

Trinity School and College



Behaviour Policy

Keep your thoughts positive because your thoughts become your words
Keep your words positive because your words become your behaviour
Keep your behaviour positive because your behaviour becomes your habits
Keep your habits positive because your habits become your values
Keep your values positive because your values become your destiny.

Mahatma Gandhi

Our mission is to realise the potential of all within Trinity School and College by fostering individual growth and learning. Trinity sees each learner as an important and valued individual. We encourage each member of the school community to value and respect each other. The foundations for establishing positive behaviour are set within an environment where each member of the school community is given a voice.

Each learner's self-esteem is developed by a team of dedicated staff who, through the school's Curriculum for Life programme, foster positive attitudes.

Senior Leaders and Managers take an active role in behaviour management providing support to both staff and learners. Their presence is seen as a positive contribution to managing behaviour.

Trinity puts children's rights at the heart of our provision in order to improve well-being and develop every child's talents and abilities to their full potential. Trinity recognises the United Nations Convention on the Rights of the Child, putting it into practice within the school and beyond.

This policy promotes Article 3: all adults should do what is best for you; Article 19: the right to be protected from being hurt and mistreated; Article 24: the right to a safe environment; Article 29: education should help you live peacefully, protect the environment and respect other people; Article 37: no one is allowed to punish you in a cruel or harmful way.

KEY PERSONNEL

BEHAVIOURAL MANAGEMENT WITHIN THE SCHOOL

Executive Principal (Governor)

Elizabeth Baines

Lead Executive Pastoral, Welfare and Safeguarding

Headteacher

Georgina Moorcroft

Head of College

Thomas Furnell

Deputy and Assistant Headteachers

Sue David

Hayley Furnell and Kieren Martin

Head of Education

Janice Kearns

De-escalation and Team Teach Professionals

Thomas Furnell

Kieren Martin

Emotional Wellbeing Team

Natalie Atkin

Tina Austin

Elizabeth Baines

Kelly Bates

Angela Fowler

Thomas Furnell

Linda Hurren

Kieren Martin

Georgina Moorcroft

Joe Moorcroft

Jenny Stevens

Carol Sargarent

Lennon Moorcroft

All Class Tutors have a responsibility for the management of behaviour within the classroom and De-escalation and Team Teach Professionals are on call.

Legislation

- Education Act 1996, 2002, 2011
- School Standards and Framework Act 1998 Amendment Bill (2017)
- Education and Inspections Act 2006
- The School Information (England) (Amendment) Regulations 2017
- Equality Act 2010
- The Education (Independent School Standards) (England) Regulations 2010, 2012, 2014, 2015
- Schools (Specification and Disposal of Articles) Regulations 2012

Guidance

- Keeping Children Safe in Education September 2016, (July 2016, July 2015, March 2015)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

- Mental Health and Behaviour in Schools March 2016

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf

- Working Together to Safeguard Children March 2015 updated February 2017

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf

- Young Person's Guide to Working Together to Safeguard Children

<http://www.childrenscommissioner.gov.uk/publications/young-person-guide-working-together-safeguard-children>

- School Attendance Guidance 2013 updated 2016

<https://www.gov.uk/government/publications/school-attendance>

- Prevent Duty Guidance March 2015 updated March 2016

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf

- Statutory Policies for Schools September 2014

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/357068/statutory_schools_policies_Sept_14_FINAL.pdf

- Promoting Children and Young Peoples Emotional Health and Wellbeing March 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414908/Final_EH_WB_draft_20_03_15.pdf

- Emotional Health and Wellbeing [NHS]
- Every Child Matters

<https://www.gov.uk/government/publications/every-child-matters>

- Team Teach Training Manual

<http://www.team-teach.co.uk/>

- 'Screening, searching and confiscation: advice for headteachers, staff and governing bodies' February 2014 updated September 2016

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/554415/searching_screening_confiscation_advice_Sept_2016.pdf

- Behaviour and discipline in schools: a guide for headteachers and school staff'

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

- 'Preventing and tackling bullying: advice for school leaders, staff and governing bodies' July 2017

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

- 'Use of reasonable force: advice for headteachers, staff and governing bodies' July 2013 reviewed in July 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

- Charlie Taylor (2012) checklist on the basics of classroom management.(appendix 1)

Policies and Procedures

- Administration of Medication Policy
- Anti-Bullying Policy
- Attendance Policy
- Child Friendly Anti-Bullying Policy
- Curriculum for Life Policy
- Drugs and Substance Misuse Policy
- Exclusion Policy
- First Aid Policy
- Incident Policy and Procedure
- Inclusion Policy
- Learning through our Personal, Health, Spiritual, Moral, Social and Cultural Education
- Mental Health and Emotional Wellbeing Policy
- Preventing Extremism and Radicalisation Policy
- Risk Assessment Policy
- Safeguarding and Child Protection Policy
- Safeguarding Vulnerable Adults Policy
- Special Educational Needs Policy
- Sex Education Policy
- Student Voice Policy
- Learning outside the Classroom Policy
- Use of Physical Restraint Policy
- Welfare, Health and Safety Policy

COVID19 Considerations

2019-2020

Following the lockdown from March to June, students have now been encouraged to return to Trinity with some modifications.

There is an expectation that all students will follow school and college with respect to

- handwashing and sanitising;
- socialising with others, maintaining a two metre distance;
- following one way systems set up in the school and college;
- following expectations of catch it, bin it, kill it with using tissue to sneeze or cough within the school/college and to avoid touching the face with hands;
- identify where possible feelings of being unwell or follow instructions if suspected of being unwell;
- use of toilets, which will be cleaned after each use by cleaning staff;
- respecting others personal space, with no spitting, coughing or touching another person;
- not to share equipment or drinking bottles.

The school and college timetables for arrival and pick up will be modified in order to minimise close contact with others, as well as staggered break and lunchtimes which will ensure low numbers using confined outside school and college grounds.

Expectations with regard to Learners

Learners will be expected to:

- conduct themselves around the building in a safe, sensible manner and show regard for others
- conduct themselves appropriately during their travel/journey from home to school in a safe, sensible manner and show regard for others
- arrive on time to lessons
- bring equipment appropriate for the lesson
- follow reasonable instructions given by the teacher
- behave in a reasonable and polite manner to all staff and learners
- show respect for the opinions and beliefs of others
- complete all class work in the manner required
- hand in homework at the time requested
- show respect for the working environment
- engage with learning and not use any personal mobile device within the lesson, other than what is provided by the school
- follow the school rules.

Expectations with regard to Staff

Staff will be expected to:

- to meet and greet learners as they arrive to their lessons
- create a swift and purposeful start to the lesson and ending the lesson on time
- ensuring as far as possible that the classroom is suited to a particular activity
- deliver a suitably planned and structured lesson which meets all individual needs providing engaging, motivating learning experiences for learners, which are well executed with clearly understood procedures regarding participation
- to support the calm and safe movement around the school for learners
- reinforce clear expectations of behaviour
- minimise external interruptions wherever possible, which can distract even the most attentive learners, triggering unsettled and disruptive behaviour
- prepare resources for your lessons at the beginning of the working day or at the end of the previous day in order to ensure the availability of materials and resources for a given activity.
- establishing arrangements for seating plans (if required) in order to promote engagement and good behaviour
- deal with incidents of inappropriate behaviour by following the school's procedures
- promote and reinforce positive behaviour in the classroom

Expectations with regard to parents and carers

Parents and carers are expected to:

- ensure all learners are ready for the journey to school/college and have clear expectations on their conduct for the journey
- work in partnership with staff to ensure good behaviour
- inform staff of any concerns
- respond to concerns raised by members of staff
- ensure learners come to school correctly equipped and prepared to work

- to ensure that any prescribed medication is taken before attending School/College and if this fails to happen then either you will be asked to bring the medication into School/College or your child will need to be collected to be taken home.

The Positive Reward System

It is important that achievement and good behaviour are rewarded. The two main ways of doing this are by giving merits for good work and recording such things as exceptional effort, improvement in behaviour, volunteering to help at functions etc, on the school system.

Verbal Praise

Catch them being good and tell them.

School Planner

Write a positive statement in the planner.

Letters Home

For exceptional engagement and achievement in class. This is recorded as a 3 in the engagement data provided by English and Mathematics Teachers daily.

Headteacher Commendations

Learners who have shown that they have been exception role models for the school and are recognised for politeness, helpfulness, good behaviour, contribution towards activities such as fund raising events, group work, presentations, presentations, work within Curriculum for Life and vocational areas including working within the community and being an ambassador for the school and college.

Effort Recognition

Class based recognition for outstanding effort in meeting personal and academic targets across the curriculum. Awarded weekly and celebrated within tutor groups.

Some classes offer golden time where good effort and achievement is rewarded with choice learning on a Friday. These sessions are run by the form tutor.

Annual Awards Ceremony

Trophies and Certificates are awarded to learners for outstanding effort and achievement, for excellent attendance and punctuality, for success in examinations, for sporting endeavour and for services to the school.

Support structures for learners causing concern

The following structures exist within the school to support learners whose behaviour is causing concern. Referral to the Emotional Wellbeing Team is made directly to the Emotional Wellbeing Advocate in order to expedite support for the learner. The Headteacher(s) and the Deputy Headteacher(s) are also part of the Senior Leadership team who are part of the evaluation and monitoring of the service and provision.

Mentoring and Peer Mentoring Scheme

Teachers and students work together to provide mentoring support to learners. There is a Buddy Stop in the playground to enable learners to be identified as requiring support from staff or peers.

Agreed Time Out and Safe Area Agreements

Teachers and students are able to work together to agree time out and agreed staff areas. These arrangements are to enable learners to learn from reflecting on their behaviours and to develop strategies to support appropriate behaviours in the future.

Coaching Scheme

The College tutors and qualified Coaches within the school offer a coaching scheme to support learners who are not achieving their potential or are trying to overcome difficulties with social communication or interaction.

Independent studies

Short courses focusing on areas of concern providing structure and learning to provide knowledge and understanding on appropriate behaviours, social and emotional skills for life. This work supports and encourages learners to reach their potential in a range of different situations. This work is evidenced through ASDAN and AQA Unit Awards.

Involvement of Behavioural Support Specialist Teachers

The school has four specialist Behavioural support assessors who are skilled in de-escalation and restorative practice procedures to support learners in developing personal management skills for life. We have a qualified Cognitive Behavioural and Anger Management Therapists (Level 5).

Specialist Teaching and Personal Assistant

In some cases, learners have one to one support to support their time within school in order they can develop strategies to cope independently in the future.

Intervention Schedules

Targets are written to provide a holistic approach to ensuring full attendance and high levels of engagement in learning, whilst ensuring that pastoral care and support is available through the school intervention programmes.

Emotional Wellbeing Club

This club runs twice a week in order to support learners to take greater responsibility for their own mental health, emotional wellbeing and behaviour.

Personalised Learning Programmes

Learners have individual timetables which are reviewed at least termly and provide a range of interventions to support their maturing independence.

Procedures for dealing with unacceptable behaviour

It is the responsibility of teachers, tutors and instructors to deal with minor incidents which occur in the classroom.

More serious incidents can be dealt with by the teacher, tutor or instructor, but must also be recorded in writing addressed (via email) to the Headteacher and the Safeguarding Team. The referral should be identified as Level 1, 2 or 3 Behaviour. The Headteacher will then take action based on the information on the referral made. Incidences will be recorded, and patterns analysed throughout the year and may in some cases be referred to Safeguarding process within the school.

The school and college seeks in all cases to minimise the use of exclusions and will use them only as a last resort when the ongoing attendance of the learner at school is causing concern in relation to the safety of others and the school property. Exclusions allow for a short period of 'cooling off' and reintegration happens after a meeting with parents and/or carers.

The Headteacher alongside senior leadership team (SLT) will work together to provide cover for those learners who are causing serious disruption to the learning of others. In these cases, teachers, tutors and instructors should request assistance from the SLT who they know is available using the teaching assistant or a sensible learner. These incidents still need to be recorded to enable the Headteacher to deal with the matter.

In those rare situations, where fixed term or permanent exclusion is needed, then the Headteacher is the only member of staff who can sanction this action. Safeguarding is paramount in the decision making about exclusions and the school operates an Inclusive Educational ethos.

In the case of all exclusions, parents and carers are informed immediately by telephone in the first instance, and this information is then placed in writing explaining the details of the reasons for the exclusion and their right of appeal.

Excluded learners are provided with work for the duration of the exclusion and if they live within the Medway area, home tuition will be provided if supported by Medway and Kent Local Authorities.

For further details on these issues, please refer to the Exclusions Policy.

Teachers' powers with respect to discipline in Trinity –

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff within Trinity
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can discipline learners whose behaviour is unacceptable on the journey or LA provided transport to and from Trinity
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of Trinity
- this includes the journey to and from school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property

Pupils' conduct outside of school – teachers' powers

Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”. This includes any behavioural issues with respect to social media, travel to and from school and indeed any behaviours which can adversely affect the reputation of the school within the community. Should matters be reported to the school regarding any non-criminal bad behaviour and bullying which occurs off school premises, then the school will apply its powers which means that we will be able to apply the range of policies related to managing behaviour and exclusions within Trinity.

No Touching/Physical contact

Trinity School and College recognises that genuine feelings of affection may exist between two students. However, students shall refrain from all Public Displays of Affection (PDA) while on school or college site or while attending and/or participating in a school-related activity. This includes the journey to and from school/college and also during drop off and pick up times. Being overly affectionate at school/college can be offensive to some of our students. The expression of feelings towards one another is a personal concern between the two individuals and therefore should not be shared with others in the general vicinity. PDA includes any physical

contact that may make others in close proximity uncomfortable or serves as a distraction for themselves as well as innocent onlookers. Some specific examples of PDA include but is not limited to:

Physical contact including, but not limited to:

- intimate touching
- hand holding
- fondling
- cuddling
- kissing at school/college or a school-sponsored activity between two students typically in a relationship.

This type of behaviour, while innocent on some levels, can quickly devolve into a distraction for the students engaging in the practice, as well as other students who witness these public displays of affection.

Inappropriate public displays of affection will not be tolerated. This behaviour will result in a parent meeting and possible exclusion if inappropriate behaviour continues after being warned

	BEHAVIOURS	SANCTION/ACTION
LOW LEVEL	<ul style="list-style-type: none"> <input type="checkbox"/> Rocking the chair <input type="checkbox"/> Poor attitude <input type="checkbox"/> Tapping on the table <input type="checkbox"/> Refusing to participate in learning <input type="checkbox"/> Dismissive of everyone in the classroom <input type="checkbox"/> Being stubborn and uncooperative <input type="checkbox"/> Failure to comply with expectations during the journey to school 	<ul style="list-style-type: none"> <input type="checkbox"/> short cooling off period outside the classroom (maximum 5 minutes) <input type="checkbox"/> note to parent in Learner Planner <input type="checkbox"/> move to another class <input type="checkbox"/> detention in break/lunchtime within the Cabin <input type="checkbox"/> phone call home <input type="checkbox"/> sent to work with the Headteacher or Deputy Headteachers
MEDIUM LEVEL	<ul style="list-style-type: none"> <input type="checkbox"/> Within School/College or during the journey/travel to School/College <input type="checkbox"/> Belligerent and abusive <input type="checkbox"/> Making personal and offensive remarks <input type="checkbox"/> Talking louder, higher, quicker <input type="checkbox"/> Adopting aggressive postures and threatening aggression <input type="checkbox"/> Creating low level disruption <input type="checkbox"/> Challenging words ' I will not – you can't make me' 	<ul style="list-style-type: none"> <input type="checkbox"/> Headteacher or Senior Leader meeting with learner <input type="checkbox"/> contact with parents and carers by phone or letter and follow up meeting <input type="checkbox"/> detention break/lunchtime with the Cabin <input type="checkbox"/> discussion with Form Tutor <input type="checkbox"/> restorative practice meeting <input type="checkbox"/> referral to Headteacher/Deputy Headteacher and review of Risk Assessment and Pupil Profiles (Deputy Headteacher to evaluate the use of a range of resources to meet needs) <input type="checkbox"/> Parents will be asked to attend a meeting to highlight the difficulties
HIGH LEVEL	<ul style="list-style-type: none"> <input type="checkbox"/> Within School/College or during the journey/travel to School/College <input type="checkbox"/> Shouting, screaming, crying out causing anxiety to others <input type="checkbox"/> Spitting or other physical abuse with the intent to harm <input type="checkbox"/> Damaging property <input type="checkbox"/> Attempting to do dangerous actions such as threatening to break things which could harm you and others. <input type="checkbox"/> Hurting self and/ or hurting others (kicking, slapping, punching). <input type="checkbox"/> Grabbing or threatening others, aggressive behaviour <input type="checkbox"/> Extreme rudeness and/or physical or verbal aggression, intimidation to a member of staff or students <input type="checkbox"/> Cigarette, alcohol or drugs with the intention to bring onto school property <input type="checkbox"/> Theft <input type="checkbox"/> Bullying, racism and sexual harassment (including sexual contact) 	<ul style="list-style-type: none"> <input type="checkbox"/> Removal of placement in line with parent school agreement <input type="checkbox"/> meeting and placement review with parents and carers and LA <input type="checkbox"/> Internal, external fixed or permanent exclusion. <input type="checkbox"/> review of Risk Assessment (Headteacher to evaluate use of a range of resources to meet needs). <input type="checkbox"/> placement on Daily Report <input type="checkbox"/> Executive Headteacher (or in her absence Headteachers for the school and college) detention <input type="checkbox"/> Police involvement <input type="checkbox"/> Emotional and Wellbeing provision <input type="checkbox"/> restorative practice meeting <input type="checkbox"/> provision of additional support to meet social and emotional needs agree within consultative collaboration with placing authority/parent and carer.

Seclusion and Isolation

Trinity does not provide seclusion and isolation rooms, however, learners who require 'time out' which they can request themselves, on an agreed plan, then learners are able to go to an agreed safe area for an agreed length of time, which will be noted on the learners Pupil Profile. This information will be shared with parents and will form part of the emotional wellbeing provision for the learner. When learners need to have isolation from their class, due to the levels of disruption which does not support peers to continue to learn, then this will be directed by the Headteacher or the Deputy Headteachers.

Should an agreed 'safe area' be identified for a learner who is requiring time out is not used effectively or the learner leaves the property, this would become a safeguarding issue and therefore the Safeguarding Policy will be implemented.

Trinity has access to a classroom for break and lunchtime detention which are manned by educational staff for detention.

Recovery and Restorative Practice

After any incident, learners and staff may feel that they need time to recover. The SLT within the school will support and monitor the situation, and operate an open door to discuss ongoing and future concerns. Everyone needs time and space to reflect and Trinity School and College looks for signs when the learner is ready to move forward to talk.

Some learners may feel low and negative about themselves after an incident, again support and reassurance, without the pressure to resolve or restore relationships at this stage is advocated.

Post incident support is provided on an individual basis and will draw upon structures within the school available to learners who are causing concern. Short term Social Care and Behavioural Plans will enable resources to be deployed to support the learner to maintain inclusion within the school.

Listening and learning from the incident forms a valuable learning experience for both the learner and the professional staff in the school. At this point Restorative Practice meetings will take place and support any victim and the perpetrator to move forward in a positive way.

Within staff briefings, the evaluation and reflection on the process will be shared in order to improve our practice and to be better placed to support the learner towards independent management of their behaviour.

The Restorative Practice Meeting

Informal restorative practices bring together the perpetrator and victim within any inappropriate behaviour situation. The victim might not have been a premeditated victim of the inappropriate behaviour, however being within the vicinity of the behaviour might have affected them in some way.

The Restorative Practice Manager may ask an affective question in order to start the Restorative Practice Meeting, such as.

"Who do you think has been affected by what you just did?"

and then follow-up *with*

"How do you think they've been affected?"

particularly if learners are feeling uncertain of what to say within such a meeting.

In answering such questions, the learner has a chance to reflection on his or her behaviour, make amends and it is hoped that it would support the learner to modify behaviours in the future.

The use of informal restorative practices dramatically reduces the need for more time-consuming formal meetings where the learners are not at the centre of the discussion. Restorative Practice Meetings bring about closure to the inappropriate behaviour or incident, fosters awareness, empathy and responsibility in a way that is likely to prove far more effective in achieving good behaviours in the future, and promotes inclusion.

Staff training on Behavioural Management within the School and College

At least once a year, staff attend INSET training on behaviour. The training is focused on the

- Understanding of policies and procedures for promoting children and young people's positive behaviour and to contribute to the review of the School and College Behaviour Policies and Procedures.
- Skills in promoting positive behaviour and the management of inappropriate behaviour

The training course is accredited through NCFE Specialist Support for Teaching and Learning in Schools, Level 3, Unit 6 Promote children and young people's positive behaviour, Unit accreditation number: A/601/4069.

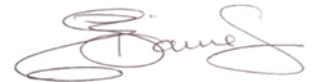
Most Trinity staff are trained in Team Teach procedures which promote the least intrusive positive handling strategy and a continuum of gradual and graded techniques, with an emphasis and preference on the use of verbal, nonverbal de-escalation strategies being used and exhausted before positive handling strategies are utilised.

Thomas Furnell, Head of College

**Date: September 2019, Ratified November 2019, updated with COVID19
Considerations June 2020
Review Date: September 2020**

Georgina Moorcroft, Head of School

**Date: September 2019, Ratified November 2019, updated with COVID19
Considerations June 2020
Review Date: September 2020**



Elizabeth Baines, Executive Headteacher

**Date: September 2019, Ratified November 2019, updated with COVID19
Considerations June 2020**

Getting the simple things right: Behaviour checklist for teachers

CHARLIE TAYLOR Government's Expert Adviser on behaviour in schools (2012)
Classroom

- Know the names and roles of any adults in class.
- Meet and greet pupils when they come into the classroom.
- Display rules in the class - and ensure that the pupils and staff know what they are.
- Display the tariff of sanctions in class.
- Have a system in place to follow through with all sanctions.
- Display the tariff of rewards in class.
- Have a system in place to follow through with all rewards.
- Have a visual timetable on the wall.
- Follow the school behaviour policy.

Pupils

- Know the names of children.
- Have a plan for children who are likely to misbehave.
- Ensure other adults in the class know the plan.
- Understand pupils' special needs.

Teaching

- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- Differentiate.
- Stay calm.
- Have clear routines for transitions and for stopping the class.
- Teach children the class routines.

Parents

- Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.

Appendix of Team Teach documentation

Student:		
Date of Incident:		
Location:		
Beginning Time:		
Ending Time:		
School staff involved in incident		
Describe the student's activity and behaviour immediately before the behaviour that prompted the use of physical restraint:		
Describe efforts of school personnel to de-escalate the situation, and alternatives to physical restraint that were used prior to the use of physical restraint:		
Provide a description of the physical restraint used:		Time involved in hold:
Describe the actions during the physical restraint:		
Describe student and school staff behaviours that followed the physical restraint:		
Describe de-escalation techniques and interventions used following the physical restraint:		
Describe any injuries to the student or school employees:		
Describe future alternatives to physical restraint that will be utilized:		

Signed:

Person Completing Form: _____ Date: _____

Notification to Parent: Type: _____

Time: _____

By who: _____

Date Information Provided to Parent: _____

By who: _____

Notification to Headteacher/ Deputy Headteacher: _____

Type: _____

Time: _____

By who: _____

Findings of debriefing meeting:

Signature: _____ Date: _____ Agree Disagree

*Individuals who disagree may submit separate statements presenting their conclusions.
(Complete Comment Form as necessary).