



# **Chadsmead Primary Academy**

## **Behaviour and Discipline Policy**

**Adopted** by Main Governing Body

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## 1. Aims

This policy aims to:

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

## 2. Definitions

**Misbehaviour** can include:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude including rudeness to adults and swearing
- Verbal and physical aggression
- Refusal to follow instructions
- Leaving a defined area without permission

**Serious misbehaviour** can include:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Violence
- Absconding from the school site
- Possession of any prohibited items. These are:

*Knives or weapons*

*Alcohol / Illegal drugs*

*Stolen items*

*Tobacco and cigarette papers*

*Fireworks*

*Pornographic images*

*Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).*

**Bullying** is defined as:

The repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

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

Bullying can include:

Type of bullying	Definition
Emotional	Repeatedly being unfriendly, excluding, tormenting.
Physical	Repeatedly hitting, kicking, pushing, taking another's belongings, any use of violence.
Racial	Repeatedly using racial taunts, graffiti, gestures .
Sexual	Repeatedly using explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.
Direct or indirect verbal	Repeatedly name-calling, sarcasm, spreading rumours, teasing.
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

Details of Chadsmead's approach to preventing and addressing bullying are set out in our anti-bullying policy.

**3. Roles and responsibilities**

**3.1 The Governing Body**

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness.
- The governors support the Headteacher in adhering to these guidelines and hold the Headteacher to account for their implementation.
- The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

### 3.2 The Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998:

- To implement the school behaviour policy consistently throughout the school.
- To report to governors, when requested, on the effectiveness of the policy.
- To ensure the health, safety and welfare of all children in the school.
- To ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- To support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- To keep records of all reported serious incidents of misbehaviour.
- To have the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour.
- For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

### 3.3 Staff

All staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents.

#### All staff, Senior Leadership Team and the Headteacher

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time and when in transit through school.

#### **(Examples of procedures followed in school can be found in Appendix 1)**

- All staff in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- All staff treat each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents on the school Incident Log **(see Appendix 5)**  
  
In the first instance, the class teacher deals with incidents him/herself in the normal manner.  
  
However, if misbehaviour continues, the class teacher seeks help and advice from the SLT who may then inform the Headteacher if they feel it necessary.
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or the LA's behaviour support service.
- The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

### 3.4 Parents and carers

Parents and carers are expected to:

- Support their child in adhering to the pupil code of conduct (a summary of this can be found in Appendix 2)
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Chadsmead collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

- We explain the school rules and we expect parents and carers to read them and support them.
- We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the 'Home-School Agreement'.
- We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school.
- If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher or the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### 4. Rewards and sanctions

#### 4.1. Praise and reward (examples of positive behaviours and rewards can be found in Appendix 3)

We praise and **reward** children for good behaviour in a variety of ways. Instead we emphasise positive reinforcement of good behaviour.

- Teachers congratulate children.
- Teachers award children with stars for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- Teachers allocate jobs and positions of responsibility.
- Each week, we nominate a child from each class to be 'Star of the Week'.
- Each 'star of the week' is congratulated during a School Achievement Assembly.
- The school will also acknowledge good attendance at the School Achievement Assembly.
- The school will also acknowledge efforts and achievements of children out of school at the School Achievement Assembly.

Good behaviour choices are constantly and consistently promoted and encouraged through the use of the learning environment and classroom management systems and procedures. The school will ensure that children have a clear understanding of the consequences of inappropriate behaviour and the procedures and sanctions should be applied consistently by all staff.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom in an attempt to avoid the need for sanctions. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Develop a positive relationship with pupils, including greeting pupils in the morning/at the start of lessons.

- Establish clear routines.
- Communicate expectations of behaviour in ways other than verbally.
- Highlight and promote good behaviour.
- Conclude the day positively and start the next day afresh.
- Have a plan for dealing with low-level disruption.
- Use positive reinforcement.

## **4.2. Misbehaviour and Sanctions**

There is a procedure staff follow for dealing with misbehaviour. This follows a system of grading behaviour as 'Levels' and actioning it appropriately.

At Chadsmead, we use the 'Good to be Green' behaviour code where children aim to keep a 'green' card through positive behaviour throughout the week. A yellow card may be issued as a sanction and/or a red card which warrants further action.

A chain of command is followed when dealing with instances of misbehaviour. The more serious the offence, the higher up the chain.

**(Examples of Levels of Behaviour and their consequences can be found in Appendix 4. The Incident log can be found in Appendix 5)**

## **5. Bullying**

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

## **6. Physical restraint**

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

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers.

All of the Senior Leadership team, pastoral team plus the majority of other members of staff have been trained in MAPA (Management of Actual and Potential Aggression) techniques.

## 7. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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

## 8. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

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

## 9. Drug and alcohol-related incidents

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or carer should notify the school and ask permission for the medication to be brought (**see Administating Medication Policy**). This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or carers of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.



If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or carer of the child has visited the school and discussed the seriousness of the incident with the Headteacher.

## **10. Monitoring arrangements.**

The Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour.

The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

## **Appendix 1: Procedures in School**

### **Moving around School**

We expect the children:

- To move about quietly.
- To walk around the school sensibly and on the left hand side of corridors.
- To be on time and be ready to learn.

All adults in school should encourage the children to do this by:

- Reminding the children how to move around school in a positive way.
- Giving praise for children who are walking sensibly.
- Stop to check the children are together at points on the journey.
- If a child is running, ask them to stop and remind them to walk.
- Parents should ensure the children attend school and are punctual, arriving at 8:50am.

### **Assembly**

The children should:

- Walk in and out of assembly quietly.
- Sit with their legs crossed and their hands still.
- Put up their hands to answer questions.

The adults should:

- Leave enough time to prepare the children for assembly.
- Be punctual.
- Walk with the children ensuring they are quiet.
- Keep a watchful eye on the children during assembly when required and if a child is being disruptive, catch their attention and if necessary move them near to an adult.
- A member of each year group should collect the class at the end of assembly.
- There should be good supervision in the corridors adjacent to the hall, at the end of an assembly.

### **The Classroom**

The children should:

- Be on time and be ready to learn.
- Do their best.
- Show respect for others.
- Focus on learning.
- Come into class and leave in an orderly manner.
- Address the teacher by name.
- Sit quietly and listen to the teacher at appropriate times.
- Ask permission to leave the room so that the teacher knows where they are.
- Work well as part of a team.

The staff should:

- Be aware of individual children's needs and employ appropriate strategies.
- Give meaningful praise and encouragement.
- Maintain an attractive & tidy classroom with stimulating and up-to-date displays.
- Plan work carefully and ensure it is interesting and well-matched to children's abilities.
- Make sure children know what is expected of them and make learning intentions explicit.
- Continually observe and scan the behaviour in the class, intervening early to defuse potential incidents or situations before they occur.
- Apply rules fairly, consistently and firmly: use agreed rewards and sanctions consistently.
- Listen to the children and do not prejudge.
- Seek support from Phase Leaders if anxious about a behaviour situation.
- Always deal with offenders: to ignore is to condone (unless this is part of a planned behaviour management strategy).

## **The Playground**

Our School rules are enforced at play times and in the playground by all staff.

The children should:

- Remain in the playground at all times unless they have permission from an adult, are going to the toilet or if the Tuck Trolley is inside due to the weather conditions.
- Use the toilets properly, sensibly and return outside quickly.
- Play appropriately.
- Treat the playground apparatus and toys with respect.
- Stay off the grass unless instructed by the person on duty that it can be used.
- Stay in sight of the adults unless you have permission to go inside.
- Enter school with the class when the bell rings as instructed by their class teacher.

The staff should:

- Supervise NOT socialise.
- Be vigilant by watching for potential incidents and defusing them before they start.
- Remind the children to walk to and from the playground.
- Remind the children to play together co-operatively.
- LISTEN to children who are upset.
- Always follow up any incidents using the Yellow and Red card system as necessary.
- Do not prejudge. Consider individual circumstances.
- Inform the SLT of any serious incidents, following the agreed procedures.
- Reward good behaviour with Stars.

At the end of playtime the following procedure is to be followed:

The bell is rung

- All the children will walk sensibly to their designated areas.
- All children will be supervised into school by a member of staff.

If children have broken the rules on the playground, the agreed procedures and sanctions should be followed by staff.

Persistent behaviour problems at lunchtime could eventually result in a child being sent home for lunch or not being able to have the same break time as their peers.

### **Arriving at School:**

- Children should arrive for the start of school at 8.50 am. Younger children will usually be accompanied by parents or siblings so we ask children not to play ball games or ride bicycles or scooters in the school grounds.
- The doors are opened at 8.50 am and children walk sensibly in to school and put away their coats and bags. We would encourage children and parents not to arrive at school too early particularly if it is raining, snowing or icy, to avoid unnecessary waiting on the playground in unsafe conditions.

### **Lunchtimes:**

- As the children finish their lunch they should walk to the playground from the Dining Hall, collecting the coats as and when necessary.
- It is the responsibility of the Senior Midday Supervisor (SMDS) to ensure that there is sufficient supervision in the Dining Hall and Playground over the lunch time. If there are any concerns in this respect, they must be reported to the Cook or Bursar as the Line Manager.
- Stars can be given to individuals or groups of children by midday supervisors as a reward for good behaviour choices.
- Older pupils may be allocated to the SMDS to help supervise younger children.
- Unfortunately, children sometimes make wrong choices, the Yellow and Red card system should be followed.

## Appendix 2

### **Chadsmead Behaviour Policy (To be displayed in every classroom).**

At Chadsmead Primary Academy we believe that children develop into responsible learners and members of the community through experiencing a school ethos which promotes the rights and dignity of each individual. We believe that encouragement and praise are vital in helping children to develop a positive self-image and that each child must be valued as an individual and as part of a wider community.

Our Code of Conduct has been written by the children and staff and is in effect at all times.

**A summary of the Pupils' Code of Conduct** is displayed in every classroom and in prominent places around the school.

- We are kind, helpful and caring to each other.
- We listen.
- We are honest.
- We do our best.
- We look after our school and everything in it.

**Appendix 3 (This list is non-exhaustive and is regularly reviewed)**

Level	Examples of Behaviour	Possible Rewards	Staff Responsible
Level 1	<ul style="list-style-type: none"> <li>• Notable instance of good behaviour</li> <li>• Supportive towards others in their learning</li> <li>• Showing positive initiative such as holding open doors / helping others</li> <li>• Leading group work / class events</li> <li>• Good leadership shown in School council / Eco Council / Food Council</li> <li>• High standard of homework</li> <li>• Consistently polite towards others</li> </ul>	Verbal Praise Star	Class Teacher
Level 2	<ul style="list-style-type: none"> <li>• Consistent improvement in work attitude</li> <li>• Consistent excellent work in lessons e.g. all week – no issues / problems</li> <li>• Consistent high standard of homework</li> <li>• Consistent positive attitude towards learning</li> <li>• Consistently high levels of effort</li> </ul>	Star Inform Phase Leader Text / Phone call home	Class Teacher Phase Leader
Level 3	<ul style="list-style-type: none"> <li>• Ongoing consistent improvement in work attitude, high standards of homework, positive learning attitude, effort over a term</li> <li>• Outstanding contribution to a school event / competition / charity / project / role of responsibility in school</li> <li>• Outstanding contribution to a class or year group activity e.g. a performance in school, solo in a concert; reader in an assembly...</li> </ul>	Star Inform Phase Leader / Curriculum Leader  Star Certificate in star assembly Name in the newsletter Send Postcard home	Phase Leader Curriculum leader
Level 4	<ul style="list-style-type: none"> <li>• Any extra-curricular activity in school worthy of mention</li> <li>• e.g. Sports Performance; Music Certificate; representing the school</li> </ul>	Star Certificate Name in the newsletter Head teacher postcard home	Head teacher
Level 5	<ul style="list-style-type: none"> <li>• To be awarded at the Head teachers discretion for any Outstanding Achievement</li> </ul>	Head teacher's certificate	Head teacher

**Appendix 4** (This list is non-exhaustive and is regularly reviewed. Teachers use their professional discretion when making a decision about misbehaviour)

Level	Examples of Behaviour	Possible Action / Consequences
Level One Reminder CLASS TEACHER*	1 <sup>st</sup> Reminder and 2 <sup>nd</sup> Reminder <ul style="list-style-type: none"> <li>Off task</li> <li>Out of Seat</li> <li>Shouting out.</li> <li>Poor listening</li> <li>Inadequate work</li> <li>Lack of effort</li> </ul>	<ul style="list-style-type: none"> <li>Verbal Warning</li> <li>A “look” / Glance</li> <li>Verbal redirection to task through questioning</li> <li>Reinforcement of task / required behaviour</li> <li>Child remains “Good to be Green.”</li> </ul>
Level Two Yellow Card CLASS TEACHER *	Further low-level disruption may constitute continued <ul style="list-style-type: none"> <li>disruption as for level 1</li> <li>Consistent lack of effort</li> <li>Not following instructions</li> <li>Name Calling</li> <li>Being disrespectful to others</li> <li>Provoking others to do wrong</li> </ul>	<ul style="list-style-type: none"> <li><b>Yellow Card</b> given to child and placed on classroom board until sanction spent</li> <li>No breaktime for student</li> <li>Moving the student to another seating position / Sit child closer to an adult / alone</li> </ul>
Level Three Red Card CLASS TEACHER/PHASE LEADER/ ASST HT *	Further low-level disruption over a sustained period <ul style="list-style-type: none"> <li>Continued poor behaviour in one lesson e.g. repeated to follow instructions.</li> <li>More seriously hurting someone</li> <li>More seriously upsetting someone</li> <li>More seriously breaking something</li> <li>Using racist language</li> <li>Bullying</li> <li>Swearing</li> <li>Vandalism</li> <li>Theft</li> </ul>	<ul style="list-style-type: none"> <li>Record on Incident Log (appendix 6)</li> <li><b>Red Card</b> given to child and placed on classroom board</li> <li>No breaktime for student or No lunchtime break time for student</li> <li>Class teacher <b><u>must</u></b> verbally notify parents on collection / Phone call home.</li> <li>Class teacher to inform Phase Leader: Send child to Phase leader to reinforce appropriate behaviour required.</li> <li>Phase leader may choose to inform Head teacher</li> </ul>
Level Four Behaviour Chart HEADTEACH ER*	Repeatedly Persistent Poor Behaviour <ul style="list-style-type: none"> <li>Ongoing incidents as above</li> <li>Behaviour that compromises the safety of others.</li> </ul>	<ul style="list-style-type: none"> <li>Meeting with parent</li> <li>Record on Incident Log</li> <li>Parents to be notified verbally or face to face</li> <li>Implement a <b>Positive Behaviour Chart</b> (see Appendix 5)</li> </ul>
Level Five External Referral HEADTEACHER *	Ongoing Persistent Poor Behaviour <ul style="list-style-type: none"> <li>Failure to respond to Positive Behaviour Chart</li> </ul> Ongoing behaviour that compromises the safety of the pupil or others <ul style="list-style-type: none"> <li>Physical Attack</li> <li>Racist Incident</li> <li>Leaving school site without permission</li> <li>Possession of items not allowed.</li> </ul>	<ul style="list-style-type: none"> <li>Meeting with Parent</li> <li>Further Monitoring Positive Behaviour Charts:</li> <li>External referral; Ed Psychologist / Behaviour Support Team</li> <li>Early Help Assessment</li> <li>Pastoral Support Plan</li> <li>Referral to the District Inclusion Panel Fixed</li> <li>Term Exclusion / Permanent Exclusion</li> </ul>

NB \* denotes SENDCO may become involved when appropriate.

Appendix 5    **NAME**                      **Target:** To behave and do my best learning in my lessons.

😊 = 2 points    😐 = 1 point    ☹ = 0 points

	9:00 – 9:30am	9:30 – 10:30am	Break	10:45 – 11:15am	11:15 – 12:15pm	Lunch		1:15 – 2:15pm	2:15 – 3:20pm	Parent Comment
Mon										
Tues										
Wed										
Thurs										
Fri										

This week’s total smiles/points:

This week’s target smiles/points:





Full Name

Y\*

Date:



How good has your behaviour been  
Name?

Parents'/weekend comment:

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Positive  
Behaviour  
Chart

My target is to behave and do  
my best learning in my lessons.

Appendix 6

**Class Incident Log**

*Hand in at 8:30 on Friday morning each week during staff briefing.*

Week Beginning:	Teacher:
Year Group:	Class:

FULL Name	Date/ Time & Activity	Antecedent	Behaviour	Consequence	Action
	What activity was going on when the behaviour occurred?	What happened right before the behaviour that <u>may</u> have triggered the behaviour?	What the behaviour looked like?	What happened after the behaviour, or as a result of the behaviour? Eg: red card, referred to SLT	Has anything changed after learning from this incident?