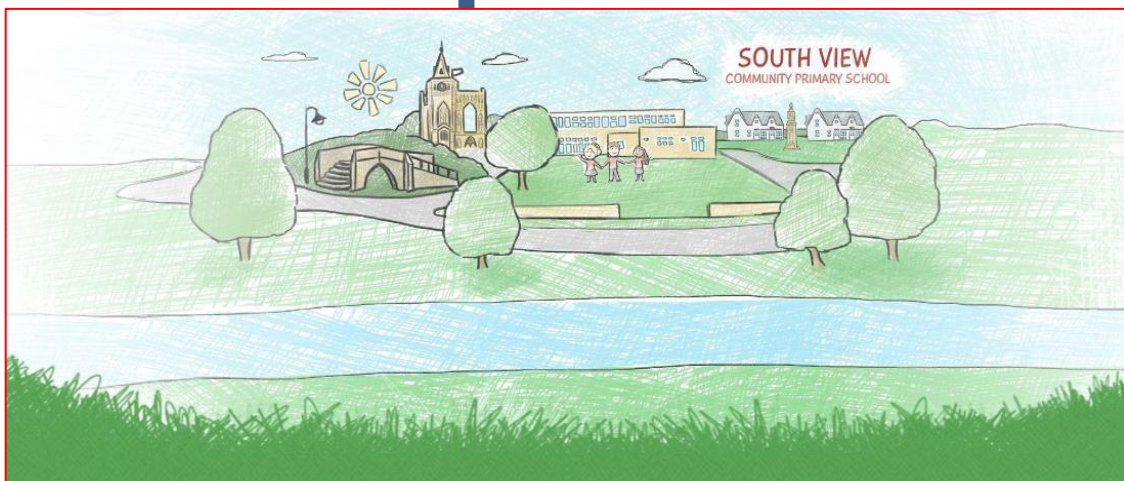




# South View Community Primary School Behaviour, Discipline and Anti-Bullying Policy

Last reviewed: November 2019  
Reviewed by: Standards, pending confirmation  
Next review due: November 2020  
Statutory  
School Policy



## **THIS POLICY IS THE COLLECTIVE RESPONSIBILITY OF ALL MEMBERS OF STAFF**

### **AIMS OF THE POLICY**

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self - discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness about appropriate behaviour.
- To help pupils, staff and parents have a sense of direction and feeling of common purpose.

### **CHILDREN'S RESPONSIBILITIES ARE:**

- To work to the best of their abilities and allow others to do the same.
- To treat others with respect.
- To obey the instructions of the school staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.

### **STAFF RESPONSIBILITIES ARE:**

- To treat all children fairly and with respect.
- To raise children's self esteem and develop their full potential.
- To provide a challenging, interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To be a good role model.

- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- To recognise that each child is an individual, and
- To be aware of their (special/additional) needs.
- To offer a framework for social education.

### **THE PARENTS' RESPONSIBILITIES ARE:**

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.
- To offer a framework for social education.

### **WHAT WE DO TO ENCOURAGE GOOD BEHAVIOUR**

- We make clear our expectations of good behaviour.
- We discourage unsociable behaviour by promoting mutual respect.
- We encourage children to take responsibility for their own actions and behaviour.
- We set, through example, standards of behaviour.
- We praise good behaviour, both privately and publicly.






### **WHAT WE DO IF A CHILD MISBEHAVES**

- We ask them to stop misbehaving.
- Where necessary we discuss incidents with the children involved.
- Where possible, we encourage children to try to resolve disagreements themselves.
- We encourage children to take responsibility for their own behaviour.

## IN THE CLASSROOM

Individual classes employ their own 2 way reward/sanction chart which will be age appropriate (cartoon characters, solar system etc). This chart will enable children to move up when showing exemplary behaviour and move down when behaviour is not acceptable. All children displaying unacceptable behaviour have the opportunity to rectify their behaviour positively and therefore move back up the chart. **The children will be responsible for moving their own names to promote ownership of their behaviour.**

**e.g.**

	Exemplary behaviour, sent to headteacher for reward.
	
	Expected behaviour
	
	Unacceptable behaviour – Yellow Card or Red (if sent to the headteacher)

**Inappropriate behaviour resulting in moving down the chart:** wandering about, calling out, interrupting the teacher, interrupting other pupils, ignoring minor instructions and anything else considered to be poor or inappropriate learning behaviour.

### **Sanctions:**

- Warn by look, gesture or word.
- Move closer; give encouragement to focus on work.
- Comment on work other than behaviour.

### **If behaviour does not improve:**

- Remind of the above
- Give clear description of desired behaviour.
- Warning of implication of breaking rules again.

### **FOR REPEATED/PERSISTENT MIS-BEHAVIOUR: to be applied as relevant.**

- Movement down the behaviour chart and a warning
- Removal to another classroom with work to complete (resulting in a 'yellow card' letter' home)
- Removal from the classroom to the headteacher's office (resulting in a 'red card letter' home.) This is only issued in extreme circumstances.

*See Appendices 1, 2 and 3*

## **FOR MORE SERIOUS MIS-DEMEANOURS**

- Daily/Weekly encouragement book using relevant positive behaviour management strategies
- Seclusion to another class
- Formal parental contact
- Placed on the Special Educational Needs register for behavioural difficulties resulting in a referral to an outside agency

**Under extreme circumstances concerning severe mis-behaviour, exclusion of the child from school will be considered referring to Local Authority and DFES guidelines.**

## **BEHAVIOUR AT LUNCHTIME**

**Lunch time cards will be handed to teacher if a child in their class is involved in an incident of :**

- Disobeying reasonable requests/instructions from mid-day supervisors
- Rudeness, cheek, insolence
- Swearing at children or adults
- Fighting: hitting, kicking or punching
- Damaging school or other people's property
- Bullying other children
- Spitting
- Name calling
- Deliberately annoying other children e.g. taking balls, spoiling games
- Physical abuse to children/adults
- Running out of school

Each card should be dated and signed by the member of staff who writes it out. The issue should be dealt with by the lunch supervisor and relayed to the classteacher in brief. If an incident happens at the end of lunchtime, the classteacher may have to deal with the issue or delegate this to their support staff.

*See Appendices 4, 5 and 6*

## **BULLYING**

Bullying, racial and sexual harassment will not be tolerated and will be dealt with appropriately according to the LEA code of practice. An internal school referral form should be completed by the member of staff upon suspicion of /incident occurring.

### **Definition**

Bullying can be described as being:

*'a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. Bullying can range from ostracising, name-calling, teasing, threats and extortion, through to physical intimidation, assault on persons and/or their property. It can be an unresolved single frightening incident that casts a shadow over a child's life, or a series of such incidents.'*

Staff, parents and children at South View Primary School work together to create a happy, caring and safe learning environment. Bullying, whether verbal, physical or indirect, is not tolerated. It is everyone's responsibility to try to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

Research has shown, repeatedly, that the extent of bullying in schools is greatly underestimated.

Bullying may be brought to the attention of any member of staff by the victim(s), their friend(s), their parent(s) or other interested people.

### **Aims**

- ◆ To provide a safe, caring environment for the whole school community, especially the children in our care.
- ◆ To instil in children that bullying is unacceptable and that reports of bullying will be taken seriously, recorded and acted upon.
- ◆ To reassure children that they will be listened to and will know that it is all right to tell.
- ◆ To heed parents concerns and keep them informed of actions taken in response to a complaint.
- ◆ A full investigation will follow any report of bullying with detailed records kept of incidents, reports and complaints.
- ◆ To take appropriate action, including exclusion in cases of severe bullying.
- ◆ To monitor incidents of bullying during the school year by the headteacher.
- ◆ A separate list of any racist incidents will be kept.

### **Help for victims and bullies.**

The whole purpose of this policy must be to provide help for both the victims of bullying and also for those who are carrying it out. Whilst it may be necessary to impose the sanctions described later in this document to help resolve matters it must always be held in mind that our key aim in all strategies is not that of punishment but of help. It is our intention to ensure that bullying should stop and especially that the perpetrator should understand the hurtful nature of their actions and not reiterate similar bullying behaviour in the future.

### **Strategy for Dealing with Bullying**

In dealing with bullying, staff at South View Primary School follow these fundamental guidelines.

- ◆ Never ignore suspected bullying.
- ◆ Do not make premature assumptions.
- ◆ Listen carefully to all accounts – several pupils with the same version does not mean they are telling the truth.
- ◆ Adopt a problem-solving approach that moves pupils forward from self-justification.
- ◆ Follow up proven cases to check bullying has not returned.
- ◆ Keep detailed records.

Strategies have been introduced at South View Primary School to reduce bullying. These strategies cover raising awareness about bullying and the Anti-bullying Policy, increased understanding for victims and teaching pupils how to manage relationships in a constructive way.

Staff should apply one or more of the strategies below, depending on the perceived seriousness of the situation. The emphasis should always be one of showing a caring and listening approach.

In response to a complaint of bullying, the discipline procedures of South View Primary School should be followed, with staff making a full investigation, keeping detailed records and applying sanctions as necessary.

The procedures should be followed by the Head Teacher or a member of the Senior Management Team.

1. Discuss the nature of the bullying with the 'victim' at length, recording all the facts. This will require patience and understanding.
2. Identify the bully/bullies and any witnesses.
3. Interview witnesses.
4. Discuss the incident(s) with the alleged bully/ies. Confront them with the allegations and ask them to tell the truth about the situation/incident. Make it clear that this is only an investigation at this stage.
5. If the bully owns up, make it understood that bullying is not acceptable at South View Primary School and what effect it has on the education of the victim and the rest of the children in the class/school. Apply sanctions relevant to the type of bullying.
6. If the allegation of bullying is denied, investigate further. If there is sufficient evidence that the bullying occurred, apply relevant sanctions.
7. Hold separate discussions with parents of bully and victim.
8. Sanctions for the bully include:
  - withdrawal from favoured activities, for example school visit
  - loss of breaktimes for a period to be determined by the headteacher.
  - barred from school during lunchtimes for a period to be determined by the headteacher.
  - fixed period of exclusion from school.
9. Provide a Pastoral Support Programme for the victim with a mentor/named person (usually the SENCO or deputy head) monitoring and observing at break times and lunchtimes, and through discussion to make sure there is no repetition.
10. Provide a Pastoral Support Programme for the bully. This will include a Behaviour Support Programme and opportunities in circle time or groups for the child/ren to discuss relationships, feelings and the effect bullying can have on individuals. A mentor/named person will support the child during this programme.

In order to reduce incidents of bullying and recognise bullies, at South View Primary School all staff watch for early signs of distress in pupils. We listen, we believe, we act.

The School Council should be another forum in which children can report bullying.

### **Bullying off the School Premises**

South View Primary School is not directly responsible for bullying off the school premises; however, if both the victim and the bully are from our school, action will be taken as if the incident has occurred within the school, and this includes informing parents.

If a child from South View Primary School is involved in a bullying incident with a pupil from another school we will liaise with the other school to ensure that there is no reoccurrence. Where possible, South View Primary School will support pupils who have been bullied, especially on their way to or from school, by pupils from another school or by other persons.

The following steps should be taken.

- ◆ Talk to the Head Teacher of another school whose pupils are bullying off school premises.
- ◆ Talk to the Police about problems on the local streets.

- ◆ Talk to pupils about how to avoid or handle bullying situations.

### **Bullying Directed Towards Race, Gender, Sexual Orientation or Disability**

**South View Primary School will not tolerate bullying against anyone because of his or her race, gender, sexual orientation or disability. The school will take preventative action to reduce the likelihood of bullying incidents of this nature occurring. Stereotypical views are challenged and pupils learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability.**

#### **Racial Bullying/Harassment**

Racial bullying will not be tolerated in South View Primary School and will be treated severely. If a child receives verbal abuse, physical threats or attacks, or if a pupil brings racist literature into school, incites others to behave in a racist way or writes racist insults, the strategies in the Policy for Education for Ethnic Diversity will be implemented.

A full investigation will be carried out, recording incidents in the school incident book and on Lincolnshire LA forms. South View Primary School has a duty to develop children's understanding of ethnic diversity issues and explore racial tolerance in PSHE and Citizenship lessons, in Religious Education lessons and in school assemblies.

South View Primary School guarantees confidentiality and support for those being bullied. Racial incidents are reported to the Governing Body and LA as required.

#### **Sexual Bullying**

Sexual bullying has an impact on both genders. A sexual assault will lead to the exclusion of the perpetrator from South View Primary School. Sexual bullying is characterised by abusive name-calling, comments about appearance, attractiveness and emerging puberty, inappropriate and uninvited touching, sexual innuendoes and propositions (i.e. sexual harassment).

South View Primary School's strategies to deal with sexual bullying include:

- ◆ recording incidents in the incident book
- ◆ developing understanding of gender relations
- ◆ exploring sexism and sexual bullying in PSHE lessons
- ◆ using single-sex groups to discuss sensitive issues
- ◆ ensuring the school site is well supervised, especially in areas where children might be vulnerable
- ◆ implementing appropriate discipline procedures as appropriate.

#### **Sexual Orientation**

Sexual bullying can also be related to sexual orientation. Children do not have to be homosexual or bi-sexual to experience such bullying.

Strategies to deal with such bullying include:

- ◆ recording incidents in a separate incident book
- ◆ awareness by staff that homophobic bullying can occur
- ◆ challenging homophobic language and explore pupils' understanding – they might not understand the impact



- ◆ guaranteeing confidentiality and support for those being bullied
- ◆ implement discipline procedures if the bullying warrants it.

**Special Education Needs or Disabilities**

Pupils with special educational needs or disabilities might not be able to articulate experiences as fluently as other children. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific disability.

South View Primary School makes sure the behaviour of staff does not trigger bullying unintentionally. They should avoid undue attention towards SEN children compared with others, and should not make comments based on pupils’ appearance or perceived character.

We try to make classroom activities and lessons sensitive to such children’s needs. We teach assertiveness and other social skills and teach victims to say ‘No’ or to get help. A named mentor/friend may be appointed for the pupil to confide in.

If the bullying is serious, South View Primary School undertakes a full investigation, including a full discussion with witnesses, recording incidents in the incident book and contacting parents. Discipline procedures are implemented.

High attainers, gifted or talented pupils can also be affected by bullying. Teachers should treat this as seriously as any other type of bullying.

Headteacher..... Governor.....

**Appendix 1**



South View Community Primary School  
Postland Road  
Crowland  
Peterborough  
PE6 0JA  
T [01733 210 361](tel:01733210361)  
[01733 211 473](tel:01733211473)  
E [enquiries@southview.lincs.sch.uk](mailto:enquiries@southview.lincs.sch.uk)

Headteacher: Mrs J M Tomlins

Date:

Dear Parent,

I am writing to inform you that.....received a **GREEN** card today and I was so impressed that he/she was asked to go to see the Headteacher. This is in accordance with our behaviour management policy. The reason for this **GREEN** card was:

It is our aim to protect and provide a positive learning environment for all the children in school. We have praised and rewarded your child for their excellent behaviour today we would be grateful if you could reinforce this at home.

Yours sincerely

Classteacher

## Appendix 2



F

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Headteacher: Mrs J M Tomlins

Date:

Dear Parent,

I am writing to inform you that.....received a **YELLOW** card today and was asked to remove themselves to another class for a period of time. This is in accordance with our behaviour management policy. The reason for this yellow card was:

It is our aim to protect and provide a positive learning environment for all the children in school. Although this matter has been dealt with in school, we would be grateful if you could discuss this matter with your child and reinforce the need to behave appropriately in school. Please feel free to make an appointment with me should you wish to discuss this matter further.

Yours sincerely

Classteacher

**Appendix 3**



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[E enquiries@southview.lincs.sch.uk](mailto:enquiries@southview.lincs.sch.uk)

Headteacher: Mrs J M Tomlins

Date:

Dear Parent,

I am writing to inform you that.....received a **RED** card today and was asked to remove themselves to another class for a period of time. This is in accordance with our behaviour management policy. The reason for this red card was:

It is our aim to protect and provide a positive learning environment for all the children in school. Although this matter has been dealt with in school, we would be grateful if you could discuss this matter with your child and reinforce the need to behave appropriately in school. Please feel free to make an appointment with me should you wish to discuss this matter further.

Yours sincerely

Classteacher

Headteacher



## Appendix 4

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[enquiries@southview.lincs.sch.uk](mailto:enquiries@southview.lincs.sch.uk)

Headteacher: Mrs J M Tomlins

### OUTDOOR PLAY LETTER

Date:

Dear Parent,

I am writing to inform you that.....received a **GREEN** card today whilst at break/lunch today and I was so impressed that he/she was asked to go to see the Headteacher. This is in accordance with our behaviour management policy. The reason for this **GREEN** card was:

It is our aim to protect and provide a positive learning environment for all the children in school. We have praised and rewarded your child for their excellent behaviour today we would be grateful if you could reinforce this at home.

Yours sincerely

Classteacher

## Appendix 5



E

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[enquiries@southview.lincs.sch.uk](mailto:enquiries@southview.lincs.sch.uk)

Headteacher: Mrs J M Tomlins

### OUTDOOR PLAY LETTER

Date:

Dear Parent,

I am writing to inform you that.....received a **RED** card today and was asked to return to the school building from the playground for a period of time. This is in accordance with our behaviour management policy. The reason for this red card was:

It is our aim to protect and provide a positive learning environment for all the children in school. Although this matter has been dealt with in school, we would be grateful if you could discuss this matter with your child and reinforce the need to behave appropriately in school. Please feel free to make an appointment with me should you wish to discuss this matter further.

Yours sincerely

Classteacher

Headteacher

## Appendix 6



South View Community Primary School  
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[01733 211 473](tel:01733211473)

[enquiries@southview.lincs.sch.uk](mailto:enquiries@southview.lincs.sch.uk)

Headteacher: Mrs J M Tomlins

### OUTDOOR PLAY LETTER

Date:

Dear Parent,

I am writing to inform you that.....received a **YELLOW** card today and was asked to take 'time out' on the bench for a period of time. This is in accordance with our behaviour management policy. The reason for this yellow card was:

It is our aim to protect and provide a positive learning environment for all the children in school. Although this matter has been dealt with in school, we would be grateful if you could discuss this matter with your child and reinforce the need to behave appropriately in school. Please feel free to make an appointment with me should you wish to discuss this matter further.

Yours sincerely

Classteacher

## **SOUTH VIEW COMMUNITY PRIMARY SCHOOL POSITIVE HANDLING POLICY**

### **SECTION 1: INTRODUCTION**

This policy has been prepared for the support of all teaching and support staff who come into contact with pupils who may need to be positively handled.

This policy should be read in conjunction with other school policies relating to interaction between adults and pupils specifically the school's Behaviour Policy.

The policy will be reviewed bi- annually by the Headteacher, SENCo and Governing Body.

### **SECTION 2: PURPOSE OF THE POLICY**

Good professional relationships between staff and pupils are vital to ensure good order in school. It is recognised that the majority of pupils in school respond positively to the discipline practised by the staff. This ensures the well-being and safety of all pupils and staff. It is also acknowledged that in exceptional circumstances staff may need to take action in situations where the use of positive handling may be required.

Every effort will be made to ensure that all staff in South View CP School:

- I. clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where positive handling is necessary and
- II. are provided with appropriate training to deal with these difficult situations should they occur.

The application of any form of positive handling places staff in a vulnerable situation. It can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow the policy and to **seek alternative strategies wherever possible** in order to prevent the need for positive handling.

**Positive Handling will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk.**

### **SECTION 3: DEFINITIONS**

(a) Physical Contact

Situations in which proper physical contact takes place between staff and pupils, e.g. in sports/PE or to comfort pupils.

(b) Physical Intervention

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the hand, arm or shoulder with little or no force.



(c) Positive Handling

This will involve the use of reasonable force when there is a risk to pupils, staff or property or if good order is being seriously prejudiced. All such incidents will be recorded.

#### **SECTION 4: UNDERPINNING VALUES**

Everyone attending or working at South View CP School has the right to:

- a recognition of their unique identity
- be treated with respect and dignity
- learn and work in a safe environment
- be protected from harm

Pupils attending this school and their parents have a right to:

- individual consideration of pupils needs by staff that has responsibility for their care and protection
- expect staff to undertake duties and responsibilities in accordance with the school's policies
- be informed about school rules, relevant policies and the expected conduct of all pupils and staff
- working in the school
- be informed about the school's complaint procedure

The school will ensure that all pupils understand the need for and respond to clearly defined limits which govern behaviour in the school.

#### **SECTION 5: TRAINING**

Positive Handling training will be made available to designated staff and will be the responsibility of the SENCo. No member of staff will be expected to undertake positive handling without appropriate training. Prior to the provision of training, guidance will be given on action to be taken.

#### **SECTION 6: STRATEGIES FOR DEALING WITH CHALLENGING BEHAVIOUR**

Staff consistently use positive strategies to encourage acceptable behaviour and good order. Every effort will be made to resolve conflicts positively. Where unacceptable behaviour threatens good order and discipline and provokes intervention, some or all of the following approaches will be taken according to the circumstances of the incident:

a) Verbal acknowledgment of unacceptable behaviour with request for the pupil to refrain; this includes negotiation, care and concern.

b) Further verbal reprimand stating:

- this is the second request for compliance
- an explanation of why observed behaviour is unacceptable

- an explanation of what will happen if the unacceptable behaviour continues.
- c) Warning of potential need to intervene physically and that this will cease when the pupil complies. If possible, summon assistance.
- d) Physical intervention. Reasonable physical intervention using the minimum degree of contact to prevent a child harming him or herself, others or property.

### **SECTION 7: ESCALATING SITUATIONS**

The 1996 Education Act (Section 550A) stipulates that reasonable physical intervention may be used to prevent a pupil from doing, or continuing to do any of the following;

- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or
- among any of its pupils; whether the behaviour occurs in a classroom, during a teaching session or elsewhere (this includes authorised out-of-school activities)
- self-injuring or placing himself or herself at risk
- injuring others
- causing damage to property, including that of the pupil himself or herself
- committing a criminal offence (even if the pupil is below the age of criminal responsibility)

### **SECTION 8: TYPES OF INCIDENTS**

Incidents described above fall into 3 broad categories:

- Where action is necessary in self-defence or because there is an imminent risk of injury
- Where there is a developing risk of injury, or significant damage to property
- Where a pupil is behaving in a way that is compromising good order or discipline

Examples of situations which fall within one of the first two categories are:

- a pupil attacks a member of staff or another pupil
- pupils are fighting
- a pupil is causing, or at risk of causing injury, damage by accident, by rough play, or by misuse of materials or objects
- a pupil is running in a corridor or in a way which he or she might have or cause an accident likely to injure him or herself
- a pupil absconds from a class or tries to leave the school

Examples of behaviour which fall into the third category are:

- a pupil persistently refusing to do as requested
- a pupil is behaving in a way that is seriously disrupting a lesson

### **SECTION 9: ACCEPTABLE MEASURES OF PHYSICAL INTERVENTION**

Positive handling can only be deemed reasonable if:

- it is warranted by the particular circumstances of the incident

- it is delivered in accordance with the seriousness of the incident and the consequences which it is desired to prevent
- it is carried out as the minimum to achieve the desired result
- the age, understanding and the gender of the pupil are taken into account
- it is likely to achieve the desired result

**Wherever possible, assistance will be sought from another member of staff before intervention.**

The form of physical intervention may involve staff doing the following:

- physically interposing themselves between pupils
- blocking a pupil's path
- escorting a pupil
- shepherding a pupil away

Any such measures will be most effective in the context of the overall ethos of the school, the way in which staff exercise their responsibilities and the behaviour management strategies used. Whenever positive handling is used, staff will keep talking to the pupil.

### **SECTION 10: RECORDING**

Where positive handling has been used, a record of the incident always needs to be kept. All recording needs to be completed on the day of incident and needs to include the following:

- Name and age of child or young person concerned
- Name of person using the measure
- Names of any other people present
- Name of the person completing the record
- Date, time and location
- Details of the behaviour leading to the use of the measure
- Details of any methods used to avoid the need to use that measure
- Details about why the measure was necessary
- A description of the measure
- The effectiveness of the measure
- Duration of any measure of physical restraint or restriction in minutes and any time intervals between provision of active support
- Any consequences of the use of the measure
- A description of any injury to the child concerned or any other person
- A description of any medical treatment offered or administered
- Any external agencies informed and supporting records of this
- Views of the young person and any additional comments
- Name and signature of the person authorised to make this record
- Name, signature and designation of person monitoring the records

After the review of any incident, a copy of the recording form will be placed on the pupil's file.

## **SECTION 11: ACTION AFTER AN INCIDENT**

The Headteacher will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure:

- Child Protection Procedure
- Staff Facing Allegations of Abuse Procedure
- Staff or Pupil Disciplinary Procedure
- School Behaviour Policy
- Exclusions Procedure

Members of staff will be kept informed of any action taken.

In case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union.

## **SECTION 12: COMPLAINTS**

The availability of a clear policy regarding Positive Handling and early involvement of parents should reduce the likelihood of complaints but may not eliminate them. Any complaints about staff will be dealt with under the school's Complaints about Staff Procedure Policy. The Chair of Governors will be informed of complaints but other governors will not be involved as a complaint may require further action on their part.

## **SECTION 13: MONITORING OF INCIDENTS**

Whenever a member of staff has occasion to use positive handling, this will always be recorded and documented. Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Headteacher to the needs of any pupil(s) whose behaviour can only be contained using positive handling. This process will address patterns of incidents and evaluate trends which may be emerging.

This policy is written following guidance from the following DFE guidance documents:

- Use of reasonable force; advice for head teachers, staff and governing bodies, July 2013
  - [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)
- Reducing the Need for Restraint and Restrictive Intervention; Children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties in health and social care services and special education settings, June 2019
  - [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812435/reducing-the-need-for-restraint-and-restrictive-intervention.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812435/reducing-the-need-for-restraint-and-restrictive-intervention.pdf)

Updated by Corrine Mitcham (SENCo)

Last updated: October 2019

Next review: September 2021

Role	Name	Signature
SENCo	Corrine Mitcam	<i>CMitcham</i>
Head teacher	Jo Tomlins	<i>J M Tomlins</i>
Chair of Governors	Paul Weston	