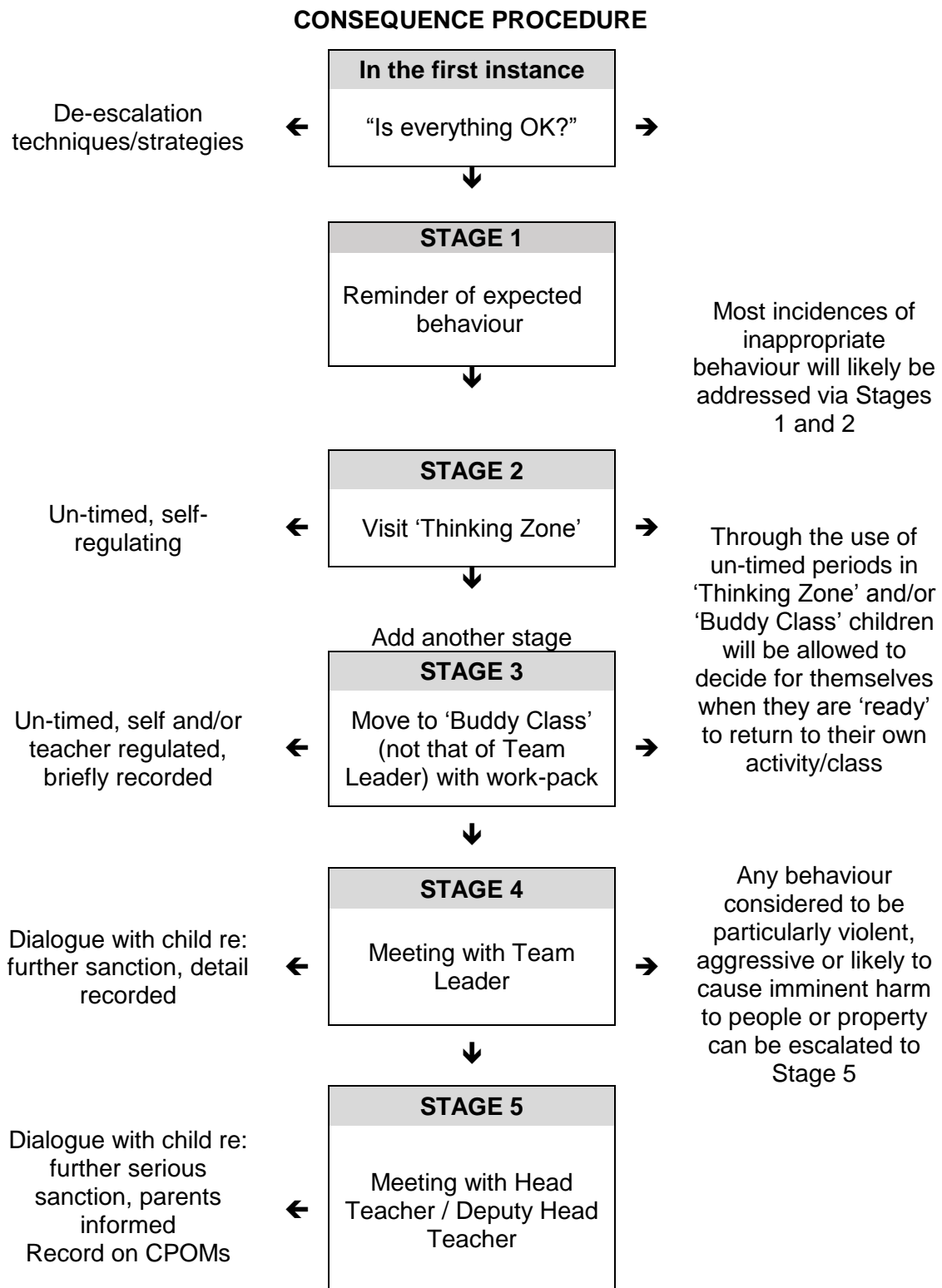
- ◆ Accept and support the aims of the school
- ◆ Ensure that pupils attend school regularly and punctually, contacting school with an explanation regarding any absence from school on the first day of absence
- ◆ Contact school quickly to discuss any matter concerned with your child's progress, behaviour and attitude
- ◆ Send pupils to school wearing the correct uniform every day
- ◆ Support pupils with their homework and other home learning opportunities
- ◆ Attend meetings arranged to discuss pupil progress
- ◆ Keep school informed of any changes to personal circumstances; addresses, contact numbers etc.

Signed: ..... **Parent/Carer****We ask pupils to:**

- ◆ Follow the School Golden Rules
- ◆ Attend school regularly, be on time and bring everything you will need each day
- ◆ Work hard
- ◆ Always wear school uniform
- ◆ Show respect for teachers, other adults, other pupils and property at all times

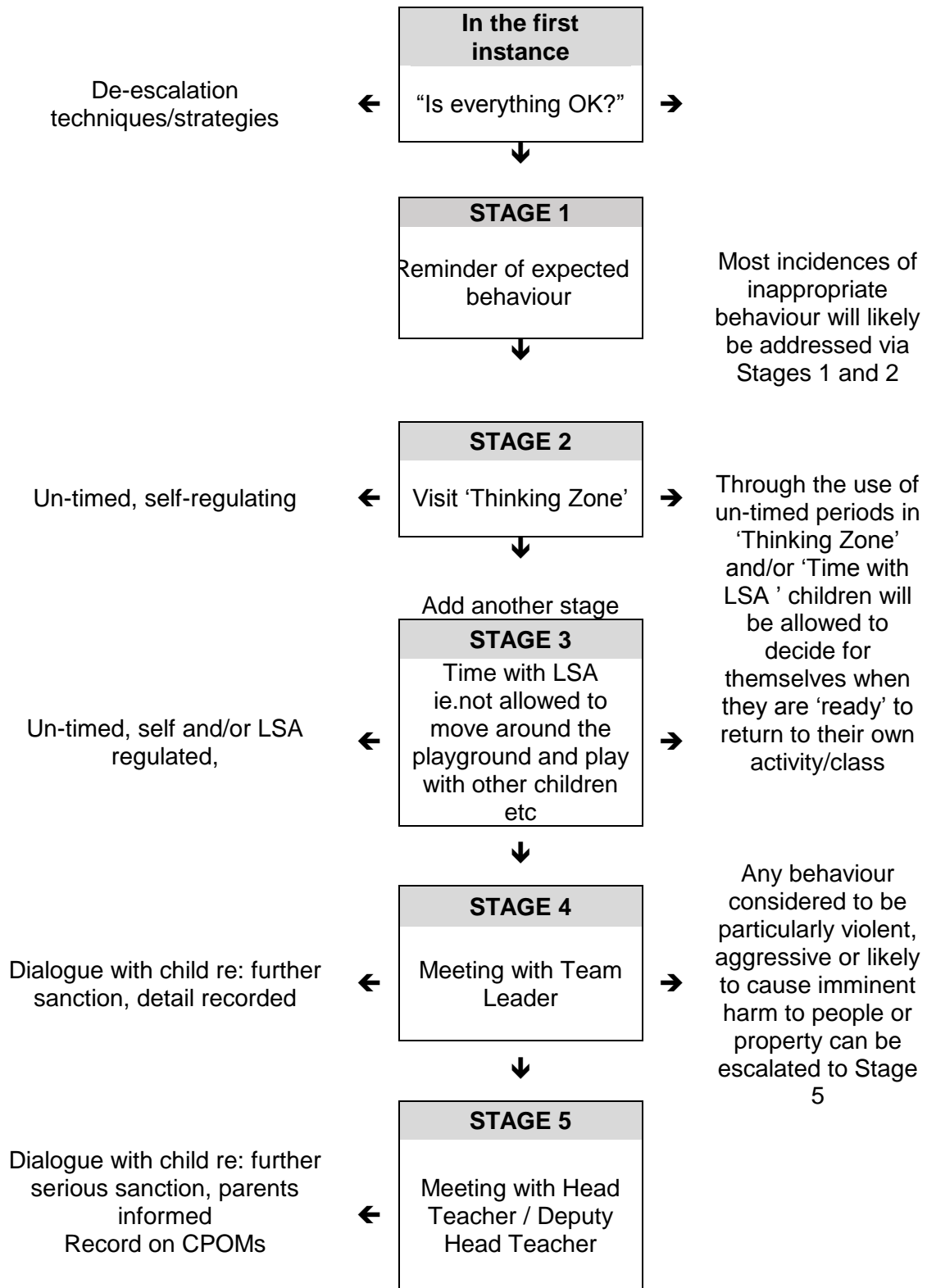
Signed: ..... **Pupil**

APPENDIX B: CONSEQUENCE PROCEDURE – TEACHING & SUPPORT STAFF



APPENDIX C: CONSEQUENCE PROCEDURE – LUNCHTIME STAFF

CONSEQUENCE PROCEDURE





APPENDIX D: GOLDEN RULES



# OUR GOLDEN RULES

**We will show respect and have a  
good attitude**

**We will be kind and take care of each  
other**

**We will always be honest**

**We will work hard, even when we find  
it difficult**



**We will have pride in our school and  
look after it**



**APPENDIX F:****Significant Incident Record Recording Form**

Pupil Name	
Class	
SEN or other vulnerability details	
Date of incident	
Time of incident	
Names of staff directly involved	
Names of staff witnesses	
Details of other pupils involved directly (including whether any of the pupils involved were vulnerable for SEN, disability, medical or social reasons)	
Details of other pupils who are witnesses (including whether any of the pupils involved were vulnerable for SEN, disability, medical or social reasons)	
Description of incident by the staff involved, including any attempts to de-escalated and warnings given that force may be used	

Reason for using force and description of forced used	
Details of any injury suffered by pupils and any first aid and/or medical attention required	
Details of any injury suffered by staff and any first aid and/or medical attention required	
Reasons for making a record of this incident	
Follow up, including post incident support and any disciplinary action taken against pupils	
Details of information shared with staff not involved in the incident	
Details of information shared with external agencies	
When and how were those with parental responsibility informed about the incident and any views that they have expressed.	
Has a complaint been lodged? (Yes / No only - Details of complaint should not be recorded here)	
Name and role of person compiling the report	
Name and role of person countersigning the report	