



Policy for: Behaviour

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Signed By: Mrs P Derries

Governor Responsible for: Mr R Curry

Headteacher: Mrs P Derries

This policy has been based upon Northumberland County Council's model policy (June 2016) and guidance on the use of force to control or restrain pupils. The Grove School will review this policy at least every two years, by monitoring, evaluating and assessing the effectiveness of our practice and developing modifications if/where necessary. The black print has been directly copied from NCC's policy whilst the blue print has either been modified in depth by The Grove School and/or is additional detail to NCC's model policy.

The aims of our Behaviour Policy

The Grove School aims to provide an environment in which its community of pupils and staff:

- understand the importance of self discipline and self respect;
- understand the basic virtues of honesty, fairness and politeness;
- show concern for others and have regard for their safety and well-being;
- show respect for the physical fabric of the school and wider community.

We manage this by the development of personalised learning pathways supporting every child as an individual to achieve and succeed. This flexibility and personalised approach in the curriculum allows staff to respond to individual circumstances and pupil's needs throughout their learning. We do not use sanctions, as these are not helpful or meaningful for our pupils, we do however set clear expectations of the behaviours that we wish to see.

The objectives of our Behaviour Policy

Our whole school community works to develop:

1. **a positive ethos in and around school with high quality relationships between pupils and adults**
2. **an understood framework of general routines and individual boundaries**
3. **a partnership/working relationship with parents/carers in order that the school's behaviour policy is reinforced and supported at home**
4. **positive inter-agency links with the local authority, social and health services in cases where a pupil's behaviour at school indicates serious problems**
5. **appropriate training in positive behaviour management for all teachers and support staff**
6. **to ensure that restraint is only ever used if a pupil is at risk of harm or of harming another**
7. **to support pupils to understand how they should behave in school and beyond the school gates**

Guidance to staff, parents and pupils about the use of force

- 1 The school has a duty of care to all its pupils. Staff will therefore be required to act in a manner which safeguards and promotes the welfare of pupils, and to do everything reasonable that is in their power to protect the child from harm, from harming others or from causing serious damage to property. In exceptional circumstances the carrying out of this responsibility may conceivably involve the use of reasonable force, in accordance with the school's policy, to physically control or restrain a pupil whose behaviour lies well beyond the usual boundaries of self control. [We share this policy with parents when appropriate to do so to support their understanding of circumstances that may arise whereby a member of staff is obliged to physically restrain a pupil. We specifically refer to this policy with parents/guardians whose child may need to be supported in this way and provide a copy of the policy should parents wish to have one.](#)
- 2 Our whole school practice aims to prevent the need for physical intervention through our positive teaching methodologies, which permeates all learning in both lessons and unstructured activities. Developing effective self-regulation also links closely to our PSHE and Citizenship curriculum and whole school culture and ethos towards Spiritual, Moral, Social and Cultural education.

[As soon as the possibility arises that the need for physical intervention may be necessary in the future or following a first situation, additional, bespoke, preventative steps are put in place which we refer to as an Individual Behaviour Support Plan. This plan aims to clearly define the specific structures, strategies and techniques that will be put in place to support an individual pupil which may, if appropriate to their cognitive ability, include a personal contract which the pupil signs/agrees to. Integral to this plan is a risk assessment which identifies concerns and suggestions and how these may be best managed.](#)

[When these plans and assessments have been completed we consult with parents/guardians to develop a mutually supportive approach which may involve linking across to support similar approaches at home, copies are provided for parents/guardians. If multi-professionals/disciplinary teams are involved we additionally consult and develop approaches with them, if appropriate. If additional teams are not already involved the identification of the need for physical intervention may lead, in consultation with parents, to a referral for additional support from a specific team, or in some cases to a managed move to another more appropriate provision.](#)

[Whilst the Headteacher takes responsibility to ensure that all adults working with a pupil are familiar with the behavior management programme and may participate in debrief and planning meetings these may also be led by other members of the Senior Management Team.](#)

[All staff are now MAPA \(Management of Actual or Potential Aggression\) programme trained on an annual basis by our in house certified instructor, our Deputy Headteacher. The MAPA programme is based upon a philosophy of providing the best possible Care, Welfare, Safety and Security for both staff and pupils with the use of highly effective approaches for the prevention and management of behavioural incidents.](#)

An integral feature within The Grove School is to emphasise that the effective use of positive behaviour support strategies should minimise the need for physical intervention. All staff are supported to recognise that incidents, whilst hopefully rare, may be occasionally experienced more frequently when supporting pupils who have the complexity of learning disabilities that necessitates their placement at The Grove School. Recognising an individual pupil's needs and supporting these needs with a personalised plan aims to support effective management to ensure that these incidents remain as rare as it is possible to achieve, hence our school's stance of non-restraint.

The following strategies summarise some approaches we use which may be helpful in defusing a potentially difficult situation:

- **avoid confrontation** – maintain a calm manner and speak slowly and purposefully in a controlled quiet manner using minimal speech which directs by command the action you want to see. Be aware of your body language, (adopt a non-threatening posture), **give positive messages which are thought about carefully re: - physical stance, tone and pitch of voice**
- **keep your distance** - try to maintain a reasonable distance - perhaps one metre - between yourself and the pupil so as not to encroach on the child's personal space
- **avoid speedy movements** – **be calm, controlled and responsive in a measured, thoughtful demeanor**
- **avoid physical contact** **although the use of deep pressure may be helpful for some pupils. Staff are trained to use this method safely.**
- **respond in a non-violent manner** - if a pupil grabs your clothing or touches you, a calm response is essential **which follows the MAPA training all staff are supported by, which includes de-escalation strategies and the effectiveness of specific taught movements including a supportive stance.**

3 Physical Restraint - is the positive application of force with the intention of protecting the pupil from harming himself/herself, others, or *seriously* damaging property. It is to be used only when all other means of persuasion have failed. It should be a **last resort** after all other agreed avenues to defuse and de-escalate the situation have been pursued and the staff involved feel that immediate action is required. Physical intervention should therefore only be used as a response to a dangerous situation.

4 Physical interventions which do not amount to restraint - these are physical actions which do not carry the force of physical restraint. Such actions include holding a child who is very distressed, placing a hand around the child's shoulder to comfort them or to discourage or divert him/her away from danger, or standing in the way to discourage him/her from leaving. All of these actions cover contact which school staff might commonly expect to have with pupils in the course of their professional duties, for example:

- To guide actions in gymnastic or PE
- To offer comfort, reassurance, praise and to relieve distress
- For pupils with a sensory or physical difficulty
- Placing a hand on a child's arm to discourage or direct him/her from disruptive or destructive behaviour
- Taking the hand or arm of a child to lead , guide or escort him/her away from danger
- Standing in the way to discourage them from leaving

All of these actions are acceptable provided their use is within **persuasion** and not **coercion**. The main factor which distinguishes such actions from restraint is the use of force. Restraint uses force to **prevent** whereas holding etc. can **discourage** but is **unlikely to prevent** a pupil from causing harm or damage. In considering the appropriateness of such actions for individual pupils - which as far as is possible should only take place in public where the pupil and adult have an established relationship - staff should as far as possible take into consideration factors such as the pupil's age, gender, maturity, disability, culture, religion, cognitive understanding, the significance for the pupil of physical contact, the pupil's previous experiences and acceptance of touch, the physical environment and proximity of other people.

- 5 Restriction of Liberty** - If it is believed that by leaving the educational (or residential) setting a pupil would be placing himself/herself at serious risk of harm, or is likely to cause serious harm to another person, or cause serious damage to property then staff have responsibility and authority to try to prevent the pupil from leaving. Discussion and persuasion should always be tried first, but if this is not successful, staff should issue a warning that unless the pupil conforms then physical restraint will be necessary, before taking steps to prevent the pupil from leaving. In assessing the risk of harm or damage it is expected that staff will take into consideration all of the circumstances including the pupil's age, maturity and current emotional state and the nature of the setting. [It would be reasonable to use the double sided twist turns on doors for general child safety in The Grove School to additionally prevent a pupil from leaving or to gain time to call for help from another member of staff but at no time should a pupil ever be left on their own. Given the cognitive learning disabilities and complexity of educational needs of all pupils attending The Grove School, for their own safety every pupil will be prevented from leaving school. To support the safety of every pupil the school ensures that all outdoor gates and doors are locked during the school day including any breakfast and after-school clubs and a key card access system is in place on outside doors. Double sided twist turns are used on many doors throughout school and whilst their use is discretionary with regard to the needs of individual pupils within classrooms/hall etc at **all** times those on the hygiene, hydrotherapy and canteen kitchen are compulsory to ensure every pupil's safety is protected.](#)

[We have from time to time also used a Quiet Room, which has supported individual behaviour support programmes, currently we are not using this strategy. If we may need to use such a resource at some time in the future to support a pupil this approach will be discussed fully with parents/guardians and specific guidelines agreed within the pupil's Individualised Behaviour Support Plan/Contract. If a pupil were dependent upon the prolonged use of a Quiet Room provision, on a continuing basis, it may be that consideration would need to be given as to whether The Grove School continued to be an appropriate placement for a pupil requiring such intensive physical intervention as a regular means of support. In such circumstances we work closely with parents and the Local Authority to support a planned transfer to a more appropriate placement.](#)

- 6 There is, however, no legal definition of *reasonable force***, or the degree of force that may reasonably be used. It will always depend on all the circumstances of the case. There are two relevant considerations:

- the use of force can be regarded as reasonable **only if the circumstances of the particular incident warrant it**. The use of **any** degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Therefore physical force could not be justified to prevent a pupil from committing a trivial misdemeanour, or in a situation that clearly could be resolved without force;
- the degree of force employed **must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent**. Any force used should always be the minimum needed to achieve the desired results.

Whether it is reasonable to use force, and the degree of force that could reasonably be employed, will also depend on the age and understanding of the pupil.

- 7 Searching of a pupil** - is an invasion of body space and therefore its justification will depend on what the child is suspected of carrying - for instance whether undertaking the search might prevent a crime - and whether there are reasonable grounds for suspicion. Any search must be carried out sensitively allowing the dignity of the child to be retained. If theft or the potential for serious crime is suspected then staff in mainstream schools are advised to involve the police rather than dealing with the matter themselves.

However given the learning disabilities of the pupils The Grove School supports, such an incident is unlikely to occur, if it does the school will risk assess the situation and manage this as appropriate to a pupil's understanding and in the first instance may contact their parent/guardian. However if a pupil is at risk of immediately hurting themselves or others we will contact emergency services, the police using the 999 service.

- 8 Confiscation** - goods confiscated remain the property of the pupil and should be returned to the parent/guardian or a responsible adult. As a general rule, goods cannot be destroyed or kept indefinitely. However, in the case of drug-related situations staff should be guided by the advice contained within the Standing Conference on Drug Abuse (SCODA)'s document "The Right Responses".

These details are relevant to mainstream schools, in the unlikely position of such a situation occurring The Grove School will support the pupil appropriately according to their cognitive ability, contact their parent/guardian and seek advice from Social Services.

- 9 Parents will need to understand that school staff who are working *in loco parentis* will be expected to exercise control in a way which promotes the welfare of the child and others in the school environment.** Parents may have views about control which should be taken into account, but they cannot constrain those who have responsibility during the school day and in some situations beyond the school day, to the extent that they are prevented from managing the pupil properly.

We follow this advice from NCC whilst also striving to ensure that all support and procedures put in place for an individual pupil is achieved with the full support and agreement of their parents.

10 Staff can be assured that if they act according to the guidance provided then the school management and the local authority will support their actions. Staff (and indeed, volunteers and visitors to the school) are covered by the County Council's Public Liability Insurance Policy so long as reasonable force is used in a way that is appropriate to the circumstances. This is the case whether or not staff have received specific training to improve their ability to respond to situations in an appropriate manner [although it is The Grove School's Policy that specific training is compulsory for all class based staff](#). The important point is that the individual acts reasonably, in good faith and to the best of their ability in the circumstances. However, in the case of a member of staff being the subject of a complaint about his/her use of physical force, this does not preclude the possibility of formal investigation into the matter.

11 Guidance on methods of restraint - It must be emphasised that where a member of staff has no alternative but to consider the use of physical restraint then he/she should, if at all possible, summon help from another member of staff with a view to having a witness present and someone who can help ensure the safety of both parties. If no other staff are available then restraint should only take place where staff feel sure of success. All techniques of restraint that are applied should aim to safeguard the dignity and safety of those involved, including that of pupils and staff. It is not possible to give comprehensive and unambiguous guidance in a written document on methods to use in exercising physical control. However, the following principles apply:

- If limbs have to be held, this should be done by using the long bones to minimise risk of fracture or dislocation.
- Every effort should be made to safeguard vulnerable areas such as neck, throat, chest, abdomen, genitals and joints.

It should be recognised that restraint is likely to be resisted, with the possibility that the situation will escalate. However, staff can be assured of managerial support so long as they have acted reasonably in the circumstances and have done everything possible to follow procedures and guidance.

[Given the above NCC guidance and advice and the increased possibility of the need to restrain pupils who have complex special educational needs the school's training covers techniques such as safe deflection and advised holds which is in far greater detail than the above.](#)

12 Recording of restraint episodes - It is recognised that the use of physical control is always a significant event - for the pupil and for staff. It is important that headteachers have a means of monitoring the use of physical methods of control, and therefore it is necessary that a comprehensive record is made of each restraint episode. The record must contain sufficient information to enable the headteacher to gain a clear picture of the decision making process, the action taken, its outcome and the significance for the pupil. It must make clear who was involved and in what capacity, what was happening before the incident, why restraint was needed, exactly how it was used and what happened during and after the restraint. A suggested NCC Record of Restraint Incident Form is available, [from the Headteacher](#).

Responsibility for recording rests with the member of staff whose decision led to the use of restraint. Other involved staff should contribute to the record. The record must be kept on an appropriate form and passed to the headteacher or relevant senior teacher as soon as is feasibly possible after the incident, and in any case no longer than 48 hours later. [However a senior member of staff must be contacted as soon as an incident develops ideally before restraint is necessary, if this has not been possible then a senior member of staff must be informed and become involved as soon as possible, ideally within minutes of a situation developing. The school advocates that forms relating to such incidents are completed within 24hrs.](#)

Completed forms must be returned to the headteacher. One copy must be retained on the pupil's record (which will move with the pupil), [\(this is a newly developed approach by The Grove School from January 2012\)](#), one must be retained within the school's central record keeping system [and one copy is forwarded to the Local Authority.](#) The record keeping system has recently been updated, previously the school used a combination of Violence at Work NCC/V1 Forms and the schools own Incident/Safeguarding form.

Following an episode of restraint, it is important that the staff involved have a proper opportunity to reflect on the action taken, and to achieve an understanding of it, its meaning to the child and implications for the future care of the child and management of behaviour. [Immediate post incident meetings are held which involve all staff present, a senior member of staff and which may also be attended by the Headteacher, if available, which also fulfils the dual purpose of supporting staff, especially if any violence towards staff was involved. De-brief meetings are an integral aspect of good practice within The Grove School.](#) Consideration is always given to the need to hold a specific post-restraint [debrief meeting to analyse the incident and modify plans where necessary](#), involving at least the staff involved in the restraint, the pupil (subject to his/her willingness/appropriateness to attend) and the headteacher. The child's parents are also invited to attend. (The involvement of appropriate people will need to be balanced with avoidance of delay in holding the meeting, as it is important that consideration of the action taken takes place whilst memories of it are fresh). A record of the meeting is made and held with the record of the restraint. If after initial discussion, the headteacher decides that a meeting is not to be held, the reason for this decision must be recorded on the record of restraint form. [The development to include parents in the de-brief meeting in addition to telephone discussions for The Grove School followed the review of policy in January 2012.](#)

The headteacher receiving a record of restraint incident must read it as soon as possible, give consideration to the following points, and record his/her comments:

- Was appropriate action attempted in advance?
- Was the method of intervention in keeping with the incident?
- Was the degree and duration of force used proportionate to the circumstances?
- Was the intervention appropriate with regard to the age/maturity and competence of the child?
- Has appropriate post-restraint action been taken?
- Is the record comprehensive and completed within the appropriate timescale?

The headteacher is responsible for ensuring feedback to staff, including recognition of good practice and identifying and dealing with inappropriate practice or training/development needs as required.

13 Post-incident support for the staff involved - in certain cases staff may wish to draw upon the personal support available through the Council's Welfare Officer, or through their local professional association or trade union representative. A trade union contact list is available. [Staff will be supported by the SLT and the Governors in the event that they are accused of misconduct, the schools policy will be followed and an investigation will be carried out, all staff will be supported through this process.](#)

14 Training - It is the responsibility of the school management to ensure that staff receive training appropriate to their role, in the management of challenging behaviour and in techniques of prevention and restraint which are relevant to a school setting and appropriate for use with children and young people. [It is The Grove School's Policy that all staff who directly support pupils are supported with specialist MAPA training. Specific training to manage individualised Behaviour Support Plans and Contracts may also be arranged for staff supporting a specific pupil and all school staff on a more generalised briefing basis with regard to a broader sharing of relevant information which may support a whole school approach. Coaching of specific skills and techniques is also arranged which may include observations of skilled staff who have expertise in a range of areas. Staff are also encouraged to self-identify areas for development for which the school will support with specific training.](#)

15 This guidance should be read in conjunction with:

- DfEE Circular 10/98

It is important to note that:

- whilst paragraph 9 refers to [force being permissible to prevent a pupil] engaging in any behaviour prejudicial to maintaining good order and discipline
- and whilst paragraph 15 refers to [the possibility that reasonable force]... might be appropriate where a pupil is behaving in a way that is seriously disrupting a lesson
- paragraph 17, however, states that physical force could not be justified... in a situation that clearly could be resolved without force.

The school's behaviour policy should set out a range of steps which staff should therefore take before such a serious point of confrontation is reached.

- DfEE Circular 8/94 Pupil Behaviour and Discipline
- DfEE Circular 9/94 Pupils with Emotional and Behavioural Difficulties
- County Council Code of Conduct for Employees in Schools
- County Council and School Child Protection Procedures and Policies
- Code of Conduct for Staff, Volunteers and Agency Workers Working With Young People

16 An incident involving the use of physical restraint may also be classed as a violent incident against a member of staff. In these cases, schools are reminded about the relevant guidance available from Health and Safety Manual.

If staff are hurt in any way, however minor they consider this to be, an NCC Violence at Work Form must be completed by the member of staff who suffered an injury and passed on to the Headteacher as soon as is feasibly possible after the incident, ideally within 24hrs and in any case no longer than 48 hours later. If the member of staff is unable to complete the form because of their injury the Class Lead of the pupil's class will help them to do so.

The Headteacher and/or a senior member of staff will discuss the incident with the injured member of staff which will recognise their good practice and support for the child/young person, discuss any training/development needs or inappropriate practice with the injured member of staff or which debriefing may identify. The emotional support which is available for staff both within the school from senior staff as well as from the Council's Welfare Officer will also be discussed. (refer to section 12)

Use of force to control and restrain pupils within the context of the school's overall policy on behaviour and discipline

1 The Grove School's Rationale for this Policy

The Grove School recognises that the occasions when it will become necessary to physically restrain pupils will be very rare and only when there is no alternative in their and other's interests and safety.

The Grove School recognises the importance of placing its policy on physical restraint within the context of its whole-school approach to behaviour and discipline. Our school's behaviour policy sets out the steps taken within school to positively promote and encourage good behaviour amongst pupils; is specific about what behaviour is expected of pupils and what is unacceptable.

The Grove School also recognises the very real difficulties which staff can sometimes be faced with in their day to day dealings with pupils on matters involving behaviour and discipline.

The Grove School's approach to the issue of physical restraint is that:

- pupils are entitled to a safe and secure environment in which the highest value is placed on learning how to behave towards others
- staff are also entitled to a safe and secure environment, and have a right to personal support and guidance about what is expected of them in difficult situations.

2 Policy

2.1 The school has a duty of care to all its pupils. Staff will therefore be required to act in a manner which safeguards and promotes the welfare of their pupils, and to do everything reasonable that is within their power to protect the child from harm, from harming others or from causing serious damage to property. In exceptional circumstances the carrying out of this responsibility may conceivably involve the use of reasonable force in accordance with the school's policy to physically control or restrain a pupil whose behaviour lies well beyond the usual boundaries of self control.

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- 2.2 Physical restraint should at no time be used as a threat, as punishment to the pupil or to force compliance with staff instructions when there is no risk of injury or of serious harm to property. [If a pupil is persistently demotivated and disengaged from learning and/or is persistently unco-operative, if not already in place, an urgent review of their Individual Education Plan including their targets, assessments and achievements to date will be held initially through discussion with the Headteacher and Class Lead. An existing Behaviour Support Plan/Contract may need to be modified or an initial one agreed. Parents will be consulted throughout these developments and invited to meeting/s at which suggested modifications to the pupil's IEP will be discussed and if necessary either arrangements to review the pupil's statement will be brought forward or an interim review will be held. It may be that additional modifications to a pupil's curriculum through further personalisation will succeed at re-engaging the pupil and all reasonable adjustments to achieve this will be considered and where possible implemented.](#)
- 2.3 Physical restraint will only be used in the following circumstances, [refer to 2.2 above](#):
- the pupil is attempting to harm himself/herself, or his/her actions may result in harm;
 - there is a substantial risk of physical injury to another pupil;
 - there is a substantial risk of physical injury to a member of staff or a member of the public;
 - serious damage to property is being caused;
 - it is the judgement of the member of staff that there is a serious risk of any of the above happening unless immediate action is taken.
- 2.4 Wherever possible, staff should exhaust a range of appropriate behaviour management strategies aimed at preventing the situation from reaching the point at which physical intervention becomes considered - for example, discussion, persuasion, diversion, a brief period of withdrawal from the main group. Restraint will therefore only be used as a last resort after all other agreed avenues to defuse and de-escalate the situation have been pursued or where staff feel that immediate action is required. [\(Refer to 2.2 above\)](#)
- 2.5 Once a member of staff has decided to intervene physically in order to prevent injury occurring to any person, or *serious* damage to property, then he/she should:
- give clear instructions [informing](#) the pupil that unless he/she conforms then physical restraint will be applied;
 - calmly explain to the pupil that staff are unable to allow him/her to damage or hurt others, and once they have calmed down and are no longer posing a threat then the restraint will cease;
 - summon help from another member of staff, if at all possible, to act as witness and ensure the safety of both parties where possible. [As soon as possible seek the involvement of the Senior Management Team and inform them of the situation.](#) If no other staff are available then restraint should only take place where staff feel sure of success;
 - use of only the minimum force necessary to prevent injury or damage should be applied, and for the minimum amount of time;
 - gradually relax the restraint as soon as it is judged safe to do so, to allow the child to regain self control;
 - reassure the pupil that no harm will follow.

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- 2.6 Both pupil and the adult should be given time to recover, if possible, acknowledging that emotional distress takes longer to subside than physical symptoms.
Vigilance and care are taken to ensure that the pupil has had sufficient time to resolve their feelings and by so doing aiming to ensure that the first incident does not lead into another.
Staff directly involved in the incident, once resolved, are encouraged whenever possible to have a break, tea/coffee, in the staff room. Pupils are supported sensitively and may also be supported by a break and/or different arrangements to those of their class group until the end of the school day. Incidents such as these will be incorporated into personalised Emotional Literacy support sessions by one of our ELSA's (Emotional Literacy Support Assistants). Additionally learning within our PHSE and Citizenship, Spiritual, Moral, Social and Cultural, Circle Time and Philosophy for Children aims to support the development of a pupils self regulation and control as well as their self esteem and confidence.
- 2.7 The school's agreed reporting procedures will be followed.
- Forms are completed as necessary which will include the use of Force/Restraint Form and may also include Violence at Work Form.
 - Parents/Guardians are informed after every such incident through the arrangements which are already in place or which need to be put in place for their child if this is a first incident.
 - The Chair of The Governing Body is informed of all such situations.
- 2.8 Following an episode of restraint, the staff concerned must **immediately** report the incident to the headteacher or other designated person. It is important that details of the incident are recorded as soon as possible. It is advisable that the recording and reporting takes place before the member of staff leaves the school premises on the day the incident occurs.
- 2.9 Following any incidents every effort will be made to allow staff to reflect and discuss what happened and why, and assess future implications for the management of the pupil and their behaviour.
As detailed previously de-brief meetings will be held to analyse practice and support both staff and the possibility of changes to or development of a pupil's Behaviour Support Plan/Contract, to enable us to meet their needs as effectively and safely as possible.
- 2.10 If possible discussion should take place between senior management, staff and pupil directly involved to encourage the pupil to face up to the problem and its consequences. If at all possible such a meeting should include parents.
- 2.11 It is the headteacher's responsibility to ensure incident reports are read as soon as possible and his/her own comments will be recorded. It will also be the responsibility of the headteacher to ensure feedback to staff and pupil takes place, and that subsequent meetings or behaviour management plans are arranged.
- 2.12 The headteacher will monitor the use of restraint, including consideration of:
- The appropriateness of physical intervention
 - The attempts at defusing situations

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- Correct post-restraint procedures have been carried out
 - The need for individual behaviour management plans
 - The need for INSET/training for staff

2.13 The headteacher will ensure that reports of incidents are correctly filed with copies sent to parents and social services as appropriate. In the case of a looked after child a copy should be forwarded to the key social worker in order to be placed on the child's case file. The headteacher will also arrange for reports monitoring and evaluating the use of restraint to go on a regular basis to the governing body.

Revision Record of Issued Versions			
Author	Creation Date	Version	Status
School Support	September 2004	1.0	Final version agreed with Joint Unions
Changed by	Revision Date		
School Support (SH)	18 October 2010	2.0	As above but updated with changes to department names, statutes etc