



# **Clinton Primary School**

## **Policy for Behaviour**

**Reviewed October 2019**

# Clinton Primary School

## Behaviour Policy

### Definition

Good behaviour, as referred to in this policy, is defined as that which enables children to be safe, secure and to focus on their learning. More specifically, we require children to follow school and class rules that are designed to ensure the best possible climate for learning.

### Scope

The core purpose of this policy is to explain how we, at Clinton, set the climate for excellent pupil behaviour and to explain mechanisms used to ensure children are well behaved. The power schools to deal with negative behaviour has recently been extended to encompass incidents 'beyond the school' gate, which covers journeys to and from school. In addition, e-safety issues that arise at home but which affect school pupils are also the school's responsibility, though this is addressed mainly in our e-safety policy.

We also use the term 'learning behaviours' to describe a broader approach whereby children are taught to become extremely effective learners, developing their 'wider' behaviours to help them approach a range of tasks. This is beyond the scope of this policy but further information can be found in our Teaching and Learning policy.

### Rationale

At Clinton Primary school, a consistent policy for acceptable behaviour is important, so that children have a framework within which they can develop and learn, in a secure environment. The policy is designed to be clear to children, staff, parents and governors, and to encourage a collective commitment to establishing and maintaining good behaviour in the school.

The best way to encourage good standards of behaviour in school is to have a clear code of conduct backed by a balance of rewards and sanctions within a positive atmosphere.

### Principles

\*Where the class teacher is referenced, this term could, in many situations be interchanged with the teaching assistant who works with children.

Establishing good behaviour in school relies on a whole school, consistent approach where every member of staff follows the principles and challenges behaviour in line with this policy.

### **Promoting good behaviour**

- Much of what we do in school is to create a climate which prevents poor behaviour.
- The teacher is the most decisive element in how well children behave. A teacher's personal approach creates the climate in the classroom within which children will thrive or fail to be the best they can be.
- We have to build and protect children's self-esteem if we want them to behave well. Finding ways to do so is one of the roles of the class teacher.
- Good behaviour is most likely when children feel their teacher, other adults and other children want them to be there.
- Children want to behave well when their teacher makes them feel good about themselves.
- Enabling creativity, with children being able to express their own thoughts and ideas through their learning enhances self-esteem so our classrooms provide that sense of freedom which helps children develop identity in a positive way.

- When children see the positive attributes of others in their class, and their class as a whole, they want to be a part of it and will contribute in a range of ways. If they then are valued for these contributions through praise or positive feedback they are likely to feel even more positively and this acts as a virtuous circle.
- Success in classrooms is dependent on leading children to cooperate. Setting rules together at the start of the school year, and revisiting these periodically helps establish ownership and accountability.
- Teaching children personal development skills such as 'focus', 'empathy' or 'collaboration' enables a positive approach to children practicing good behaviours. This is strengthened when considering the positive effect on their own learning or other's feelings.
- An expectancy of high standards of good behaviour and discipline will permeate into every aspect of the children's lives - both within and beyond the school.
- Use of circle time, PSHE and other opportunities to teach and develop the behaviours of a good learner will prove invaluable.
- Classroom routines and systems make children feel safe and give them boundaries and clarity.
- Grouping children carefully, as well as structuring where they sit and how they line up in less structured sessions is good practice.
- Ensuring children can be independent in their work, because learning is differentiated and often scaffolded with the right resources and support, helps them feel motivated, resulting in good behaviour.
- Rewarding children with recognition / attention for positive behaviour leads to better behaviour.
- Teachers need to work on relationships from a perspective of 'unconditional professional regard'. Relationships need mending when children have had to be challenged over poor behaviour and putting time into that process is hugely worthwhile.
- There are two powerful relationships which have a big impact on behaviour in class. One is the relationship a teacher has with the individual pupils and one is the relationship the teacher has with the class as a whole. Both need time and energy.
- We should accept that children have differing levels of self-control and those with less self-control need to learn and practice to develop, in a supportive climate. Those children shouldn't be made to feel 'less valuable' than others. It is helpful if children are taught to understand that everyone is learning and we need to be patient with those who find it more difficult to 'behave'. This creates a supportive environment and prevents 'secondary poor behaviour' which can ripple out from the behaviour of a small number of pupils.
- Varied and fun learning that appeals to children reduces the need for them to exhibit high levels of self-control because they are well motivated and engaged, leading to good behaviour.
- Children have a strong sense of fairness and respect. Teachers regularly expressing a common desire for these values as well as honesty and responsibility chimes with who they want to be and how they'd like their class to be. This should be done all the time and not only when there has been misbehaviour.
- A tidy, well organised, appealing class environment which celebrates children's achievements sets the tone for good behaviour. Colour, sound, interesting props, activity, movement and purpose adds to motivation.
- Teachers planning for lessons where they know children might not engage, with specific solutions in mind, will reduce negative behaviour.
- Being very clear with instructions and expectations ensures less confusion and reduces the possibility for disillusionment and distraction.
- Children find it empowering to realise that they are the ones in control of their behavior; the more they demonstrate positive behaviour the more trust they will gain from others.

## **Response to poor behaviour**

- We need to encourage children to understand that in our school community, there has to be a behaviour code, which all members must respect; a code that ensures their right to be respected and which enables learning to take place.
- When children misbehave, explaining the effects of this behaviour on themselves and others helps them to see why they shouldn't repeat it. Using the right tone of voice and body language demonstrates this further.
- Where poor behaviour appears, there are a range of strategies that might diffuse rather than confront and escalate. Humour and distraction or simply refocusing and redirecting children might avoid the need for challenge and affecting relationships.
- Children will need reminding of rules periodically and doing this with them in 1:1 situations if they have broken class rules, might avoid them losing face, therefore helping to maintain a positive relationship.
- Giving children choices helps them to feel in control of the situation, enabling them to return to positive behaviour. One of the choices might mean explaining potential consequences and sanctions.

## **Whole School Reward System**

From Year 2 up, children are awarded merit points for positive behaviour. Merit points are given out for effort shown in a range of ways and so are effectively to reward good behaviour in order to influence further positive behaviour. Every time children gain a further 50 merit points, they are rewarded with a certificate in assembly. Children in Year R and Year 1 are awarded sticky dots, and when they complete a 'card' they earn a sticker.

## **Code of Conduct to encourage positive behaviour and to challenge negative behaviour.**

Each class teacher is encouraged to find ways to reward positive behaviour and to set their own expectations and systems in their classes, so long as these reflect the above principles. However there is a whole school approach which needs to be consistently applied.

In each classroom there is a display which enables teachers to give children feedback about their behaviour. In order to avoid humiliation or the use of shame to encourage children to behave, the statements express what the teacher wants of the children to be the best they can be. The display provides a visual representation of a teacher's expectations and includes the following statements, with children's pegs / names placed in the place which most describes their behaviour.

Outstanding: Keep it up!  
Well Done: Now really push yourself!  
Ready Set Go!  
Think: Make good choices

All children start at 'Ready, Set, Go!' each lesson. They move up as their behaviour improves or down to 'Think: Make good choices' if their teacher needs to see an improvement. If children are at this point on the chart, but don't show an improvement in behaviour their peg will be removed, meaning they will need to miss 5 minutes of the following playtime.

If a child continues to misbehave, then the headteacher or another senior member of staff will be called, and parents will be informed. An appropriate sanction will be put in place depending on the nature of the misbehavior.

If there is serious misbehavior this will be reported without further warning to the headteacher or senior member of staff and parents will be informed, with appropriate sanctions put in place.

Where negative behaviour is directed at another child, the anti-bullying policy will be followed.

### **Equal Opportunities and Fairness.**

Pupils will be treated equally in line with our Equality policy.

Teachers and senior staff should reflect upon which children are commonly on which part of the scale described above to ensure they are not discriminating against any protected group.

Rules and the above Code of Conduct should be applied consistently, however, there are occasions when children may need to be taught differently to behave. Children are unique and whilst the majority are very capable of conforming to school rules and routines and respond well to teachers' challenging their negative behaviour, there are some children, with Special Educational Needs, or with social and emotional difficulties, whose behaviour needs to be managed differently as part of an inclusive approach.

Although it is our expectation that every child follows the school's code of behaviour, inevitably some children find it very difficult to conform for a variety of reasons. Their period of negative behaviour may be short or prolonged. In either case, it should be carefully monitored and dealt with in accordance with arrangements under the Special Needs Code of Practice, where the SENDCo will be involved to establish whether there is an underlying Special Educational Need. Advice from outside agencies will be sought where necessary in order that we differentiate our approach to managing behaviours, where children have a Special Educational Need and/or a disability.

Through analysis of the causes and trigger points for negative behaviour we can seek solutions that reduce the potential for these to occur. These trigger points might demonstrate an unmet educational need which needs addressing.

Sometimes children and other members of the school community are keen to see 'justice done' when children misbehave and this is understandable, but not always possible due to the sensitivity around individual's rights to privacy. We seek to build an understanding that our role as educators in school is to teach and influence appropriate behaviour and that, just like in academic subjects, not everyone learns in the same way or as quickly.

If behaviour significantly disrupts learning, or leaves children feeling unsafe, no matter what the needs of the child exhibiting such behaviour, measures will be taken to protect those core purposes of schooling and significant intervention may become necessary.

### **Safeguarding**

Where behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm we will follow procedures set out in our Child Protection policy.

### **Sanctions**

Whilst the largest amount of the school's work in relation to behaviour is preventative there also needs to be sanctions which children understand are used when rules are broken. The mechanisms described above, which outline how children move up and down charts which

reflect back to children what the teacher wants next in terms of their behaviour, will correct most negative behaviour. However, if children do come off those charts as a result of not correcting their behaviour, sanctions will be used. As described, children will certainly miss 5 minutes of their playtime, but other sanctions may need to be used to demonstrate the seriousness of the misbehavior.

### **Sanctions may include:**

- Informing parents: Parents will be informed where teachers feel negative behaviour has either been serious or frequent enough to warrant it. Depending on the seriousness of the behaviour it will either be the teacher or member of the Senior Management Team who make that call and it will usually consist of an explanation of the behaviour and to seek assurance that parents will support school in reiterating the change in behaviour we need to see for the pupil to improve.
- Missing more than the aforementioned 5 minutes from playtimes.
- Spending some learning time away from peers.
- Being sent to talk to a senior member of staff, most likely the headteacher, about their behaviour.
- Writing a letter of apology to whomever the behaviour has affected.
- Completing extra work at school or at home.
- Children missing the opportunity to represent the school at a sporting event.
- Having behaviour monitored through use of a report card.

**There may be other sanctions which will vary according to the age, need and IEP of a child.**

### **More Serious Behaviour**

Please refer to the end of this document to see the 'use of force' policy for extremely serious behaviour.

In instances of more serious behaviour, children would normally have an IEP where specific targets relating to their behaviour will be addressed and monitored. Such behaviours include:

- deliberate, continued defiance;
- verbal abuse to other children, including racist, sexist abuse and repetitive name calling;
- deliberate physical abuse/ injury;
- continuing to fight when told to stop;
- deliberate damage to school or other peoples' property;
- leaving the site without permission;
- being disrespectful to a member of staff (such as answering back);
- misuse of equipment, causing danger to others;
- continual flouting of the school rules;
- misuse of the internet.

Where a child is causing serious disruption in a classroom, and the child refuses to leave for time out, it may be necessary to take the rest of the children into a different room so they can carry on their learning. The child causing the disruption would stay, accompanied by two members of staff. If that child's behavior was likely to cause harm or serious damage, the restraint procedure below would need to be followed.

## **Actions as a result of serious negative behaviour**

Serious negative behaviour, quite often, stems from a Special Educational Need which probably includes a social and emotional element and perhaps even mental illness. It is our duty to try to understand the trigger for the behaviour and to address the underlying need in order to help prevent similar behaviour in the future. This behaviour cannot be 'nipped in the bud' and eradicated because children can have complex needs and then find it incredibly difficult to regulate themselves. We will do our best to work with these children and their families to minimise the likelihood of serious negative behaviour by focusing on preventative measures which are often personalised.

However, it is important to demonstrate to all children, no matter what their needs, that certain behaviours have a more serious impact than other behaviours, and this means that a clear response must be made by school. Part of this response is to demonstrate to children that have been affected by this behaviour that we take it seriously and that while we might understand why that behaviour has happened, there are some things that cannot be seen to be condoned.

### **Exclusion**

Exclusion is seen as a last resort and we recognise that it is extremely distressing for all concerned when it happens. We follow the government's [statutory guidance](#) (2017).

The following steps will be taken where we feel that either the child perpetrating the incident will learn from having been excluded OR that others need to see that such action is taken in order that they trust the school to uphold the promise of a safe and calm environment in which children can thrive. There is not a formulaic response because every scenario is different, so the school leadership team will, together, make a considered judgement in each case.

The steps below explain processes the school will take to use temporary or even permanent exclusion. An escalation to Step 2, missing Step 1, may occur under extremely serious circumstances.

#### **Step 1**

The child's parents are informed that behaviour such as this, if repeated, is likely to result in a temporary exclusion.

#### **Step 2**

Parents are informed that children will be excluded from the school grounds the following working day.

Often school will seek support of parents in order that exclusion can take place the same day as this demonstrates to the child the seriousness of the behaviour immediately, and reduces the time children are likely to miss of school, allowing them to reset and have a fresh start the following day.

In line with local guidelines, official paperwork will be sent to parents. Exclusion is recorded on the child's records. The child is readmitted the following day via a reintegration meeting with parents and the Headteacher or Deputy Headteacher.

#### **Step 3**

As above, but with a longer exclusion period.

#### **Step 4**

Arrangements made to permanently exclude the child from school.

Where children's behaviour is extremely serious, such as in cases of violence towards other children or adults, the school will have to consider moving more quickly through the steps outlined above in order that the sanction reflects the severity of the incident or incidents.

Wherever exclusion has taken place, senior school staff, including the SENDCo and in turn external SEND support, will review whether existing provision is meeting that child's needs and whether there is support that we can offer to parents at this point of crisis.

#### **Recording and Monitoring**

Consistently good behaviour will be reflected in both verbal and written comments and will be rewarded in accordance with the school's system of rewards.

Negative behaviour will be recorded in order to enable us to be aware of the frequency and nature of incidents, as well as to review whether measures taken by school are having an impact. It also helps us when reporting factually to parents. Recording incidents over time enables us to identify the best next steps to influence improved behaviour and to ensure we are following our policies correctly. It also enables good communication between staff who can use the recorded information in order to plan next steps. The information can also be used to help inform plans for children who are on the SEND register or who might benefit from being on the SEND register. Behaviour logs are also used to evaluate the school's performance in recognition of the importance of positive behaviour to children's success at school. Governors are made aware of frequencies and nature of negative behaviour as part of their role to ensure safeguarding of children is paramount as well as to help them to evaluate the effectiveness of our policies in creating an excellent climate for learning for all as well as an inclusive one.

Negative behaviour will be recorded in the following circumstances:

- Where that behaviour deliberately causes harm to another child (mentally or physically) this will be recorded and used in line with the anti-bullying policy.
- Where behaviour is unsafe and may have harmed or could have significantly harmed the child instigating the behaviour or others.
- Where behaviour breaks our ICT acceptable use policy.
- Where behaviour discriminates against others (see anti-bullying policy).
- Where behaviour by an individual becomes frequent and doesn't seem to be improving.

The Head will report on an annual basis to the Full Governing Body on exclusions and other matters relating to pupils' code of behaviour. This is in addition to reports about negative behaviour exhibited towards other individuals, in line with the anti-bullying policy.

#### **Searching, screening and confiscation**

The school follows the government guidance (Feb 2014), in order to have confidence that steps taken when searching, screening and confiscation are necessary. Key elements of this are stated below, however, for further details, refer to the document itself.

#### **Searching pupils:**

Respect for a child's privacy should be born in mind.

Staff can search children whenever they are given permission by the child.

They can search children without their consent if the items include weapons, drugs or tobacco related products, stolen items, pornographic materials, fireworks or items that have been used or are intended to be used to cause harm to themselves, others or property. This would include physical or emotional harm (such as mobile phones used for sexting).

If staff are searching pupils they should be the same sex and be accompanied by another member of staff. This is the case on all occasions except for if serious or damage might imminently be caused.

### **Confiscating items:**

Staff can confiscate any of the items that school have prohibited.

They can confiscate any item that they deem to be harmful or detrimental to school discipline.

Items prohibited (further to those listed above) include:

Unless previous permission has been sought, children should not have:

- Mobile phones
- Toys or games
- Electronic devices
- Foods other than fruit for break time and what is in packed lunches

### **Staff Development**

At Clinton we recognise that management of children's behaviour is among the most challenging and yet vital parts of a teacher or teaching assistant's job. Regular training will be given to support these staff and help them develop the skills required to enable children to thrive. It will be a key part of NQT and RQT induction and training, and advice will regularly be given following lesson drop-ins and observations. In addition, support will be given to staff to develop the way they talk to parents about pupil behaviour in a way that develops partnership.

### **Frequency of Review**

The school's Behaviour Policy will be reviewed bi-annually and modified regularly according to the needs of the school community. It will be reviewed in conjunction with the Anti-bullying policy.

## Midday supervision

The Midday Supervisors (MDS) at Clinton Primary School make a valuable contribution to standards of behaviour expected in our school. They play a key role in working with children to maintain a caring and safe environment.

Management of the behaviour of a small minority of children at lunchtime can be challenging and unrewarding for the lunchtime supervisors. It is vital, therefore, that they are valued by the whole school community.

Many of the principles for preventing negative behaviour described on pages 2 and 3 of this policy are very relevant to the work of Midday Supervisors and should be applied in order to create a positive climate for what is a significant part of each child's school day. There are, however, key differences between classroom behaviour management and management of large groups of children over the period during which they eat and are free to play, which are recognised in the design of rewards and sanctions outlined below.

### Rewards

Lunchtime supervisors look for children's good behaviour and can reward individuals by giving them a sticker for good behaviour. Teachers then award children merit points or spots for their spot cards. Sometimes stickers will be rewarded for a whole school focus on improving a particular type of behaviour.

MDSs are invited to recommend children for a termly Good Neighbour award. They also award 'lunchtime helper' certificates once per term.

### Behaviour in the hall:

Midday supervisors will set a positive climate in the hall by ensuring, from the start that children are:

- led into the hall, when called in, and then walk to the line quietly, queuing up sensibly;
- reminded to use 'indoor' voices for their time in the hall;
- showing appropriate courtesy towards others.

### Sanctions to be applied for where the positive climate is disrupted:

**Step 1:** Child is behaving inappropriately (eg. talking too loudly or shouting): Warning given, with child asked to think about how their behaviour is affecting others.

**Step 2:** Child continues to behave inappropriately: Child moved to another table away from their peers.

**Step 3:** Child continues to behave inappropriately: Child to sit in the entrance hall for 2 minutes before returning.

**Step 4:** Child's behaviour referred to a member of the teaching staff.

### Behaviour outside:

Children are provided with stimulating play areas and are encouraged to be active and to play freely. It is a great chance to be with friends and to let off steam. Midday supervisors play an important role in enabling children to mix with others and to enjoy their time outside, through observing and intervening in ways that bring children together. This will mean that often, difficulties with friendships which might arise through games causing friction, can be ironed out before they start to escalate.

**Sanctions to be applied for where the positive climate is disrupted:**

**Step 1:** Child is behaving inappropriately: Explanation and warning given.

**Step 2:** Inappropriate behaviour continues: Child given 'time out' and told to sit on the bench for 5 minutes.

**Step 3:** Inappropriate behaviour continues further: Child's name should be written in the lunchtime book. Children will be sent or escorted in to the school to report at the office where the class teacher will deliver an appropriate sanction.

**Adaptations to the above staged response may be made as below:**

If children are involved in a fight, both children will be escorted in or a member of staff called for, where the matter will be dealt with appropriately.

If a child refuses to do as they are told, the name of the child will be recorded in the lunchtime book and support from a teacher should be sought.

If a child's name is in the lunchtime book twice in one week, their parents will be contacted.

Persistent unacceptable behaviour may result in lunchtime exclusion for a week or more.

## **Clinton Primary School Policy on the use of force by staff to control or restrain pupils**

This is an integral part of the behaviour policy.

### **Objectives:**

The key objectives of the actions described in this policy are:

1. To maintain the safety of pupils and staff;
2. To prevent serious breaches of school discipline;
3. Preventing serious damage to property

### **Minimising the need to use force**

Force should only be used as a last resort and we as a school are committed to putting carefully and personally designed strategies in place to prevent there being the need to use force at all.

Methods used to reduce the need to use force include:

- Creating a calm atmosphere in school through use of strategies outlined in the rest of the behaviour policy and by catering to children's emotional needs in the way the curriculum is planned.
- Using the PSHE curriculum, circle time and assembly times to teach children to manage conflict and strong feelings.
- Provide training for staff in de-escalation techniques (through programmes such as 'Team Teach') and in how to enable children to express their worries and anxieties (through programmes such as the 'Taking care' programme)
- Only doing so where the risks of not using force clearly outweigh the risks to staff and pupils of using force.
- Putting in place 'positive handling plans' with support from professionals who work with the school and with support from parents. These provide detailed instructions of how to de-escalate a potential challenging situation at every stage of its escalation.
- Using risk assessments are in place where risks are high so that there are clear protocols for staff to follow.
- Moving other children away from potentially dangerous situations into other areas of the school.
- Teaching other children strategies that will help de-escalate situations.

### **Staff authorised to use force**

By law, all school staff have the legal authority to use force but our policy is that, unless a significantly serious incident occurs, then only trained staff will have that authority and responsibility at Clinton. The use of force may be used at school or on any school trips and visits.

Staff who have been trained in the use of de-escalation and restraint have permanent authority to use force in adherence to this policy. Where force needs to be used, staff with the training should be called for unless the incident is so serious immediate action needs to be taken to avoid injury and under these circumstances, trained adults must be called for as soon as possible to oversee the incident.

A list will be held of those members of staff who are trained to use restraint and new staff will be made aware.

### **Deciding whether to use force**

Force may need to be used if:

- A criminal offence is occurring or needs to be prevented;
- A child may hurt themselves or others if they are not restrained;
- A child is doing or about to do serious damage to property if they are not restrained;

- A child's behaviour is a serious breach of discipline whereby others in the class feel threatened or cannot possibly learn.

Positive handling plans in place should give very clear guidelines as to which action needs to be taken to deescalate and, at which point the use of force to restrain is applied. Where behaviour escalates very rapidly, then sometimes staff will need to move rapidly through the actions on the behaviour plans always bearing in mind the above bullet points.

Information about children for whom the use of force is at all a possibility will be passed on to all staff who will work with them. Positive handling plans will be shared as well as information about who to call upon if such a situation arises.

### **Using force**

**Control:** By control we mean passive physical contact (e.g. standing between pupils or blocking a pupil's path) or active physical contact (e.g. leading a pupil by the hand or arm, or ushering a pupil away by placing a hand in the centre of the back). Control can also mean more forceful action.

**Restraint:** Restraint means the use of restraint techniques and is usually used in more extreme circumstances, such as when two pupils are involved in a fight and refuse to separate without physical intervention. This can involve using appropriate restrictive holds, which require specific expertise or training.

Where all de-escalation has failed and force needs to be used staff will:

- give a clear verbal warning to the pupil that force may need to be used – use very clear language that a child who is very anxious will understand;
- as far as possible ensure that two people are there to control or restrain and communicate extremely carefully with each other;
- use as little force as is necessary;
- use techniques shown in training and check with other adults on the scene that the methods used are correct;
- avoid unless in an extreme emergency using force that may injure the child;

### **Staff training**

Training will be delivered every 3 years with staff members who are working with children for whom the use of force may be a likelihood attending courses in the meantime if they missed the initial training.

### **Recording incidents**

As soon as possible after the use of force is used it should be documented. A bound book in the head's office needs to be completed with the headteacher to make an official record. In addition to that, a more detailed account needs to be written. Accounts need to be factual and dated, with both adults conferring about the events to ensure accuracy. Specific information will be recorded in accordance with the pro-forma in the bound book.

### **Reporting incidents**

Incidents where force has been used will be reported to parents verbally, with a written version passed on if requested. Reviewing the positive handling plan with parents should be done to see if any adjustments need to be made.

Where the child is at risk of significant harm if parents are informed, then parents will not be informed.

Incidents will also be reported to professionals working alongside the school so that we can put in place further measures to reduce the risk of the use of force being used again. On occasion it may be necessary to report the incident to the police, the Warwickshire Safeguarding Children Board or the Health and Safety Executive.

### **Further post-incident support**

In addition to reviewing the incident and working further on the Positive Handling Plan, then support will be offered to parents.

The child involved will also be supported in building any broken relationships and in helping them to understand the incident and consequences to their actions so that lessons are learnt.

### **Complaints and allegations**

Where parents or children wish to make a complaint about an incident, then the school Complaints Procedure should be followed.

### **Monitoring and review**

- The headteacher will ensure the policy has been adhered to after each incident.
- The headteacher will report to the Child Protection governor once per term on any use of restraint;
- Use of restraint will then be reported to Full governors at the end of an academic year.

**This policy follows the framework as suggested in the DSCF document ‘The use of force to control or restrain pupils 2010’. As a part of the behaviour policy, parents need to accept these procedures when signing the Home School Agreement.**

**This policy, which forms part of the behaviour policy, will be reviewed every 2 years.**