

St. Joseph's In The Park



| | |
|--|--|
| Policy Title Behaviour Management | Date Autumn 2018 |
| Owner Head Head of EYFS (EYFS Behaviour Lead) | Date for Review Autumn 2020 (Education Committee) |

This policy is for whole school including EYFS.

1. Aims and objectives

It is a primary aim of our school that every member of the community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. The school poem (at the end of this policy) emphasises the expectation in manners and behaviour that we aim to ensure underpins the children's development.

Positive and constructive behaviour management begins in the EYFS and continues throughout the school. In an age-appropriate way we use a range of techniques such as positive reinforcement, good role models, leading by example, the setting of clear boundaries, distraction and pre-empting negative behaviour. Communication with parents plays a significant role, especially in the EYFS. Although the vast majority of issues are dealt with during the day, should it be necessary, parents are informed at pick up of any negative behaviour and we encourage parents to reinforce positive attitudes at home.

Starting in EYFS and moving through to the Infants and beyond to the Juniors, working long term with the parents ensures that the children's behaviour develops in a positive and constructive way.

The school expects every member of the community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

The school does not use corporal punishment.

2 Rewards and Sanctions

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children.
- We give stickers for good behaviour, effort and work to children in Pre School and Infants. These are linked to the school's learning habits.
- We distribute "house points" to children in Junior classes, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- Once a child has received each of the five learning habit stickers, the child is rewarded through an entry in the Gold Book. Once the child has been entered into the Gold book 5 times, they will receive a book token.
- Excellent pieces of work can be celebrated with the Headmaster.
- Friday Assembly celebrates achievements of children in all classes both inside and outside school and stickers are awarded in recognition for outstanding effort and achievement through the week. In addition, the Gold Book entries are read out,

House Point totals are announced, a Top to Toe award is made (for the best presented child) and a Headmaster's award is made to the girl and boy who have stood out and is nominated by the staff.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. The **Behaviour Management Flowchart** at the end of the policy summarises the following sanctions.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we separate the child from the rest of the class until he calms down, and is able to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child the class teacher records the incident and applies an appropriate sanction, such as the withdrawal of free time. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- If a pupil is found to have made a malicious accusation against member of staff then the Headmaster handles the disciplinary procedure (or in the case of an accusation against the Head, the Chair of Governors). A malicious accusation is considered to be serious enough to call an immediate meeting with parents.
- Junior pupils can have free time withdrawn at any time. However a detention is held at break times as a sanction for children who fail to do homework or classwork set or whose behaviour is such that it warrants a withdrawal from usual break time activity.
- Individual Goals cards are used to promote and reward desirable behaviour. They are used for a fixed term and reviewed by class teacher who reports successes to Head of Pastoral Care.
- Report Cards are utilised to monitor the behaviour and attitude of pupils in Infants and Juniors. A pupil for whom it is deemed necessary, when other sanctions have not had a positive effect on behaviour, is required to carry Report Card for a week. The card is signed by the teacher after each lesson and is monitored by the Class Teacher and Parents daily. The Headmaster will review the progress of the pupil through the week and sign the card at the end of the week. If a satisfactory improvement has been noted then the pupil is no longer required to carry the card. If, however, it is necessary, the pupil may have to carry the card for a subsequent week.
- If the Report card has not been seen to have worked then the Headmaster may take the decision to exclude a pupil for a fixed period or revisit other steps in the **Behaviour Management Flowchart**.
- The Headmaster may also take the decision to exclude a pupil without recourse to the Satis Card. The pupil's parents/carer will be contacted for a meeting to discuss the

next step in managing pupil behaviour and whether exclusion is appropriate and what form it would take. The child's welfare must always be the prime consideration. For additional information on the process of exclusions, please see the **Behaviour Management Flowchart**.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it may be difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear (see **Anti-Bullying Policy**).

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

3 The role of the class teacher

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

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents in the class Pastoral Care folder. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Head of Department, then the Headmaster.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

4 The role of the Headmaster

It is the responsibility of the Headmaster to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headmaster to ensure the health, safety and welfare of all children in the school.

The Headmaster supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. Regular review of this policy is undertaken to ensure that staff are familiar with legal responsibilities and the action that can be taken to resolve and prevent problems.

The Headmaster keeps records of all reported serious incidents of misbehaviour. All incidents will be treated with procedural fairness; the Head will direct senior staff to conduct a thorough factual investigation, with its findings being presented to the Head for judgement. Any meetings will be supported with notes. If the incident is considered to be of such a serious nature parents will be invited in to meet with the Headmaster and staff involved along with pupils, as is deemed necessary.

The Headmaster has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headmaster may permanently exclude a child. These actions are taken only after the school governors have been notified.

5 The role of parents

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

We expect parents to support their child's learning, and to cooperate with the school, as set out in the parent handbook. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headmaster. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6 The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headmaster in adhering to these guidelines.

The Headmaster has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headmaster about particular disciplinary issues. The Headmaster must take this into account when making decisions about matters of behaviour.

7 Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance "Exclusion From Maintained Schools, Academies & Pupil Referral units In England" (DfE, April 2012). We refer to this guidance in any decision to exclude a child from school which can be found at www.teachernet.gov.uk/wholeschool/behaviour/exclusion/guidance/

Only the Headmaster (or the acting Head) has the power to exclude a child from school. The Headmaster may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headmaster may request that parents

remove their child permanently. It is also possible for the Headmaster to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headmaster excludes a child, he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headmaster makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headmaster informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headmaster.

The governing body has a Discipline Committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headmaster must comply with this ruling.

If pupil is expelled there will be no refund of acceptance fee or Fees for the current or past terms (see Parent Contract Section G, para. 58)

8 Drugs & Alcohol

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the medical room for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a trained first aider.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any individual who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. They will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Headmaster. If the offence is repeated, the child will be permanently excluded. With adults, normal disciplinary procedures will be followed.

9 Use of physical intervention

The term physical intervention is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down. Where a child is upset or angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child's attention.

Staff should not use physical intervention – or the threat of physical intervention, to manage a child's behaviour unless it is necessary to use "reasonable force in order to prevent children from committing an offence, injuring themselves or others or destroying property". Staff are aware of

guidance in Hertfordshire's Policy on Physical Restraint in Schools. This document is attached to the end of this policy. All staff are reminded of the guidance at regular intervals.

If "reasonable force" has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible within the child's file, which states clearly when and how parents were informed.

Corporal (physical) punishment is never used.

9 Monitoring and review

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

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Headmaster records those incidents in which a child is sent to him/her on account of bad behaviour or is withdrawn from free time. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors each have a book with written details of any incident which are transferred into the incidents book that is kept by the Head of Pastoral Care.

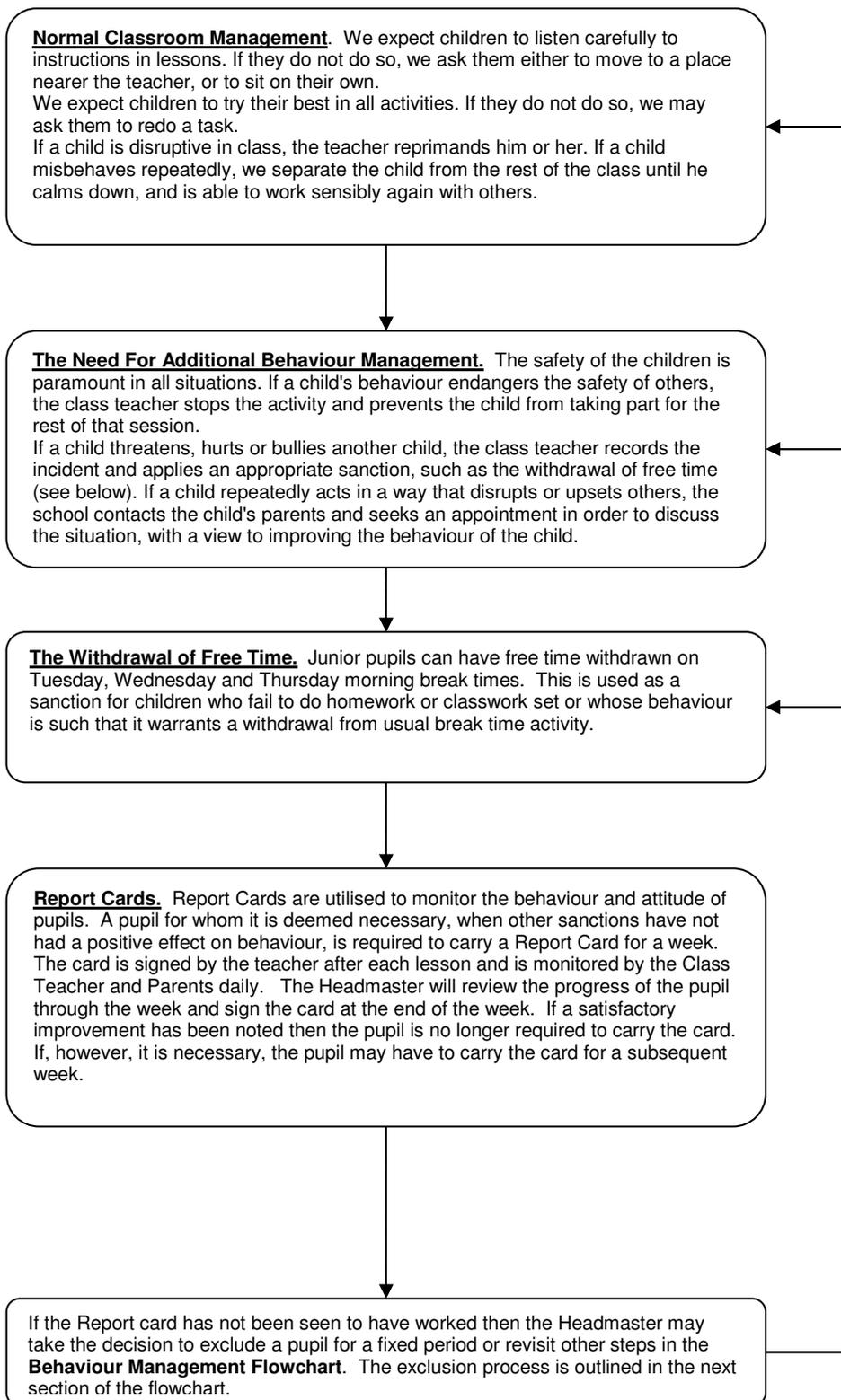
The Headmaster keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of equality; it will seek to ensure that the school abides by the Equality Act (2010), and the guidance from The Equality & Human Rights Commission: "What Equality Law Means For You As An Education Provider: Schools".

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

See Next Pages for:

- Behaviour Management Flowchart
- How we manage behaviour at St Joseph's In The Park, A Pupil's Guide
- Hertfordshire's Policy on Physical Intervention in Schools



Decision to Exclude: Headmaster takes the decision to exclude a pupil for a fixed period. The pupil's parents/carer will be contacted for a meeting to discuss the next step in managing pupil behaviour and whether an exclusion is appropriate and what form it would take. The child's welfare must always be the prime consideration.

Types of exclusion: There are 3 types of exclusion: Lunchtime exclusions, afternoon exclusions and full day exclusions

Lunchtime exclusion: Pupils who are disruptive during the lunch time may be excluded just for the duration of the lunch time. They will be supervised by a member of staff in a location removed from the other pupils

Exclusion during afternoon session:

It may be preferable to for a pupil to be excluded for afternoon sessions. In this case, after consultation with the parents/carer, the pupil will be collected at the end of the morning session of the school day for an agreed number of days.

Exclusion for full days

Written notice: The head teacher must give a written notice to the parents informing them of:

- the precise period and the reasons of the exclusion;
- the parent's duties during the exclusion;
- the parents right to make representation to the Governing body and how the pupil may be involved in this;
- The person the parent should contact if they wish to make such representation;
- The arrangement made by the school to set and mark work for the pupil during the exclusion; and
- if relevant details of a reintegration interview.

The head must inform the Governing Body if a pupil is being excluded for more than 15 days in any one term. Pupil's can excluded for one or more fixed periods, which when aggregated, do not exceed 45 school days in any one school year.

Educational provision during the exclusion:

- The school will provide such material that would assist a pupil in continuing to meet learning objectives as outlined in the curriculum plan for the child's class.

Reintegration interview:

The head teacher or a senior member of staff should arrange and conduct a reintegration interview with a parent and the pupil at the end of the exclusion at a date and time convenient for the parent on the school premises.

The notice for a reintegration interview must be given no later than 6 school days before the date of the interview (it can be combined with the notice of the exclusion).

If the parent fails to attend, the school must keep a record of the failure as well as any explanation given as it can be one factor taken into account in the Magistrates' Court when deciding whether to impose a parenting order.

If the school considers that parental influence could be better brought to bear in the behaviour of the pupil, a parenting contract may be offered. If the parent fails to engage with the school in attempting to improve the child's behaviour, the school may consider giving notice to withdraw the pupil from school permanently. The school will work with the parents to ensure that the child is placed at another school.

**How we manage behaviour at
St Joseph's In The Park
A Pupil's Guide**

In The Classroom
Listen carefully and try your best in class and around school
If you disturb the class or behave badly around school a teacher or member of staff might tell you off, move you or separate you from the other children until you are more sensible.
Usually this works and everyone learns to behave well.

Next Step
The safety and learning of the children in school is most important.
If you threaten, hurt or bully another child or member of staff your teacher writes down what happens.
You will have your free time taken away in detention on Thursday break time.
If you keep on behaving badly we contact your parents to talk about your behaviour and find ways to make things better for everybody.

Report Card
After we have spoken to your parents we might decide to use a Report Card
This helps you and the grown-ups at school to check your behaviour and attitude
The card is signed by the teacher after each lesson and is checked by your Class Teacher and Parents every day.
The Headmaster will review your progress and sign the card at the end of the week.
If your behaviour has improved then you will not have to carry the card. But if it is necessary you may have to carry the card for another week.

If the Report card has not been seen to have worked then the Headmaster may take the decision to talk with your parents again or try the other steps again.

If behaviour is very bad and doesn't stop no matter how hard we try, you may have to stay away from school for a little while. We will always keep talking to your parents.



HERTFORDSHIRE'S POLICY ON PHYSICAL INTERVENTION IN SCHOOLS

The Purpose of this policy

- To ensure that schools and settings have fully discharged their duty of care to students, children and employees.
- To provide a framework for the management of physical interventions that is legal, effective, safe, appropriate and proportionate.

Positive Physical Contact

There are occasions where there may be physical contact between staff and pupils other than when adults are physically intervening to prevent serious misbehaviour.

Staff and adults need to be aware of sensitivities of any form of physical contact with children/pupils. However, contact between children and adults might be appropriate for a variety of reasons, including:

- Holding hands with a small child in the playground
- Calming/reassuring/comforting contact with a child that upset or injured
- A gentle touch on the arm to re-focus attention
- Guiding (without force) a pupil/child away from a situation or location.

Any physical contact has to be managed in order to make sure that it is appropriate and leaves neither party vulnerable to allegations of abuse. Factors to consider might include:

- Knowledge of the child, e.g. history/background
- Age (and age difference) – of child and adult
- Context – where, when, why
- Relationship between staff member and child
- Gender

Planned physical intervention can be viewed as positive, because it is committed to keeping children and adults safe and included in all settings.

What the law says about restrictive physical intervention:

School staff can use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- Causing personal injury to, or damage to the property of, any person (including the pupil him/herself); or
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Definitions of 'school staff':

- Any teacher who works at the school; and
- Any other person whom the head has authorised to have control or charge of pupils. This:
 1. includes support staff whose job normally includes supervising pupils, such as teaching assistants, learning support assistants, learning mentors and lunchtime supervisors.
 2. can also include people to whom the head has given temporary authorisation to have control or charge of pupils, such as paid members of staff whose job doesn't normally involve supervising pupils (e.g. catering or premises staff) and unpaid volunteers (e.g. parents accompanying pupils on school-organised visits).
 3. does NOT include prefects or any other pupils .

This power may be used where a pupil (incl. one from another school) is on school premises or in the lawful control or charge of the member of staff – e.g. on a school visit.

Reasonable force:

- There is no legal definition of when it is reasonable to use force. That will always depend on the precise circumstances of individual cases. To be judged lawful, the force would need to be in proportion to the consequences it is intended to prevent.
- The degree of force should be the minimum needed to achieve the desired result.
- Use of force could not be justified to prevent trivial misbehaviour. However, deciding whether misbehaviour is trivial also depends on circumstances e.g. running in a corridor crowded with small children may be considered dangerous.
- Proper account must always be taken of any particular special educational need and/or disability that a pupil might have – there are 2 key duties under the Disability Discrimination Act:
 1. not to treat a disabled pupil less favourably, for a reason relating to his/her disability, than someone to whom that reason does not apply, without justification; and
 2. to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage to pupils who are not disabled (reasonable adjustments).

The statutory power described above is in addition to the common law power of any citizen - in an emergency - to use reasonable force in self-defence, to prevent another person from being injured or committing a criminal offence. *NB There is NO legal requirement for practical training in techniques of physical intervention.* When dealing with an emergency, any adult who is lawfully placed in charge of pupils by a Head Teacher can use reasonable and proportionate physical intervention even if he/she has had no prior training.

Reasonable force may also be used to search pupils, without their consent, for weapons, however, schools are strongly advised not to search pupils where resistance is expected, but to call the police.

It is always unlawful to use force as a punishment.

3.

Policy Management and Guidance:

Schools must have a policy on the use of reasonable force to control or restrain pupils. This policy should have regard to the documents listed in the Reference Points above. It is good practice for governors, staff, pupils and those with parental responsibility to be consulted about the policy and for the policy to be approved formally by the Governing Body and made known to all stakeholders either as part of the school's behaviour policy or separately. Appropriate account should be taken of the needs of individual pupils with SEN and/or disabilities including 'fragile' pupils.

The DCSF Guidance (2007) contains some explicit key messages:

- Strong emphasis on staff training in de-escalation strategies alongside physical intervention skills – this should include support staff, lunchtime supervisors etc.
- Acknowledges the potential for injury to children/pupils and staff involved in physical intervention responses
- Schools should have a policy on the use of reasonable force to control pupils, alongside the behaviour policy
- No school should have a policy of 'No Physical Contact' (schools cannot deprive staff of their statutory power or hinder their exercise of it.)
- All staff need to understand their powers and options open to them – what is acceptable and what is not

Reference to the policy on the use of force to control or restrain pupils should be made in the information, which the school gives to parents about its policy on discipline and standards of behaviour.

Pupils with SEN and/or disabilities:

Where a school is aware that an individual pupil may be at greatest risk of needing restrictive physical interventions, it should be planned for in consultation with the pupil and his/her parents, following an individual risk assessment. A model risk assessment form can be found as an annex to the "Restrictive Physical Intervention model policy" for schools, see: <http://www.thegrid.org.uk/learning/behaviour/policies/>

- The positive handling plan should set out the techniques that should be used, and those that shouldn't normally be used
- The plan should be compatible with the pupil's statement and properly documented with the pupil's records.

- As far as practically possible, make staff who come into contact with the pupil aware of the relevant information in the plan, i.e.
 - Triggers known to provoke difficult behaviour, preventive strategies & what de-escalation tactics most likely to work
 - Triggers known to provoke a violent reaction, including relevant information relating to similar incidents in the past
 - Where physical intervention likely to be needed, detail specific strategies & techniques that have been agreed by staff, parents and pupil.
 - Decide which staff members should be called for the individual pupil concerned – not necessarily to take the action, but to be involved in the follow-up process.

- Pupils known to be at risk should be taught how to communicate in times of crisis and what strategies they can use. All staff working with the pupil should be made aware of these strategies.

Risk assessments:

Schools are advised to assess the frequency and severity of incidents requiring use of force that are likely to occur in their schools and use these assessments to inform staff training.

Schools should seek to provide initial and refresher training for staff on the behaviour management policies and codes of conduct determined by the school. In particular, staff should be given the clearest possible judgement about what situations the school considers justify physical intervention. *DCSF 'Use of Force Guidance' 2007 gives some useful examples.*

Schools should actively review such training and its relevance on a regular basis as part of the Behaviour Management Policy, of which the use of physical intervention should form only a part. Individual risk assessments should highlight specific areas for training. If there is a significant risk that staff may need to use physical intervention then the school should consider providing them with training in practical techniques of safe physical intervention from a trainer associated with an accredited training organisation. Further information about practical training can be obtained from the Head of Access to Education (contact details above).

NB there is no legal requirement for staff to be trained in the use of practical techniques so staff may exercise their legal right to physically intervene even if they have not had such training. However, they would still need to demonstrate that their intervention was reasonable and proportionate.

Situations where staff should not normally intervene without help:

Help may sometimes be needed in dealing with a situation involving an older pupil, a large pupil, more than one pupil, or if the authorised member of staff believes s/he may be at risk of injury. For such situations, staff need to have an agreed system of communication

for summoning help quickly. The member of staff should also take steps to remove other pupils who might be at risk.

Recording and Reporting Incidents:

Schools are strongly advised to keep systematic records of every significant incident in which force has been used. Such records can be used to provide evidence of defensible decision-making in case of a subsequent complaint or investigation. The DCSF guidance above provides a model recording form.

When recording such incidents, staff should bear in mind that, if this information is passed to the police, it may be included in a Criminal Records Bureau disclosure. Schools should retain records of such incidents until the member of staff involved has reached retirement age or for 10 years from the date of the allegation if that is longer.

After any recordable incident, it is good practice to ensure that parents are informed as soon after the event as possible. (However, there is no longer a statutory requirement to do this). Governors should also be informed in due course.

Any injuries to staff or pupils should be reported under the school's Health & Safety procedures

Dealing With Complaints and Allegations:

If a specific allegation of abuse is made against a member of staff then the school needs to follow the guidance set out in its child protection procedures