



# Positive Behaviour Policy

**Priestley Smith Specialist VI School**

**November 2021**

Policy review date: September 2022

Policy status: Statutory

Responsible member of SLT: Sharon Blair Burke Deputy Headteacher

**Priestley Smith School is committed to the rights of the child as outlined in the UN Convention** and is working towards Rights Respecting Schools silver award. This belief influences everything the school does and impacts particularly upon our behaviour policy. In line with articles 12, 13, 14, 28 and 29, our school believes that each child has the right to express their opinion, to participate, to be cared for, to be safe and to have access to an appropriate high quality education which develops talents and personality. We believe that discipline in our school should respect the children's dignity and rights. Our behaviour policy and practice is therefore based upon an understanding of these mutual rights and upon mutual respect for and by all.

Priestley Smith School is a specialist school for pupils with a visual impairment. We are an all-age school, catering for pupils aged 3 to 19 years. Many pupils also have additional needs which include difficulties with learning, communication, physical impairment, hearing impairment, emotional and behavioural difficulties and Autistic Spectrum Disorder.

Priestley Smith School aims to encourage pupils and staff to have the highest standards of behaviour, principles and values. We aim to promote trust and mutual respect for everyone, in an environment where warm relationships, good manners and independence are considered crucial in forming a happy and confident child.

The purpose of this policy is to set out the framework for creating a supportive and self-disciplined community which allows all pupils to learn effectively and flourish in a pleasant and secure atmosphere regardless of their disability. An essential part of this is the motivational aspect of rewards and sanctions which encourage pupils to work and behave to a high standard.

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## INTRODUCTION

We believe that high-quality teaching and a curriculum which meets the needs of all pupils in a meaningful way will avert many potential behaviour difficulties and promote expectations of high attendance. Our emphasis will be on recognising and celebrating effort and success, so that all pupils feel valued. We will teach pupils to take responsibility for their own actions and to acknowledge their consequences.

Pupils will be encouraged to be:

- Kind
- Polite
- Sensitive and considerate of others
- Careful with others' property
- Honest
- Helpful
- Hard working
- Respectful of the rights of all

In creating this ethos at Priestley Smith we feel that the pupils will be able to develop:

- Responsibility for their learning environment
- Personal independence
- Pride in themselves and their school
- Self-control
- A sense of fairness
- Tolerance for others' way of life and differences
- The ability to express their opinion
- An awareness of the importance of good attendance

Our commitment to good behaviour, excellence in work and high attendance will ensure that all pupils and staff feel safe at Priestley Smith School. Any incidents of unpleasant and inappropriate behaviour that do not follow our code of conduct will be dealt with firmly and promptly.

Priestley Smith School believes that the most effective behaviour policy is one in which the combined strengths of students, staff, governors and parents are utilized.

The **Head Teacher and Staff** will apply the principles and procedures set down in this policy when implementing the whole-school approach to positive behaviour and achievement.

The Head Teacher will consult with the **Governors** on this behaviour Policy and keep them informed of behaviour issues and developments within the school

**Pupils** will be consulted fully when rules are being decided and will be expected to observe them.

**Parents** will be required to respect the school's behaviour and rewards policy and ensure that they give their full support in dealing with their child's conduct.

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## PUPILS

At Priestley Smith School the pupils are at the centre of what we do; engaging pupils to behave better so that they can learn and enjoy their time at school is essential.

### **Involvement of Pupils**

We believe that a positive learning environment and respect for the school is enhanced by listening to our pupils and by encouraging constructive suggestions from them. We encourage the children to take responsibility for their behaviour. We expect pupils to:

- To act as positive ambassadors for the school when off school premises.
- Follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way.
- Not to bring inappropriate items to school.
- To show respect to school staff, fellow pupils, school property and the school environment.
- Move around the school in a quiet and mannerly way, being always mindful of the needs and safety of others.
- Never to denigrate, harm or bully others.
- Cooperate with and abide by any arrangements put in place to support their behaviour.
- Respect the rights of all as they understand more within the Rights Respecting School Award.

The school will ensure that:

- Pupils are taught in an environment which is safe, conducive to learning and supports their learning needs.
- Appropriate action is taken to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment.
- Staff are good role models.
- They are able to appeal if they believe that they have been disciplined unfairly.
- Pupils understand that aggression of any kind is unacceptable.

### **Self Esteem**

Promoting self-esteem is considered to be an important element in establishing good behaviour. Staff will:

- Recognise the pupil's achievements, academic or otherwise.
- Ensure that rewards are accessible to all children.

- Acknowledge achievements and foster a sense of community in the weekly whole school assembly.
- Encourage pupils to share their achievement with the Head Teacher, their parents and other children.
- Display examples of pupils' work and achievements in the classrooms and around the school.
- Self-esteem is further developed by fostering in the pupils a pride and sense of responsibility for their environment.

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## STAFF

We believe that positive behaviour and discipline are essential to learning and contribute towards increased educational opportunities. Where disruption is at a minimum, our pupils will have the best opportunity to learn.

At Priestley Smith School all staff will maintain a consistent approach towards behaviour management and administering rewards and sanctions.

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## ALL STAFF

- Must treat all children equally, irrespective of gender, race, religion, sexual orientation or disability.
- Must be aware of home background, culture, race and language when issuing sanctions.
- Play an active part in building up a sense of community and will apply consistently the agreed standards of behaviour.
- Have a responsibility to model the type of behaviour that is felt to be acceptable and act as role models.
- Will share rules and expectations with pupils.
- Will be alert to signs of all types of bullying including racial, homophobic, physical, emotional, cyber and sexual harassment. They will deal with it firmly and ensure that the Head Teacher, DSLs, Heads of Key Stages and other staff members are alerted to such problems.
- Will deal sensitively with children in distress, will listen to them and deal with any incident appropriately e.g. using conflict resolution.
- Will support each other in maintaining good classroom management and show sensitivity to others' needs and difficulties.
- Will actively use positive reinforcement when good behaviour is observed

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## PARENTS

At Priestley Smith School we see parental involvement in rewarding and sanctioning pupils as important in underpinning the high standards we expect from our pupils. We also place a premium on high attendance in promoting learning.

### **Involvement of Parents**

Parents have a vital role in promoting good behaviour in school and so effective home/school liaison is very important.

Parents who accept a place for their child at Priestley Smith undertake to uphold the school's policies. The school has a right to expect that parents will give their full support in dealing with the child's behaviour, working in partnership with the school.

The school will establish and communicate clearly the measures to ensure good order, respect and discipline so enabling parents and pupils to understand the expectations placed upon them.

Parents will be given a copy of this policy.

We expect parents to:

- Send their child to school each day punctually, in regulation uniform, rested and equipped, ready to learn and participate in school activities.
- To inform the school by telephone if the child will be absent. The school will always contact the parents by telephone on the first day of an unexplained absence.
- Ensure that whenever possible holidays are not taken during term time. In exceptional circumstances parents should contact the Head Teacher to request her permission.
- To keep the school informed of difficulties they may be experiencing at home that may impact on their well-being and behaviour.
- Inform the school of any trauma, or personal circumstances which may result in their child displaying behaviours outside the norm e.g. a death in the family, absence of one/both parents.
- Be prepared to work with the school to support their child's positive behaviour.
- To attend meetings with the Head Teacher or other school staff, if requested, to discuss their child's progress.
- Conduct themselves appropriately when communicating with staff members.

The school will endeavour to achieve good home/school liaison by:

- Promoting a welcoming environment from within school.
- Giving parents regular constructive comment on their child's work and behaviour – positive as well as negative, engaging them and, where necessary supporting them in meeting their parental responsibilities.
- Dealing effectively with reports and complaints about poor behaviour and bullying
- Encouraging parents to come into school and to attend events such as plays, sports day, careers interviews, medicals, EHCP meetings etc.
- Keep parents informed of school activities.
- Involving parents at an early stage in any disciplinary problems.

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#### WHERE BEHAVIOUR IS A CONCERN

Sexist, racist, homophobic and other discriminatory remarks to pupils or staff are treated very seriously and are recorded on termly monitoring reports to the Local Authority. Such behaviour will be brought to the attention of senior staff and parents and will involve sanctions such as detention, making formal apologies to injured parties and fixed term exclusion if the offence is repeated. Low level physically challenging behaviour such as pushing will also be dealt with in this way.

Pupils who are physically aggressive towards other pupils or staff by punching, kicking, spitting or throwing objects are likely to be excluded from school on a fixed term basis, which is usually 1-3 days at the discretion of the Head Teacher and the Governing Body. The parents/carers, Chair of Governors and Local Authority will always be informed of such incidents and parents will be given information on their right to appeal against the decision. (See the appendix containing a sample letter to be sent home with parent and child in these circumstances). Discussions with parents will take place, either by phone or by meetings in school, about the circumstances around the exclusion and agreed strategies to avoid further incidences. If necessary, outside agencies may be approached to explore with parents and school reasons behind the behaviour and to discuss strategies for the way forward. In extreme cases, where behaviour continues or increases, further incidences may lead to permanent exclusion, although this is extremely rare. In any incidences of swearing or abusive language, the pupil is reminded that such language is not acceptable and is expected to apologise. Should it be repeated within that session the pupil may be asked to leave the

room to minimise disruption to other pupils and would join another class or be supervised by a Senior Member of Staff and parents would be contacted to discuss the issue. Frequent and repeated instances may lead to further sanctions including fixed term exclusion.

In very rare cases, when a pupil is considered to be a danger to himself, other pupils, staff or to school property, physical intervention may be used. Such intervention is always used as a last resort to ensure physical safety and is carried out by staff trained in TEAMTEACH and in accordance with the school's Physical Intervention Policy and Guidelines.

For some pupils, challenging behaviour may be part of their SEN profile. These pupils will have an Individual Behaviour Plan (IBP), which is followed by all staff and is agreed with parents/carers. This IBP is reviewed at least termly and ensures a consistent, whole school approach to managing and reducing difficult behaviours. These pupils may also be suitable for support from other professionals.

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#### BEHAVIOUR SUPPORT PROFESSIONALS

Repeated incidences of inappropriate behaviours will lead to the school seeking advice from Behaviour Specialists. They will carry out observations, meet with student, staff and parents to advise and help. The school may also, in liaison with parents, seek a referral to counsellors, FTB (Forward Thinking Birmingham) or school Health Services as necessary. Parents are consulted about this at all times and will have agreed to this action. These agencies will work jointly with staff and parents in providing courses of therapy and action.

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#### BEHAVIOUR TRAVELLING TO AND FROM SCHOOL

Pupils travel to school either with a sighted guide or on organized transport with an escort. A few pupils travel independently. In all cases students are expected to behave in accordance with the code of conduct outlined above.

Escorts and guides are in charge of the travel arrangements for each pupil and they also monitor behaviour during this period.

Any behaviour which prejudices safety or is otherwise unacceptable will be reported to the Senior Habilitation Officer and the Senior Leadership Team. Such behaviour may result in a change to an individual's transport arrangements, in consultation with LA Transport Department and parents. If necessary, specialist individual contracts may be drawn up with pupils and parents and, in severe cases, may result in the withdrawal of Local Authority transport.

Pupils, whether on public transport or private hire vehicles, are expected to:

- Arrive at school on time
- Travel to school in a safe and orderly manner
- Be respectful to guides and escorts and follow their advice at all times
- Maintain the same standards expected within school whilst outside in the public domain

Behaviour is monitored continuously and incidents of poor behaviour are brought to the attention of the school's Leadership Team and to the Senior Habilitation Officer.

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## SCHOOL VISITS/RESIDENTIAL VISIT BEHAVIOUR

The same expectations of pupils, school rules and consequences apply on all outings. If a pupil misbehaves on any school visit the school reserves the right to refuse access for that pupil to subsequent visits. In this case, staff would monitor behaviour in order to make judgments about future access for that pupil and revise the decision accordingly.

In the case of inappropriate behaviour on residential visits, the school may request that parents remove the pupil or make contributions towards an early return. Fortunately, incidences of this kind are very rare.

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## REFERRAL AND RECORDING SYSTEMS

- It is the responsibility of all staff to insist on positive/good behaviour.
- Any serious incidences must be reported to the form team, Head of Year and the Senior Leadership Team.
- Class, Subject and form teams take responsibility for behaviour in class and lessons. All incidents of concern must be recorded on the electronic Ongoing Story.
- In the case of exclusions, the Local Authority's policy must be followed and recorded in the appropriate documentation.
- If there is a regular or persistent pattern to behaviour, even if this is minor, it should be brought to the attention of the Senior Leadership Team.

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## DEFINITION

Bullying is the persistent, deliberate and conscious desire to hurt, threaten or frighten another person. It can take the form of verbal, physical, emotional abuse or intimidation. This now also includes cyber bullying when mobile phones, email or social websites may be used with the same intention.

Bullying is wrong; it damages children and we will do all we can to prevent it. We will continue to develop a school ethos in which all forms of bullying are regarded as totally unacceptable. We recognize that bullying takes many forms including hitting, kicking, pushing, name calling and excluding. We recognize that bullying is possible in all schools and we try to be vigilant and responsive. Pupils are encouraged to feel that it is the safe and right thing to do to tell of problems concerning bullying. PSHE, assemblies and form time sessions are used in order to teach pupils about the issue of bullying, how to deal with it and where and how to get help.

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## POLICY

The bullying of students by other students either on school premises or on the way to and from school is strictly forbidden. This also includes social media and cyber bullying as defined here and which may extend into pupils' homes.

Incidents of bullying will always be treated as a very serious matter and will be dealt with according to the guidelines set out here.

### **We will:**

- Take pupils' and parents' complaints seriously and investigate thoroughly
- Deal with incidents sensitively so that there are no repercussions
- Educate children about how wrong bullying is, types of bullying and what to do if being bullied
- Provide a climate in school where it is right to tell in order to keep others safe
- Praise children who report incidents of bullying
- Raise the self-esteem and self-confidence of all pupils
- Provide counselling for children and parents where necessary
- Record all incidents of bullying and regularly monitor the outcomes

### **Communication of policy:**

It is vital that all staff are made aware of this policy which includes any adults working or coming into contact with pupils in the school day.

Pupils will be constantly reminded in assemblies, form periods and PSHE lessons about their right to be safe and rules governing their behaviour towards others. This will also be addressed with pupils as we go through the Rights Respecting School Award.

Parents will be informed of school policy through guidance notes for parents and regular newsletters.



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## PROCEDURES TO BE FOLLOWED

All staff are asked to be vigilant for any signs of bullying such as spurious illness, erratic attendance, and sudden changes in behaviour and to report their concerns immediately.

All staff are expected to ensure the implementation of this policy.

All staff will monitor behaviour on a regular basis and keep regular contact with parents about any concerns. They will inform the Head Teacher if any parent has had to be spoken to about their child causing concern. Staff will keep a record of such conversations and any decisions made on the ongoing story.

### **Where incidences of bullying are detected:**

All involved should be referred to the DSL.

- 1) All those involved will be asked to record events in writing or scribed as relevant
- 2) Discussion may follow to resolve or clarify the situation with individuals or groups of students
- 3) Standard school sanctions such as missing breaks, being placed on report, may be appropriate for some cases,
- 4) Students who take part in serious or long-term forms of abuse, either physical, verbal or emotional, could face a fixed term exclusion from school.
- 5) Parents will be contacted and appointments made to come into school to discuss the situation
- 6) Where it is considered necessary, counselling or other services may be made available
- 7) Records and outcomes will be placed on the ongoing story/notice of concern forms

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## PRIESTLEY SMITH SCHOOL REWARDS AND SANCTIONS SYSTEM

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### REWARDS SYSTEM

It has long been established that the most effective way of enabling children to behave properly is by positive reinforcement. By praising and rewarding positive behaviour, others will be encouraged to act similarly.

In addition to verbal praise and encouragement Priestley Smith has a formal reward system.

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### PRIMARY

In the Primary Department pupils are rewarded for good work and behaviour.

In the Foundation Stage and Key Stage 1 the reward system is individualised in order to engage and motivate pupils. Pupils collect 10 rewards for good work or behaviour and then receive a choice of prize.

In Key Stage 2 pupils receive rewards or tokens for their academic work. These can be exchanged for prizes each week. Pupils receive marbles for good behaviour. When pupils have collected 150 marbles, a reward trip is organised at a venue chosen by the pupils (e.g. park).

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## KEY STAGE 3 - MERITS

The merits will be collected on a page in pupils' homework diaries and there will be 4 levels of achievement. There will also still be a system of de-merits for lack of homework and other points of poor behaviour.

There will be 4 levels of award:

Bronze, Silver, Gold and Platinum

The amount of merits needed to attain each level will be as follows:

Bronze - 25, Silver - 50, Gold - 75 and Platinum - 125.

Staff are limited to awarding one or two merits at per lesson.

Students would gain a merit for:

- Having their diary with them in lessons all week – form tutor to follow this up.
- Gaining 100% attendance for that week – form tutor to follow this up.
- Good class work – subject staff to award these merits.

At the end of each half term students would hand in their total merit number to form staff.

Awards will be given in secondary assembly where pupils gain a certificate and a prize as indicated below:

- Bronze – a chocolate bar (or non-food equivalent)
- Silver – key ring or pin
- Gold – Box of Maltesers (or non-food equivalent)
- Platinum - £5 cash

Each term there will also be a special form teachers' award presented to one person in the class by the form tutor – certificate and £5 cash.

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## KEY STAGE 4 - CREDITS

Credits have been chosen to set this process apart from KS3 and as a response to feedback from pupils – they will be gained as follows.

Each student will need to collect 15 credits over each half term, each half term starting with a zero point count.

- Pupils can be awarded a credit by subject staff up to a maximum of 2 per lesson for good work.
- 100% attendance per week gains 1 credit – form tutors.
- Good citizenship given by staff on an ad hoc basis.
- Being part of the end of term assemblies – 1 credit.
- Subject awards – this is where subject teachers will be asked by heads of Key Stage to nominate one student per Key Stage to be identified for being outstanding in some form or other. For example consistent effort, outstanding piece of coursework, punctual homework etc....

The rewards will be given to students on a designated day that fits in with the school calendar and is agreed by Head of Secondary or Head Teacher.

Students gaining 15 credits or more will be given a choice of 1 reward from the list below:

- Wearing jeans for the day.
- Having a trip to the shops with a member of mobility and having something purchased for them.
- Joining the 6<sup>th</sup> form at the GMac for one of their PE lessons.
- Having lunch in the food room with the table set and being waited on with music etc.
- Using the Wii in mobility for 30 mins over one lunch time.
- Having their meal paid for them at lunch – or an extra pudding.
- Having an hour with Griff (School Guide Dog).
- Having a pamper hour in mobility.

Subject staff will be asked to nominate a single student in the Key Stage that they are happy with. Students will be given this special award by the subject staff on a half termly basis.

There will also be a league table of special awards winners. A tally to be kept by Heads of Key Stage for who has had the most commendations and then these students will have an extra certificate and a money reward of £10, £7 and £3 for the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> most praised student respectively in the whole of the Key Stage.

There will also be a hall of fame in reception for these students.

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#### KEY STAGE 5 - ENDEAVOURS

Endeavours have been chosen to set this process apart from Key Stage 3 and Key Stage 4 – they will be gained as follows:

Each student will need to collect 25 Endeavours over each half term, each half term starting with a zero point count.

- Pupils can be awarded Endeavours by subject staff up to a maximum of 2 per lesson.
- 100% attendance per week gains 1 Endeavour – form tutors.
- Working in buddy base.
- Helping with recycling.
- Travelling independently – or the journey to this point.
- Work at college or work placement.
- Good citizenship given by staff on an adhoc basis.
- Being part of the end of term assemblies – 1 Endeavour.
- Being given an award for special mention by the subject staff on a half-termly basis.
- Subject awards – this is where subject teachers will be asked by Heads of Key Stage to nominate one student per Key Stage to be identified for being outstanding in some form or other. For example consistent effort, outstanding piece of coursework, punctual homework etc..

Their certificates will be A4 in size and will have listed the reasons why there were given the Endeavour by subject staff.

Rewards to be given include:

- An hour in mobility at the pamper bar
- Constructing something with JA
- Recording session with JMc and having a CD to take away
- Cooking something in food and taking it home (Free of charge)

To be used at the staff's discretion to be sent home for good work or improved work or good attitudes, along with acts of good citizenship and peer support.

## SANCTION SYSTEM

Disciplinary sanctions are actions which aim to make clear the boundaries of acceptable behaviour to the pupil and the school community. Sanctions are never cumulative and must never humiliate the child. They are designed in such a way that the children learn from their mistakes and understand the consequence of their actions.

Staff will:

- Discuss and consider the problem from every perspective.
- Check that the pupil understands what he/she has done and that he/she knows that the behaviour is not acceptable. Discuss the reasons with them.
- Consider what affect the behaviour is having on other pupils.
- Employ strategies for avoiding a repetition in the future and involve the pupil in deciding these strategies.

At Priestley Smith School sanctions will be imposed for the following:

- Disobedience
- Biting, spitting, hitting and kicking, pushing etc.
- Foul language and swearing
- Making unkind remarks
- Damaging property wilfully
- Answering back, rudeness or aggression to adults in the school
- Untruthful statements
- Stealing
- All types of bullying, including racist, sexist and homophobic comments
- Poor attitude in lessons
- Missed homework

Unacceptable behaviour is not tolerated in any form. Every incident is investigated immediately and recorded on the 'Ongoing Story' or if more serious then on the 'Notice of Concern' form.

Priestley Smith School ensures that all sanctions are fair and proportionate to the circumstances and the case. Staff will take into account the pupils' individual needs and circumstances when applying the school's sanctions policy; for example:

- Special educational needs.
- Language and cultural differences which could be wrongly perceived as bad behaviour.
- Children with emotional difficulties due to family circumstances. These will be dealt with pastorally rather than punished as disrespectful behaviour.

Usually a quiet firm reprimand from a member of staff is sufficient to correct wrong behaviour.

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## PRIMARY

In the Primary Department sanctions for unacceptable behaviour are:

1. Verbal warning
2. Time out from lesson or activity
3. Removal of rewards
4. Missed playtime
5. Inform Head of Primary
6. Parents informed
7. Parents called in for a meeting with Class Teacher and Head of Primary.

Behaviour Plan written and monitored.

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## KEY STAGE 3

The flow chart of sanctions can be as follows for students in Key Stage 3:

- Verbal warning by any staff including teachers, support staff, admin staff and lunchtime supervisors.
- De-merit by any staff including teachers, support staff, admin staff and lunchtime supervisors.
- Form tutor detention or subject teacher detention, parents informed.
- Head of Key Stage detention, parents informed.
- Parents called in for meeting with Head of Secondary.
- Form tutor's report for an agreed period.
- All detentions are recorded on the 'Ongoing Story' and shaded in red.

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## KEY STAGE 4

The flow chart of sanctions can be as follows for students in Key Stage 4:

- Verbal warning by any staff including teachers, support staff, admin staff and lunchtime supervisors.
- De-credit by any staff including teachers, support staff, admin staff and lunchtime supervisors.
- Form tutor detention or subject teacher detention, parents informed.
- Head of Key Stage detention, parents informed.
- Parents called in for meeting with Head of Secondary.
- Form tutor's report for an agreed period.
- All detentions are recorded on the 'Ongoing Story' and shaded in red.

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## KEY STAGE 5

The flow chart of sanctions can be as follows for students in Key Stage 5:

- Verbal warning by any staff including teachers, support staff, admin staff and lunchtime supervisors.
- De-endeavour by any staff including teachers, support staff, admin staff and lunchtime supervisors.
- Reduced privileges – e.g. not going off site or losing phone privileges.
- Form tutor detention or subject teacher detention, parents informed.
- Daily meeting with Head of Key Stage.
- Parents called in for meeting with Head of Secondary.
- Form tutor's report for an agreed period.
- All detentions are recorded on the 'Ongoing Story' and shaded in red.

Appendix 1: Individual Behaviour Plan Format

INDIVIDUAL BEHAVIOUR PLAN

<p>Name of student..... Date of Birth ..... Year Group .....</p> <p>Individual Behaviour Plan date: From ..... To .....</p> <p><b>Behaviours Causing Concern</b> (please indicate frequency of identified behaviours)</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>				
<p><b>Environmental Factors influencing behaviours</b> e.g. movement between activities/rooms, social groupings, space, noise, curricular structure</p>	<p><b>Desired Outcomes</b></p>	<p><b>New skills</b> (What new strategies, attitudes and skills need to be taught for the student to achieve the desired behaviour?)</p>	<p><b>Provision</b> (What organisational/staffing/curricular arrangements/external agencies will be necessary to support the desired changes?)</p>	<p><b>Success criteria</b></p>
<p><b>De-escalation strategies</b></p>	<p><b>Parental Involvement</b></p>	<p><b>Monitoring Arrangements</b></p>	<p><b>Review date</b></p>	<p><b>Action to be taken as a result of review</b></p>
<p><b>Physical Intervention needed?</b> (By staff trained in Teamteach)</p>			<p><b>Type of restraint needed?*</b> *If physical intervention is used, this should be recorded separately in line with Teamteach guidelines</p>	
<p>Signed: ..... Headteacher</p> <p>Signed: ..... Parent</p>				