



**Part 1 - The Governing Body's Written Statement of Behaviour Principles**

**Part 2 - Behaviour Policy**

**Part 3 - Policy for Physical Intervention and Restraint**

**Adopted by Governing Body: September 2022**

**Due for review: September 2025 (or earlier if necessary)**

# **Trinity CE Primary School**

**Part 1 - The Governing Body's Written Statement of Behaviour Principles**

**Part 2 - Behaviour Policy**

**Part 3 - Policy for Physical Intervention and Restraint**

## Part 1

### Trinity CE Primary School

#### The Governing Body's Written Statement of Behaviour Principles

##### Rational and Purpose

The governing body of Trinity CofE Primary School believe that high expectations, high standards of behaviour and high aspirations lie at the heart of a successful school that enables children to 'be the best they can be and make the greatest possible progress in all aspects of their school life.

To this end the governing body has set out a written statement of general behaviour principles to guide the Headteacher in determining a behaviour and discipline policy, and to strengthen governance oversight and strategic direction.

At Trinity CofE Primary School, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible global citizens.

The governors expect any policy or actions to be in accordance with their responsibility under equality legislation.

This statement will be reviewed annually by the Health & Safety Committee and any recommendations brought to the governing body for consideration of adoption.

##### Principles:

1. Every child has the right to learn but no child has the right to disrupt the learning of others.
2. Everyone has a right to be listened to, to be valued, to feel and be safe.
3. Everyone must be protected from disruption or abuse.
4. The Governors expect pupils and parents to cooperate to maintain an orderly climate for learning.
5. All members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.
6. It is expected that all adults, staff, volunteers, governors and parents, will set excellent examples to the children at all times.
7. The school rules will be clearly set out in the Behaviour Policy. Children will be taught about the rules. Governors expect these rules to be consistently applied by all staff.

8. Governors expect to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school.
9. Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied.
10. The school's Behaviour Policy will ensure that there are measures to encourage good behaviour, self-discipline and respect, and prevent all forms of bullying amongst pupils; it must also provide guidance on the use of reasonable force and other physical contact.
11. The school will fulfil its legal duties under the Equality Act 2010 in respect of safeguarding, children with special educational needs and all vulnerable children.
12. Where there are significant concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between home and school.
13. The school will seek advice and support from appropriate outside agencies where concerns arise over a child's behaviour.
14. The school's Behaviour Policy will clearly reflect the school's approach to suspensions and/or permanent exclusions. Governors strongly feel that permanent exclusions must only be used as the very last resort.
15. The school's Behaviour Policy will set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff and the pastoral care available to staff accused of misconduct.
16. The school's Behaviour Policy will explain the circumstances in which screening and searching may take place.
17. The school's Behaviour Policy will clearly outline the extent to which staff may discipline children for behaviours that take place beyond the school gate and outside school hours.
18. The school's Behaviour Policy will set out the expectations of parental behaviour on site and in close proximity to school.
19. The Governors emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.
20. The school will keep abreast of current issues and initiatives with regard to Health and Safety at Work Act 1974 and related regulations.

**Part 2**  
**Trinity CE Primary School**  
**Behaviour Policy**

**Aims**

To establish and maintain approaches to behaviour management that is **consistent** throughout the school.

To make sure that behaviour in school facilitates high quality learning for all.

To develop and reinforce positive attitudes.

To promote our school values of being Respectful, Resilient, Inquisitive, Ambitious, Healthy, Compassionate and Global Citizens, as well as promoting other core values of honesty, trust, fairness, tolerance and politeness.

To make sure that every member of the school community behaves with consideration and concern of others.

To encourage pupils to 'Be the best they can be'.

**Standards of behaviour**

High expectations, standards and aspirations are at the heart of a successful school.

In seeking to define acceptable standards of behaviour, we must acknowledge that these are goals to be worked towards rather than expectations that are fulfilled or not. Children bring to school different talents, abilities and behaviour patterns. The school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress, achievements and attainment, so we measure standards of behaviour in terms of children's developing ability to conform to our behavioural goals/principles.

Violence, threatening behaviour or abuse by pupils or parents towards the school's staff or pupils will not be tolerated. If a parent does not conduct themselves properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, they may be liable to prosecution.

**School Ethos**

The key to good behaviour management is to establish positive, healthy working relationships between all staff and pupils, and to make learners feel important, valued and like they belong.

The adults encountered by the children in school have an important responsibility to model high standards of behaviour, both in dealings with the children and each other, as our example has an important influence on the children.

### **The Three Rules**

Three simple rules apply to every situation for maintaining good behaviour.

These three rules are: **READY**, **RESPECTFUL** and **SAFE** (RRS).

Staff will use these rules consistently to determine clear expectations and boundaries. These three rules will be understood by all pupils to ensure that high standards of behaviour are consistently maintained.

### **The Curriculum and Learning**

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Through planning for the needs of all pupils, the active involvement of pupils in their own learning, and constructive feedback for pupils, all help to avoid feelings of alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of all abilities. Marking and record keeping should be used as a supportive activity in-line with the school's marking policy, providing feedback to the children about their progress and achievements and as a signal that children's efforts are valued and that their progress matters.

### **Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which their efforts are valued. Positive relationships between adults and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and class displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should develop self-esteem through demonstrating the value of every individual's contribution.

Teaching methods should encourage enthusiasm and active participation for all. Praise should be used to encourage good behaviour as well as good work.

### **Positivity and Rewards**

Our emphasis on rewards is to reinforce good behaviour rather than on failures.

There will be a focus on positive behaviour – with first attention to those doing the right thing, recognising and praising good behaviour, and taking the focus out of poor behaviour.

We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest rewards are praise, informal and formal, public and private, to individuals and groups. Rates of praise for behaviour should be high.

Rewards are the most effective if they follow immediately upon the desired behaviour.

### **Rewards at Trinity (but not limited to):**

- Praise for good behaviour – verbal, body language, smiles
- Class reward systems – appropriate to the age of the children
- Whole school reward systems – House Points, ‘Positive’/‘Posi’ Notes
- Whole school initiatives – AR, TTR, Etc.
- Commendation to other members of staff and/or parents
- Achievement awards presented in Achievement Assembly.

It is important to remember that children will have very different standards of personal behaviour. Some children will need more support than others, just as some children need more academic support than others. It is important to ‘catch children being good’.

Above all, rewards should be special and meaningful.

### **Strategies Used in Dealing with Disruptive Behaviour, Challenging Behaviour and/or Emergency Situations**

#### **Five Pillars of Practice**

Staff will adopt the five pillars of practice to ensure there is a consistent approach in managing behaviour and implementing the RRS rules.

1. Consistent, calm, adult behaviour (Low Energy)
2. First attention for best conduct (Positive Start)
3. Relentless routines (Vigilance)
4. Scripting difficult interventions
5. Restorative follow-up

#### **Behaviour Book**

An individual electronic Behaviour Book (see **Appendix A**) will be used to record specific incidents of poor (and positive behaviour) when an incident has been dealt with by the Headteacher/Deputy Headteacher and/or when a specific incident has been reported to the Headteacher/Deputy Headteacher. The Behaviour Book will record the following:

- Incident
- Action, Consequence & Parental Communication
- Does the incident constitute bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic/ biphobic/ transphobic bullying, use of derogatory language and racism?

The Behaviour Book will also be used when it is necessary to track an individual's behaviour standards over a period of time e.g. when a Behaviour Support Plan has been implemented.

### **Behaviour Support Plans**

When necessary, a Behaviour Support Plan may be devised for individual pupils between the school and parents to support a pupil in achieving and maintaining high standards of behaviour.

### **Outside Agencies**

Other agencies may be contacted to provide behaviour support to the school, pupil and parents to prevent particular behaviours from escalating (e.g. Inclusion service, Behaviour support service, Educational Psychologist, Woodlands, Parenting Team, Etc.).

### **Child-on-Child / Sexual Harassment**

Child-on-Child abuse and sexual harassment will not be tolerated under any circumstances.

Any allegation will be dealt with immediately and the pre-determined Child-on-Child / Sexual Harassment Risk Assessment will be implemented when necessary.

### **Physical Intervention**

Where it is necessary to physically intervene to safeguard the welfare of a child, the physical intervention policy should be followed (see **Part 3**).

If a member of staff is ever in any doubt, or the child refuses to cooperate, staff should send for a colleague or, if necessary, the Deputy Headteacher or Headteacher.

### **Screening and Searching**

School staff can search a pupil for any item if the pupil agrees.

Headteachers, and staff authorised by them, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are (but not limited to):



- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff 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).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified (which may not be listed above).

### **Confiscation**

School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.

### **Malicious Accusations Against School Staff and the Pastoral Care Available to Staff Accused of Misconduct.**

In line with National Education Union advice, where a pupil has made accusations against school staff which are found to be malicious, appropriate action will be taken in-line with the Behaviour and Safeguarding Policies. This could include temporary or permanent exclusion and even a referral to the police if it is believed that a criminal offence may have been committed.

### **Behaviours Beyond the School Gate and Outside School Hours**

Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable” (Section 90 of the Education and Inspections Act 2006).

In response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school
- engaging in misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school
  - poses a threat to another pupil or member of the public
  - could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

### **Restorative Conversations & Consequences**

Punishment doesn't teach better behaviour; restorative conversations do.

However, every action does have a consequence. Where necessary, all consequences should take individual circumstances into account and be in proportion to the poor behaviour/offence. This may be as simple as a verbal reprimand or restorative conversation. Other sanctions, listed below, can be used.

When issuing a sanction, staff will remember to:

- Make it clear why the sanction is being applied
- Make it clear what changes in behaviour are required to avoid future sanctions/consequences
- Make a clear distinction between minor and major offences
- Criticise the behaviour and not the person
- Be calm, fair and consistent.

It is also important to remember that some behaviour will be recognised as a symptom of a Special Educational Need and will require support.

### **Classroom Sanctions at Trinity (but not limited to):**

- Verbal reprimand
- Restorative conversations
- Move place, work alone
- Loss of privileges within the school day
- Missing a break time
- Time out in another class
- Note in Links book to parents
- Sent to Deputy Headteacher (and recorded within Behaviour Record book)
- Sent to Headteacher (and recorded within Behaviour Record book)
- Letter home to parents
- Meeting with parents

### **Playground/Breaktime Sanctions at Trinity (but not limited to):**

- Verbal reprimand
- Restorative conversations
- Time out under supervision – outside
- Time out under supervision – inside (refer to class teacher)
- Referral to class teacher
- Referral to Deputy Headteacher (and recorded within Behaviour Record book)
- Referral to Headteacher (and recorded within Behaviour Record book)

- Letter home to parents
- Meeting with parents

There is no use of physical punishment.

### **Suspensions and Permanent Exclusions**

In cases of persistent or severe poor behaviour a suspension may be issued by the Headteacher.

In very rare cases, a permanent exclusion can occur.

Permanent exclusion would only be considered

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

In making the decision whether a child should be excluded the school will

- take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that a pupil has suffered bereavement, has mental health issues or has been subject to bullying.
- take into consideration a school's duties under the Equality Act 2010; schools must not discriminate against, harass or victimise pupils because of their sex, race, disability, religion or belief, sexual orientation, because of a pregnancy/maternity, or because of a gender reassignment.

In addition, the school will adhere DfE regulations covering the use of suspensions or permanent exclusion in '*Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England*', September 2022, together with guidance issued by the Local Authority.

### **Clear Communication**

There should be clear communication between staff, and with parents, when necessary, to celebrate positive behaviour or to try to prevent poor behaviour from re-occurring through a 'united' front.

### **One-Page Blueprint for Staff**

A one-page policy / blueprint for staff outlines this policy and the school's consistent and positive approach in promoting and maintaining high standards of behaviour (see **Appendix B**).

## **References**

Ofsted Education Inspection Handbook (EIF) – Behaviour & Attitudes

(<https://www.gov.uk/government/publications/school-inspection-handbook-eif/schools-inspection-handbook-for-september-2022>)

DfE Behaviour in Schools – Advice for Headteacher and School Staff – July 2022

([https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1089687/Behaviour\\_in\\_Schools\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089687/Behaviour_in_Schools_guidance_July_2022.pdf))

When the Adults Change, Everything Changes by Paul Dix

(Chapter 1 pg. 3-17, Chapter 3 pg. 42-45, Chapter 4 pg. 60-61, Chapter 8 pg. 128-131 & 132-134, Chapter 10 pg. 161, 167-168, 172 and 175 and Chapter 11 pg. 182 & 184)

The Running The Room Companion by Tom Bennet

(Chapter 6 pg. 75-83, Chapter 10 pg. 99-105 and Chapter 11 pg. 107-112)

Classroom Management Success by Rob Plevin

(Part 7. Responding to Problems)

Teaching Walkthus 1 by Tom Sherrington & Oliver Cavigioli

(Behaviour & Relationships pg. 34-47)

Teaching Walkthus 2 by Tom Sherrington & Oliver Cavigioli

(Behaviour & Relationships pg. 34-51)

Teaching Walkthus 3 by Tom Sherrington & Oliver Cavigioli

(Behaviour & Relationships pg. 40-57)

High Aspirations, Clear Expectations and Positive Behaviour Management are Key Ingredients for Creating an Effective Learning Environment Article by Bethan Coles

([High aspirations, clear expectations and positive behaviour management are key ingredients for creating an effective learning environment : My College \(chartered.college\)](#))

How To Handle Noise In The Classroom Article by Olivia Hanifran – Mentimeter

(<https://www.mentimeter.com/blog/interactive-classrooms/how-to-handle-noise-in-the-classroom>)

DfE Exclusion Guidelines

(<https://www.gov.uk/government/publications/school-exclusion>)

Don't Exclude Me (with Marie Gentles – Behaviour Expert) – BBC TV Series





### Behaviour Management Policy (One-Page Blueprint for Staff)



High expectations, standards and aspirations are at the heart of a successful school.

This one-page policy/blueprint outlines the school's consistent and positive approach in promoting and maintaining high standards of behaviour.

#### VALUES:

Every adult should promote the school values throughout the daily life of school and support the pupils to be:

Respectful	Resilient	Inquisitive	Ambitious	Healthy	Compassionate	Global Citizens
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All pupils will be encouraged to *'Be the best they can be'*.

#### RELATIONSHIPS

The key to good behaviour management is to establish positive, healthy working relationships with all pupils and to make learners feel important, valued and like they belong.

#### POSITIVITY

Focus on the positive behaviour – give first attention to those doing the right thing, make a point of recognising and praising good behaviour, and take the fame out of poor behaviour.

Recognising the positive behaviour can be achieved through various means e.g. verbal praise, written feedback, rewards (house points, achievement awards), 'positive'/'posi' notes, etc.

#### READY, RESPECTFUL, SAFE

Three simple rules apply to every situation when managing behaviour.

These three rules are: **READY, RESPECTFUL and SAFE** (RRS)

Staff should use these rules consistently to determine clear expectations and boundaries and ensure that pupils always adhere to these.

#### FIVE PILLARS OF PRACTICE

All staff should adopt the five pillars of practice to ensure there is a consistent approach across the school in managing behaviour and implementing the three RRS rules.

The five pillars are:

1. Consistent, calm, adult behaviour (Low Energy)
2. First attention for best conduct (Positive Start)
3. Relentless routines (Vigilance)
4. Scripting difficult interventions
5. Restorative follow-up

#### RESTORITIVE CONVERSATIONS & CONSEQUENCES

Punishment doesn't teach better behaviour; restorative conversations do.

However, every action does have a consequence. Where necessary, all consequences should take individual circumstances into account and be in proportion to the poor behaviour/offence. This may be as simple as a verbal reprimand or restorative conversation. Other sanctions can be used appropriately in-line with the school's Behaviour Policy.

#### CLEAR COMMUNICATION

There should be clear communication between staff, and with parents, when necessary, to celebrate positive behaviour or to try to prevent poor behaviour from re-occurring through a 'united' front.

## Part 3

### Trinity CE Primary School

#### Policy for Physical Intervention and Restraint

At Trinity CofE Primary School, we are committed to a positive behaviour policy which encourages children to make positive behaviour choices. We do, however, recognise that children sometimes do make the wrong choices. On rare occasions, this may result in a situation that requires some form of physical intervention by staff.

Our policy for physical intervention is based upon the following principles:

- Physical intervention should be used only as a last resort when other appropriate strategies have failed.
- Any physical contact should be only the minimum required.
- Physical intervention must be used in ways that maintain the safety and dignity of all concerned.
- Incidents must be recorded and reported to the Headteacher as soon as possible
- Parents will be informed of each incident

#### The Legal Framework

Section 93 of the Education & Inspections Act 2006 allows 'teachers and other persons who are authorised by the Head Teacher who have control or charge of pupils to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- causing injury to his/herself or others
- committing an offence
- damaging property
- prejudicing the maintenance of good order & discipline

#### Our Approach

At Trinity CofE Primary School we aim to avoid the need for physical intervention and regard this as a last resort in a tiny minority of situations. We always aim to deal with behaviour using a positive approach and therefore this policy should be read in connection with our Behaviour Policy.

It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the School's policy on behaviour and discipline, particularly in dealing with disruptive behaviour.

Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in loco parentis and have a 'Duty of Care' to all children they are in charge of. They must, therefore, take reasonable action to ensure all pupils' safety and wellbeing.

Staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

### **Staff Training**

The school will have Crisis Prevention Training (CPI) trained members of staff who are able to support, and/or assist, members of staff should there be a requirement to try to help prevent physical intervention or to physically intervene.

### **Use of Physical Restraint**

Physical restraint should be applied as an act of care and control with the intention or re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. It should never take a form which could be seen as punishment.

Staff are only authorised to use reasonable force in applying physical restraint, although there is no absolute definition of this. What constitutes reasonable force depends upon the particular situation and the pupil to whom it is being applied. However, as a general rule, only the force necessary to stop or prevent danger should be used, in accordance with the guidelines below.

In all circumstances, alternative methods should be used as appropriate with physical intervention or restraint as a last resort.

The following guidance is given the staff -

#### **DO**

- Tell the pupil what you are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Hold limbs above a major joint if possible e.g. above the elbow
- Relax your restraint in response to the pupil's compliance

#### **DO NOT**

- Act in temper (involve another staff member if you fear loss of control)
- Involve yourself in a prolonged verbal exchange with the pupil



- Involve other pupils in the restraint
- Touch or hold the pupil in a way that could be viewed as sexually inappropriate conduct
- Twist or force limbs back against a joint
- Bend fingers or pull hair
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck
- Slap, punch, kick or trip up the pupil
- Use physical restraint or intervention as a punishment

### **Actions After an Incident**

Physical restraint often occurs in response to highly charged, emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. The headteacher should be informed of any incident as soon as possible and will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of the teaching staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents informed.

If the behaviour is part of an ongoing pattern, it may be necessary to address the situation through the development of a Behaviour Support Plan, which may include an intervention e.g. anger management programme or other strategies agreed by the SENDCO. This may require additional support outside agencies or services, for example the Local Authority Behaviour Support Team, Woodlands, Etc.

In some circumstances, Early Help processes may be appropriate to help identify an additional need for a particular child.

It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided.

All incidents should be recorded immediately on the Pupil Restraint Report Form (see **Appendix C**). All sections of this report should be completed so that any patterns of behaviour can be identified and addressed.

In the event of any future complaint or allegation this record will provide essential and accurate information.

A copy should be filed in the child's appropriate file and in a central school file in order to inform individual and school risk assessments.

A member of the leadership team will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

## **Behaviour Support Plans & Risk Assessments**

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, we will plan how to respond if the situation arises through a Behaviour Support Plan and/or Risk Assessment.

Behaviour Support Plans and/or Risk Assessments will address:

- Strategies to be used prior to intervention
- Ways of avoiding 'triggers' if these are known
- Involvement of parents to ensure that they are clear about the specific actions the school might need to take
- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- Identification of additional support that can be summoned if appropriate
- The school's duty of care to all pupils and staff

## **Complaints and Allegations**

A clear restraint policy, adhered to by all staff and shared with parents, should help to avoid complaints from parents. It is unlikely to prevent all complaints; however, and a dispute about the use of force by a member of staff might lead to an investigation, either under the complaints disciplinary or allegation management procedures.

It is our intention to inform all staff, pupils, parents and governors about these procedures and the context in which they apply.

We will review this policy on an annual basis.

## **References**

CPI Intervention Training & Materials

The Use of Force to Control or Restrain Pupils 2007 DSCF

Care and Control Guidelines 2006 ER CFAS

Keeping Children Safe in Education

School Behaviour Policy

School Child Protection Policy

School Safe Working Policy

School SEN policy

**RECORD OF PHYSICAL INTERVENTION OR RESTRAINT**

Date of incident: Time of incident:

Pupil Name: D.o.B:

Member(s) of staff involved:

Adult witnesses to restraint:

Pupil witnesses to restraint:

Outline of event leading to restraint:

Outline of incident of restraint (including restraint method used):

Outcome of restraint:

Description of any injury(ies) sustained by injured pupil and any subsequent treatment:

Date parent/carer informed of incident:

Time:

By whom informed:

Outline of parent/carer response:

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Signature of staff completing report: Date:

Signature of Teacher-in-charge: Date:

Signature of Head STS: Date:

Brief description of any subsequent inquiry/complaint or action: