

# High Tunstall College of Science



Inspire | Support | Achieve

## Positive Handling Policy

|                           |   |                                    |
|---------------------------|---|------------------------------------|
| Revised                   | - | March 2026                         |
| Stakeholder Consulted     | - | Quality of Education Committee     |
| Review Date               | - | March 2028                         |
| Responsibility for Review | - | Headteacher, Senior SENDCO and DSL |

V1.0

## Contents:

### [Statement of intent](#)

1. **[Updated]** [Legal framework](#)
2. **[Updated]** [Roles and responsibilities](#)
3. **[New]** [Definitions](#)
4. **[Updated]** [What is positive handling?](#)
5. **[Updated]** [What is reasonable force?](#)
6. [Use of positive handling and reasonable force](#)
7. **[New]** [Seclusion](#)
8. [SEND and medical conditions](#)
9. **[New]** [Safe touch](#)
10. [Post-incident support](#)
11. [Reporting incidents](#)
12. [Complaints](#)
13. [Staff training](#)
14. **[Updated]** [Monitoring and review](#)

### **Appendices**

[Appendix A – Team Teach Incident Report](#)

## **Statement of intent**

High Tunstall College of Science believes that it is important to establish a safe, secure and stable environment to enable students to grow, develop and learn. To achieve this, the college recognises that, in certain circumstances, managing violence through control and restraint may be necessary.

The college understands that behaviour is often a means of communication which may signal that a student is in need of support but does not know how to express this; therefore, the college takes a proactive approach to anticipating, managing and minimising potential triggers of distressed behaviour that may cause harm.

This policy acknowledges that situations may arise in which staff members will be required to use positive handling, and in some cases reasonable force, in order to manage conflict when other measures have failed to do so.

The aim of this policy is to ensure that actions such as positive handling and reasonable force are used in a correct and safe manner, which is in accordance with the relevant legislation and national guidance.

## 1. **[Updated]** Legal framework

1.1. This policy has due regard to all relevant legislation including, but not limited to, the following:

- **[New]** The Education and Inspections Act 2006, especially sections 93 and 93A
- **[New]** The Human Rights Act 1998
- The Education Act 2011
- The Children Act 1989
- The Equality Act 2010
- The Children & Families Act 2014
- **[New]** The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025.

1.2. This policy has due regard to the following guidance:

- **[New]** DfE (2026) Restrictive interventions, including use of reasonable force, in schools [Guidance for schools in England]
- **[New]** DfE (2024) Behaviour in Schools Advice for headteachers and school staff
- DfE (2024) 'Working Together to Safeguard Children'
- DfE (2025) 'Keeping Children Safe in Education'
- DfE (2013) Use of reasonable force Advice for headteachers, staff and governing bodies (Up to April 2026)

1.3. This policy operates in conjunction with the following college policies:

- Allegations of Abuse Against Staff Policy
- Child Protection and Safeguarding Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Behaviour Policy.

## 2. **[Updated]** Roles and responsibilities

2.1. The Governing body is responsible for:

- Monitoring the overall implementation of this policy
- Notifying the Headteacher that the Behavioural Policy should include the power to use reasonable force
- Evaluating the Positive Handling records to analyse how and when positive handling is used and identify any trends
- Reviewing this policy on a biennial basis
- Responding to any complaints, in liaison with the Headteacher, from students or parents regarding the use of reasonable force.

2.2. The Headteacher is responsible for:

- Deciding whether members of staff require additional training to enable them to carry out their responsibilities, considering the needs of students
- Ensuring all members of staff understand the correct conduct in terms of positive handling
- Handling any allegations of abuse in line with the Allegations of Abuse Against Staff Policy
- Maintaining the records of Positive Handling on CPOMS and sending this to the Governing Body at the end of each term for it to be evaluated
- Ensuring that any member of staff who uses reasonable force completes the Incident Report form and it is uploaded to CPOMS
- Ensuring that the Behaviour Policy sets out the circumstances in which force might be used
- Responding to any complaints, in liaison with the Governing Body, from students or parents regarding the use of reasonable force.

2.3. **[Updated]** The Senior SENDCO is responsible for:

- Ensuring staff understand how students with SEND may react differently to reasonable force
- Ensuring that staff understand the additional vulnerability of students with SEND or medical conditions
- Developing individual behaviour plans for students with SEND or medical conditions that are agreed with the student's parents, and ensuring teaching staff are aware of these
- Ensuring that staff understand how reasonable force principles may need to be adapted for students with medical conditions
- **[New]** Evaluating on a termly basis how reasonable force and physical intervention is used with regard to students with SEND, in collaboration with the Headteacher.

2.4. **[Updated]** The DSL is responsible for:

- Ensuring all members of staff use reasonable force in accordance with this policy
- Reviewing this policy in liaison with the Headteacher and Governing Body.

2.5. The Deputy DSL is responsible for:

- Providing training to members of staff on how to handle students with SEND.

### 3. [New] Definitions

- 3.1. For the purposes of this policy, 'physical intervention' is used to refer to any situation in which physical contact with a student is necessary – this includes reasonable force, e.g. to defuse a situation in which a student is at risk of harming themselves or others, and safe touch, e.g. comforting a student in emotional distress.
- 3.2. For the purposes of this policy, Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a student. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain students in different ways.
- 3.3. For the purposes of this policy, 'positive handling' is defined as the overall, graduated approach of responding to students' behaviour and emotions with the intention of protecting students and staff and limiting damage to others and property.

Positive handling adapts the least intrusive intervention techniques in response to situations, before using gentle physical intervention and reasonable force as a last resort.

- 3.4. For the purposes of this policy, 'reasonable force' is considered to refer to a broad range of actions that may be used to control or restrain a student to prevent that student from hurting themselves or others, from damaging property, or from causing disorder. Reasonable force covers force that is necessary and proportionate to the circumstances.

In legislation which includes physical restrictive interventions. All members of the college staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

- 3.5. There are two key types of reasonable force:
  - 'Control' – actions used in an attempt to direct a student's movements; this includes passive physical contact, e.g. standing between students or blocking a student's path, or active physical contact, e.g. leading a student out of a classroom by their arm.
  - 'Restraint' – actions used in an attempt to physically bring a student under control. This type of force is typically used in more extreme circumstances, e.g. where two students are fighting and refuse to separate, causing staff to intervene to hold them back from one another physically.

- 3.6. For the purposes of this policy, Significant incident: any incident where the use of force goes beyond appropriate physical contact between students and staff includes when physical force is used to implement a non-physical restrictive intervention.
- 3.7. For the purposes of this policy, Seclusion: a non-disciplinary intervention involving keeping a student confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.
- 3.8. For the purposes of this policy, 'safe touch' is defined as physical contact which, if avoided, would be inhumane, unkind or cause distress to a student, e.g. where a student is significantly distressed and in need of physical comfort.

#### 4. **[Updated]** What is positive handling?

- 4.1. **[Updated]** For the purpose of this policy, 'positive handling' is defined in section 3.3 above.
- 4.2. Legal framework and national guidance often refer to the 'use of force' – this policy uses the term 'positive handling' whenever possible.
- 4.3. Positive handling is used in the college to:
  - Restrain a student who has lost emotional self-control until the situation is diffused
  - Limit the amount of harm that the student involved can do to themselves or others
  - Demonstrate to students that they are within a safe environment in which adults can contain students' anger and other erratic emotions
  - Protect all students against any form of physical intervention which is unnecessary, inappropriate, excessive or harmful.
- 4.4. Positive handling will be limited to emergency situations and used only as a last resort.
- 4.5. Where positive handling is required, the college will abide to the following guidance:
  - Initial intervention will always be without force
  - Any physical intervention will follow other appropriate actions
  - Staff will take a calm and measured approach in all situations
- 4.6. Failure to positively handle a student who subsequently gets injured, or injures another student, could lead to an accusation of negligence.
- 4.7. Positive handling will never be invasive, humiliating, flirtatious in nature or take a form which could be seen as punishment.

- 4.8. Positive handling will be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the student to regain self-control.

## 5. **[Updated]** What is reasonable force?

- 5.1. **[Updated]** For the purposes of this policy, 'reasonable force' is as defined in section 3.4 above.
- 5.2. The use of reasonable force is only acceptable to control students or restrain them and involves using no more force than is needed in the circumstance.
- 5.3. **[Updated]** As defined in section 3.5 above 'Control' – actions used in an attempt to direct a student's movements; this includes passive physical contact, e.g. standing between students or blocking a student's path, or active physical contact, e.g. leading a student out of a classroom by their arm.
- 5.4. **[Updated]** As defined in section 3.5 above 'Restraint' – actions used in an attempt to physically bring a student under control. This type of force is typically used in more extreme circumstances, e.g. where two students are fighting and refuse to separate, causing staff to intervene to hold them back from one another physically.
- 5.5. The degree of force that is used will depend on the student's circumstances, e.g. age.
- 5.6. Staff members will always use actions that are appropriate and in proportion to the circumstances of the incidents.
- 5.7. All incidents that involve the use of reasonable force will be reported to the Headteacher, recorded in writing and communicated to the student's parents.
- 5.8. The following list is not exhaustive, but provides examples of situations where the college may decide to use reasonable force:
- Disruptive children must be removed from the classroom and are refusing instructions to leave
  - Members of staff need to control disruptive students on college trips, or similar
  - Members of staff must prevent a student from leaving a classroom were doing so would risk their safety or lead to behaviour that disrupts the behaviour of others
  - A student is attacking a member of staff or another student
  - A student is at serious risk of harming themselves and a member of staff must intervene to prevent this

- The Headteacher or authorised staff are conducting a search for items prohibited under the Education Act 1996, e.g. knives and weapons, alcohol and illegal drugs.
- 5.9. Physical intervention will never be used as a substitute for good behavioural management in accordance with the college's Behaviour Policy.

## **6. Use of positive handling and reasonable force**

- 6.1. All members of staff will be permitted to use positive handling where they believe it to be appropriate, as long as all necessary precautions are taken.
- 6.2. The power to positively handle students also applies to any individual whom the Headteacher has identified as temporarily in charge, such as volunteers.
- 6.3. The decision to physically intervene during a situation is down to the professional judgement of the member of staff and always depends on the circumstances.
- 6.4. Staff will always calmly communicate the reasons for their actions to the student and explain why it was necessary in a non-threatening manner.
- 6.5. Staff will never give the impression that they are acting out of anger or are punishing the child.
- 6.6. All staff members will develop strategies and techniques for dealing with difficult students and situations, which they will use to diffuse and calm a situation.
- 6.7. In non-urgent situations, staff will always try and deal with a situation through other strategies before using force.
- 6.8. Staff members will always avoid acting in a way that could cause injury; however, dependant on the circumstances, this may not always be possible.
- 6.9. Where a member of staff believes that they are at risk, such as where an injury is likely to occur, they will not intervene in an incident without help and assistance of another staff member.
- Emergency intervention is necessary when there is a high risk of students being injured or property being damaged
  - If emergency intervention is required, a member of staff will use other methods of defusing the situation, without physically intervening, until assistance arrives.
- 6.10. Following the event, the student involved may be subject to separate disciplinary procedures, in which strategies should be formed to help avoid reoccurrence of such incidents.

- 6.11. Where necessary, external agencies, such as the LA or the police if a crime has been committed, will be informed of the incident.
- 6.12. Positive handling techniques which present an **unacceptable** risk and will not be used include:
  - The 'seated double embrace' where two staff members force a student into a sitting position and lean them forward whilst a third staff member monitors their breathing.
  - The 'double basket-hold' in which a student's arms are held across their chest.
  - The 'nose distraction technique' which involves a sharp upward jab under the student's nose.

## 7. **[Updated]** Seclusion

- 7.1. Seclusion - a non-disciplinary intervention involving keeping a student confined to a place away from others and prevented from leaving - should only be used as a safety measure to protect others from harm when a student is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the student is not acting with intent. Seclusion should not be implemented by staff through threat of punishment.
- 7.2. The place to which the student is confined should be safe and not feel threatening or intimidating to the student. The student should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the student should be allowed to leave.
- 7.3. An incident involving the use of seclusion must be recorded and reported in accordance with the procedures outlined in section 11 'Reporting' of this policy.
- 7.4. Seclusion, is not a disciplinary response to deliberate or wilful misbehaviour. There are disciplinary measures that are similar, such as removal from the classroom. The college shall refer to the DfE Behaviour in schools guidance for further information on these and other disciplinary measures.

## 8. SEND and medical conditions

- 8.1. The college will have due consideration to the risks posed by the additional vulnerability of students with SEND or medical conditions in terms of positive handling.
- 8.2. The SENDCO will ensure that the stipulations of the Equality Act 2010 are adhered to in relation to reasonable adjustments, non-discrimination and the Public Sector Equality Duty, and will ensure that staff that come

into regular contact with students with SEND are aware of the ways in which their needs can be met without reasonable force.

- 8.3. The college will adhere to its Special Educational Needs and Disabilities (SEND) Policy at all times.
- 8.4. To reduce the occurrence of challenging behaviour that can necessitate the use of reasonable force, the SENDCO will establish individual behaviour plans for more vulnerable students, e.g. those with SEND, that are agreed with the student's parents.
- 8.5. The SENDCO will liaise with the DSL regarding the use of positive handling on students with SEND and establish how training may need to be amended.
- 8.6. The College Senior Leadership Team will authorise the use of Team Teach techniques by trained Team Teach staff, as a method of positive handling with certain identified students/student groups (such as students with SEND) when a greater level of training and support might be needed.
- 8.7. Before staff use Team Teach (Restrictive holds) they must seek permission from SLT or the SENDCo.

## 9. **[New] Safe touch**

- 9.1. The college understands that the following examples are instances of safe touch which may occur between staff and students:
  - Comforting an upset or distressed student
  - Congratulating or praising a student
  - Holding the hand of a students to guide them, such as when crossing a road or walking to assembly
  - Giving first aid to a student
  - Demonstrating exercises or techniques during PE lessons
  - Administering medicine
  - Using musical instruments.
- 9.2. The college understands that certain types of physical contact between staff and students are inappropriate, e.g. cuddling, lap-sitting and some instances of holding hands, and that safe touch should never be invasive, humiliating or flirtatious.
- 9.3. The college designates that the only appropriate places on a student's body to touch them are their shoulders, arms and upper back.
- 9.4. Staff employing touch for reward or comfort will use the 'college hug', rather than an embrace. The college hug is a sideways hug whereby the member of staff places their hands on the student's shoulders. This type of hug prevents the student from turning themselves towards the

member of staff and thus engaging in a 'front' embrace, which the college deems inappropriate.

- 9.5. The college recognises that staff will sometimes need to hold a student's hand, e.g. to guide them or prevent them from physical harm. Staff needing to hold a student's hand will use the 'school hand hold' in order to prevent any inappropriate exchange between staff and students. The school hand hold involves the member of staff holding their arm out and the students wrapping their hand around the staff's lower arm. If required, the member of staff can then place their free hand on top of the students for extra security.
- 9.6. The college understands that students are not always aware of the boundaries between staff and students and thus may try to engage in physical contact, such as lap-sitting or inappropriate hand-holding and hugging. Should a student try to engage in any inappropriate physical contact, the member of staff will explain to the student why it is unacceptable and encourage them to engage in the college-hug or school-hand-hold instead.
- 9.7. If a member of staff attempts to use one of the safe methods of touch and a pupil is unhappy or uncomfortable with this, the member of staff will retract immediately in order to respect the student's wishes.
- 9.8. Appropriate touch involving students with SEND will be in line with their EHC plan or IHP.

## **10. Post-incident support**

- 10.1. Following an incident of reasonable force, all students and staff members involved will be given any necessary first aid to treat injuries as soon as possible, and emotional support.
- 10.2. Wherever reasonable force is used, staff members and students involved in incidents will be given separate opportunities to reflect on what happened.
- 10.3. It will be explained to the students involved the reason that such intervention was used and reassured that the use of the intervention was not a punishment for their behaviour, but rather a method of defusing the situation and preventing them from harming themselves or others. The students will be asked about the reasons for their behaviour, including:
  - Why their environment was causing such distress for them, e.g. in an instance of sensory overstimulation leading to a meltdown
  - Whether they feel there was anything that could have been done to meet their needs before the situation escalated
  - Whether, and how, staff actions were helpful or unhelpful.

- 10.4. Staff will be encouraged to reflect on their actions and how they handled the situation, and will be reassured, where appropriate, that they have done nothing wrong and acted in what they perceived to be the best interests of students.

## **11. Reporting incidents**

A detailed written report will be kept on CPOMS of any incidents where force is used. All positive handling occurrences are logged on CPOMS using the template in CPOMS and are retained in the Team Teach section (Tab).

In the event CPOMS cannot be accessed the Restrictive Practice/Team Teach Report Form in Appendix 1 can be used.

- 11.1. Immediately following an incident, the member(s) of staff involved will verbally report the incident to the Headteacher and provide a comprehensive written record of the situation as soon as possible, using the Incident Report Form.
- 11.2. The written report of the incident must be thorough, including as much detail as possible as to what had happened before, during and after the incident, and describing any injuries incurred due to the event.
- 11.3. The Headteacher will make the decision as to whether it is appropriate to inform the student's parents of the details of an incident. If it is appropriate, the following will be adhered to:
  - Parents will be informed in writing and a copy of this report will be given to the member(s) of staff involved in the incident
  - The report will inform parents of their right to complain about the use of positive handling and reasonable force, in line with the Complaints Procedures Policy.
- 11.4. If a member of staff witnesses or suspects the use of positive handling or reasonable force, where another member of staff is actively involved in physical intervention, they will report this to the Headteacher immediately.
- 11.5. Any allegations against staff will be dealt with as a matter of urgency, and in accordance with the procedures outlined in the college's Allegations of Abuse Against Staff Policy.
- 11.6. The Headteacher will be responsible for conducting a thorough investigation to find out the correct details of what occurred; this may include talking to other students about the incident, for instance those who witnessed the event.

## **12. Complaints**

- 12.1. All members of staff will be made fully aware of the consequences and legal retributions that can occur following the incorrect use of positive handling and force.

- 12.2. All complaints regarding the use of positive handling or force will be investigated in a thorough and speedy manner.
- 12.3. The person making the complaint is responsible for proving that their allegations are true, and therefore, it is not for the member of staff to prove that their actions were made reasonably.
- 12.4. In extreme circumstances, parents may take civil action or pursue a criminal prosecution.
- 12.5. In the case where a member of staff has acted within the law, this will provide a defence to any civil or criminal prosecution.
- 12.6. Members of staff accused of using excessive force will not be automatically suspended as a response to the allegations. The following procedure will be adhered to:
  - Careful consideration will be given to whether the case warrants a person being suspended until the allegation is resolved.
  - The Governing body will always take into account whether a staff member has acted within the law when considering whether or not to take disciplinary action against a staff member involved in an incident.
  - Where a member of staff is suspended, the college will ensure that the staff member has access to a named contact that can provide support and guidance.
  - The college will provide pastoral care to any member of staff who is subject to a formal allegation.

### **13. [Updated] Staff training**

- 13.1. The Deputy DSL will arrange Team Teach training, every three (3) years, with identified Inclusion Staff.
- 13.2. All staff will be regularly reminded of the positive handling techniques employed by the college and will communicate these to the students they are in contact with.
- 13.3. Only techniques and strategies that have been previously discussed with the Headteacher and DSL, and have been safely demonstrated, will be used.
- 13.4. Staff will be made aware of subsequent risks of their actions and fully understand when it is appropriate and necessary to use such actions.

### **14. [Updated] Monitoring and review**

- 14.1. This policy will be reviewed on a biennial basis by the Headteacher, SENDO, DSL and Governing body, who will consider any necessary changes and communicate the findings of the review to all members of staff.

- 14.2. **[Updated]** The next review of this policy is March 2028.
- 14.3. The Headteacher will review records of the use of positive handling and reasonable force on a termly basis, to analyse the frequency of occurrence and determine what further measures could be taken to prevent these situations from reoccurring.

## **Appendix A – Restrictive Practice/Team Teach Report Form Example (Below)**

Pages 12-14

(This form must be completed within 24 hours of the incident)



| 1. Key Facts   |              |   |  |
|--|--------------|---|--|
| <b>Name of individual:</b>   | <b>Date:</b> | <b>Start time for behaviour of concern:</b><br><br><b>End time of behaviour of concern:</b> | <b>Duration of restrictive practice(s):</b>                        |
| <b>Name of staff applying restrictive practice(s):</b>   |              | <b>Job Role(s):</b>   | <b>Witnesses:</b>  |
| <b>Location and activity:</b>  |              | Intensity of behaviour of concern:<br><b>Mild / Moderate / Severe</b><br>(please underline) | Level of risk:<br><b>Low / Medium / High</b><br>(please underline) |
| Please indicate if the staff names above are trained in Team Teach techniques?<br>(Approves Team Teach physical intervention training) |              | Yes <input type="checkbox"/>  | No <input type="checkbox"/>  |
| Did the behaviour of concern involve restrictive practice?   |              | Yes <input type="checkbox"/>  | No <input type="checkbox"/>  |
| Did the behaviour of concern involve a breakaway technique?  |              | Yes <input type="checkbox"/>  | No <input type="checkbox"/>  |
| Is this a one-off or infrequent behaviour of concern?  |              | Yes <input type="checkbox"/>  | No <input type="checkbox"/>  |
| Reason for positive handling:  |              |   |  |
| Committing a criminal offence  |              | Posing a danger to themselves or others   |  |
| Causing personal injury to self or others  |              | To move student from A to B to prevent disruption to learning                               |  |
| Other  |              |   |  |

**2. (Antecedents) What events led up to and may have triggered the behaviour of concern?**

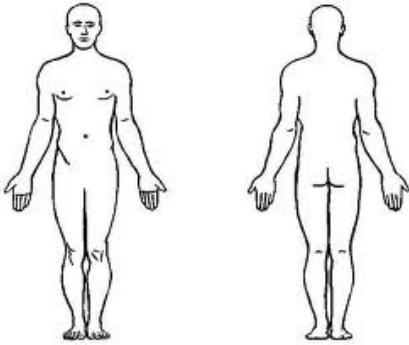
**3. Describe the behaviour of concern leading to the use of restrictive practice(s) and what may have caused that behaviour:**

**Please list the strategies you used to try and reduce the behaviour of concern ?**

|    |     |
|----|-----|
| 1. | 6.  |
| 2. | 7.  |
| 3. | 8.  |
| 4. | 9.  |
| 5. | 10. |

**4. Describe how you implemented restrictive practice(s) and / or breakaway technique(s):**

**STUDENT Body Chart:** Were there any injuries sustained during the incident?



**Description of injury:** (ensure accident/injury form is completed):

Medical attention offered?  
If not, please explain:

Any follow up action?

**Category of injury:**

Individual (student):

Self-Injury

Injury due to restrictive practice/breakaway (report to safeguarding)

Accidental

**Staff:**

Staff Injury/Accident:

\_\_\_\_\_

**5. Outcome** (Including effectiveness/impact/consequences):

**Restrictive Practice Guide – tick as appropriate:**

De-Escalation Practices:

- Voice Projection
- Save face by change of face
- Using Scripts and Supports
- Following individual PSP

Best Practice

- Drop Sideways
- Shrink Body
- Press Elbows to Sides
- Blank Expression

Break-Away Practices:

- Responses to lunges and headbutts
- Response to overhead punches
- Responses to flailing arms and kicks
- Release from grips to wrists
- Release from grips to head, neck and shoulders
- Release from grips to bodies and legs
- Release from grips to clothing
- Release from a bite

Restrictive Practices:

- Smiling Eyes
- Lowering of Voice Tone
- Lowering Volume
- Lower pace
- Proactive Stabilisation
- Caring C's

- Guiding and Cupping Elbows
- Help Hugs
- Half Shield – Short Distance Removal from Hazard or Stress
- Single Elbow
  - Standing
  - Kneeling
  - Sitting
- Double Elbow
  - Standing
  - Kneeling
- (Either above) Using chairs and bean bags
- Figure 4

Deprivation of Liberty:

- Use of Safe Space
- Use of alternative spaces / rooms

**Confirmation:**

**Staff Signatures:**

By signing this document you are stating your agreement of the information being factual. Staff should ensure they have included all elements of de-escalation, break away practices and restrictions where necessary.

| Signed 1: | Signed 2: | Signed 3: |
|-----------|-----------|-----------|
|           |           |           |

**Contact:**

| Phone call home to parents / carers?            |  |     |  |
|---|--|-----|--|
| Yes:  |  | No: |  |
| Name of person spoken to:                       |  |     |  |
| Time of conversation:                           |  |     |  |
| Copy of incident report sent home and on CPOMS: |  |     |  |
| Yes:  |  | No: |  |

| Has a copy of the report been given to the appropriate staff? | Yes | No | Signed: |
|---|-----|----|---------|
| Headteacher (Mark Tilling)                                    |     |    |         |
| SENDCo (Rachael Gray)   |     |    |         |