

Yeoman Park Academy

Behaviour Policy & Guidance

November 2023

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This policy should be read in conjunction with the Diverse Academies Trust [Behaviour Policy](#)

1. Academy statement

Underpinned by our Trust vision 'To inspire. To raise aspiration. To create brighter tomorrows,' and our aim to support our learners empowering them to 'Be The Best They Can', we aim to achieve outstanding practice enabling our learners to achieve their fullest potential, free from harm and abuse of any kind. In adhering to this principle, we focus on providing a safe and welcoming culture and environment for all learners implemented through developing our basic Yeoman Park Traits: Communication, Self –Regulation and Socialisation leading to Independence.

By adhering to these guidelines, the Academy should be able offer a consistent and effective approach to behaviour management and our learner's ability to self-regulate.

2. Introduction

The population at Yeoman Park Academy is diverse, and learners have a wide range of needs that range from physical, learning, communication, and sensory needs through to psychological, emotional, and social needs. The type and degree of need varies from one learner to the next. Learners at Yeoman Park Academy predominantly have autism and an associated severe learning or a profound and multiple learning disability.

Yeoman Park is committed to helping each learner develop to his/her full potential, to access and take their part in society, enjoying as much as possible, the choices and freedoms that most of us already have and take for granted.

In order to best support learners in developing positive behaviours, we believe that each learner should be helped and supported as an individual. Learners need opportunities to learn and develop in a positive way, and the school is committed to the use of a range of positive and proactive behaviour management strategies to enable this.

3. Aims

At Yeoman Park Academy, we strive to:

- provide a happy work environment which is both challenging and stimulating for the individual
- provide opportunities to work, play and learn together
- behave well and show respect to others
- work alongside parents and carers to encourage learners to develop as fully as possible, helping them to grow socially, personally, and academically

4. Expectations

Everyone at Yeoman Park Academy values good behaviour Learners are expected to:

- Learn what good behaviour means and looks like
- Learn appropriate behaviour in different settings
- Care for one another
- Respect themselves and others
- Learn to feel good about themselves
- Develop self confidence
- Respect the property of others

Staff are expected to:

- Provide learners with a good role model
- Promote learners' self esteem
- Meet the needs of individuals
- Provide a caring and effective learning environment
- Develop positive relationships with parents and share approaches to support good behaviour

Parents are expected to:

- Be a good role model
- Build positive relationships with staff to share information and discuss strategies to support good behaviour

5. What is good behaviour at Yeoman Park Academy?

Good behaviour means that everyone in the academy:

- Is polite and friendly
- Is caring and considerate
- Should behave appropriately and respect each other
- Value contributions made by others

Good behaviour is encouraged in every activity throughout the day and learners are helped to recognise when they are behaving well

6. Encouraging good and appropriate behaviour

A first step towards encouraging good behaviour is to prevent it happening and a range of strategies is used to encourage positive behaviour. Yeoman Park uses a staged approach to the management of behaviour.

Level 1 – Prevention through best practice (structure, predictability, visual communication, support, consistency, routines etc.)

Level 2 – Some learners require additional support in terms of social stories, social skills programmes, appropriate communication techniques, some staff support

Level 3 – A very small minority of learners who present behaviours that pose a risk to themselves and others will have a behaviour plan and risk assessments. For some learners CRB (Controlling Risky Behaviours) may be appropriate in certain circumstances.

Preventative strategies used at Level 1 & 2 will include:

Communication – it is essential that every opportunity is made to help all learners understand what is happening consistently and that they have the opportunity to respond via:

- Body language, gesture and facial expression that communicates clearly the message intended to convey
- Appropriate, clear, and consistent communication at a level and in a form most accessible, appropriate, and supportive to the child e.g.
 - *Written*
 - *Signs & Symbols*
 - *Symbol exchange*
 - *Switches*
 - *Spoken language at the appropriate level*
- Reducing language to just key words
- Learning and practising new routines and patterns of behaviour
- Reasoning/negotiating
- Supervision to reflect on behaviour and events and plan with learners' alternative responses.

- Giving time and space for processing and to reduce stress and over arousal
- Physical prompts
- Modelling activities and behaviour
- Creating opportunities for communication by providing reasons and opportunities to make decisions
- Choices
- Social stories (Social stories are part of a pro-active teaching approach and come in at the next level of teaching new ways of behaving rather than at the preventative level)

Teaching Approaches

- Stimulating and promptly organised high-quality approaches
- Not responding to unwanted/inappropriate behaviours
- Distracting
- Inspiring and engaging
- Redirecting
- Praise/reward – positive reinforcement
- Staff initiated breaks from challenging setting (class/groups/assemblies etc.)
- Identification of triggers
- Development of controls/strategies for coping
- Physical exercise
- Prompt intervention
- Consistency
- Unpredictable responses to prevent reinforcement of negative predictable behaviours
- Routine
- Modelling behaviours
- Choices
- Indicating clear boundaries
- Support to recognise consequences of behaviour
- Humour
- Flexibility
- Social stories

The Environment

- Appropriate seating arrangement
- Avoiding under/over stimulation
- Adequate staffing
- Physical exercise areas
- Areas of retreat
- Appropriate spaces
- Control of noise and interruption

Sensory Needs – preparing learners to learn

(Work supported by Occupational Therapist for some learners where appropriate)

- Supporting learners to cope with their sensory sensitivities
- Supporting learners to be calm and avoid over and under arousal
- Appropriate balance of activity/demand
- Individual sensory diet for learners where appropriate

In addition to this, staff should recognise the importance of good communication between themselves. Supporting each other and working effectively as a team is paramount to success. It is a priority to provide adequate staffing to support an effective learning environment for all learners

Other preventative strategies may include:

- Have high expectation of standards of behaviour
- Recognise and reward good behaviour when it occurs
- Encouraging learners to be responsible for their own behaviour

Good behaviour is recognised through personalised rewards in the context of different needs:

- Praise and positive feedback
- A tangible reward
- Privileges (favourite activity or responsibility)
- Social reward (good work assemblies)

- Earning a token that gives tangible reward of privilege when a certain number have been collected

Classes will often develop their own reward system that is linked to learner interests

Stopping and redirection inappropriate or challenging behaviour – Level 3

There are occasions where good behaviour is hard to maintain for some learners. They may find it difficult to cope due to their sensory needs, anxiety, and inability to understand what is happening or express themselves

Where challenging behaviour is frequent, disruptive, and possibly posing a risk to themselves and others, specialist help from an Educational Psychologist, health or therapy teams may be required and a behaviour plan will be put in place.

7. Behaviour plans

The purpose of an Individual Behaviour Plan (IBP) is to ensure that there is consistency in approach:

1. Agree through observation and open discussion with staff and parents, priority behaviours to be addressed and areas of behaviour for development. Where there is a range of excessive / challenging behaviours, these behaviours will be prioritised and addressed in smaller components
2. Respond to each learner with an approach or range of approaches appropriate to the needs and priorities of the individual
3. Document and monitor the following:
 - Progress and change
 - Serious, potential, and actual incidents
4. Maintain the academy as a safe and supportive environment for all learner to learn and develop, some of whom present very challenging behaviour
5. To reduce the incidence of severity of aggressive behaviour directed towards self, staff, or other learners
6. Help and support learners to redirect their attention on learning activities

Each learner who requires the use of behaviour strategies in addition to normal classroom routines must have a written behaviour plan. This is written with key staff and parents/carers involvement is essential.

Behaviour plans are reviewed termly and are constantly monitored in accordance with daily recording that supports the behaviour management plan.

Constant monitoring gives a clear indication of the relevance and effectiveness of the behaviour plan. It will indicate the need for a review of the behaviour plan. If incidents occur regularly then the strategies used may need reviewing. Parents/carers must be part of this process.

Other measures used to control risk can include environmental factors such as the use of a safe space and this must be written into the behaviour plan. Recording and an incident

form must accompany the use of the safe space if used to manage extreme challenging behaviour.

There will be a copy of each learner's individual behaviour plan in their class file and on the cloud network.

8. The management of aggressive and challenging behaviour

The focus should be to ensure that everyone is safe. Strategies, planning, and problem solving need to be risk assessed once the incident has been managed safely and the learner is in a safe environment in which it promotes the learner's recovery and wellbeing.

Behaviour management techniques:

- Firm and clear instructions to stop, supported by appropriate aids of communication
- Diverting learner to an alternative activity or distracting from trigger causing the challenging behaviour
- Physical intervention when all other strategies have failed in order to keep learners and staff safe
- Reassurance is essential and the use of calming words
- Withdrawal to a safe space (refer to Reducing the Need for Restraint and Restrictive Intervention)
- Use of a three-way mat to support learners safely and dignity at all times
- Monitor impact of aggressive and challenging behaviours and the effect it is having on other learners

9. Rewards

Rewards are used to help learners make connections between their behaviours and so promotes a link between good behaviour and unacceptable behaviours.

These may include:

- Working towards a favoured activity/choosing
- Reward charts
- Praising a learner and sharing their achievements with other parents/carers

10. Positive Behaviour Management Strategies

Behaviour management strategies will be selected and implemented according to the needs of each learner.

Key to the success of all the approaches is the fundamental/essential need to develop strong, supportive, positive, and understanding relationships with learner

11. The Base

The Base was set up in September 2012 as it was evident that a small number of students struggle to access classrooms and lessons on a full-time basis due to their high anxiety levels and extreme challenging behaviours.

12. Health & Safety

The actions described in the academy's health and safety policy must be followed in the event of any injury resulting from a learner's challenging behaviour.

- All injuries to staff or learners resulting from the learners challenging behaviour must be recorded and reported to the Senior Principal/Principal, as described in the school's health and safety policy
- All incidents recorded on the school's incident forms and accident forms that report injuries to learners or staff
- If a learner self-injures or is injured as a result of his/her own or another learners challenging behaviour, a record of the exact injuries should be reported on the accident form and the injuries should be recorded on a body map and kept in the learners personal file in the school office

13. Serious incidents

- All incidents that involve extremely challenging behaviour, verbal abuse, aggression, positive handling, the use of safe space or put the safety of the learner and/or others at risk, must be recorded
- Incidents must be recorded by a member of staff who was involved in the incident and witnessed the events first-hand, within 24 hours of the incident taking place
- Each incident must indicate clearly the names of all persons involved, place, times and witnesses. The record should be dated and signed.
- All behavioural incidents by individual learners must be recorded in the learners Behaviour record and on an incident form which is assessed by the Principal, ALT & Behaviour Lead
- Staff will meet together at the end of the day to discuss any incidents and any actions as a result
- If a learner is injured by another learner, or there is a learner injury during the incident, this must be recorded on an incident form and accident form and a body map completed
- Behavioural incidents must be monitored regularly for increases or decreases in incidents, types of incidents and how they are being managed and are reported termly to the Governors
- Parents are informed by telephone on the day of an incident
- Parents of other learners who witness a serious incident at school must also be informed

14. Exclusions

As a last resort when strategies that are in place are failing and incidents of aggression occur and it is apparent that the environment is unsafe for the learner concerned and it is putting others at risk a short term exclusion may be a temporary measure. This will be discussed with parents/carers as soon as this decision is made. A resolution to the learner's exclusion will be of priority and new strategies put in place as soon as possible.

If exclusions become more frequent and it is obvious that the environment and the future of the learner at Yeoman Park is at risk, then a multi-agency meeting will be arranged to discuss the learner's future. Parents/carers will always be part of this process.

15. Safe Spaces

(Refer to Nottinghamshire Local Authority advice 'Safe Space Usage in Schools')

The safe space is a low stimulus environment that has no clutter or other distractions. Safe spaces at Yeoman Park are side rooms in classrooms and safe outside spaces. The use of a safe space is varied. The safe space may be used as a work space, a quiet work space, a place to relax or a retreat from an environment that is distracting to an anxious or stressed learner to engage in a favourite activity, giving learners positive associations with the space when needed at a time or crisis. The learners 'voice' must always be respected during these times.

Safe Spaces may be used:

1. As an early intervention to help prevent behaviours escalating (in conjunction with and not as a standard behaviour management strategies). Safe spaces provide an opportunity for learners to work through aggressive behaviour without harm to themselves or others. Their use will always be thoroughly monitored and incident forms to support the use of the safe space when such incidents occur. Daily recording will also support this
2. The interior of the safe space must always be visible, and the condition and safety of the safe space should be inspected daily, and the learners must always be observed by a member of staff
3. Safe spaces are used as a supportive measure in which a learner regains control and learns to recognise and manage their mood without other environmental distractions that may impact on their recovery
4. Staff are working towards encouraging learners to recognise a change in their own mood and allow learners to recognise the use of a safe space as a calm and supportive measure and take themselves to the space when stress levels and anxieties are raised and learners are finding the classroom environment difficult to cope with. Safe spaces should never be used as an 'opt out' from learning.

Yeoman Park staff are trained in using the minimum amount of physical restraint needed when supporting a learner during times of crisis.

1. The time a learner spends in a safe space following an aggressive incident must not exceed the minimum time required to resolve the immediate danger to themselves or others
2. A member of staff will supervise a learner during these incidents a 100% of the time spent in the safe space either from inside or immediately outside. The time will be recorded of the

duration of the use of the safe space and an incident form to support this. This incident will also be entered in the electronic behaviour log.

3. Parents/carers are informed as soon as is practically possible about the use of these spaces by their child
4. Learners who have additional needs such as asthma and epilepsy will also have an appropriate risk assessment, and this will be used in conjunction with their health care plan and must be followed. 100% supervision will also be part of the process
5. Accurate records will be kept of staff working with learners who use the safe spaces and how long these spaces were used. This will ensure that these behaviours are not becoming a routine and the use of the safe spaces. All records and data will be reviewed on a monthly basis by the Executive Principal and Behaviour Leader in order to determine patterns.
6. Only staff trained in the use of CRB can guide a learner to a safe space

16. Types of restrictions

Environmental restrictions

- Confusion/baffle handles on safe spaces may be used where learners who present as a danger to others and themselves during incidents. These are present in a specialised environment where the learners who present with such challenging behaviours are based (The Base).
- Confusion/baffle handles are used to slow learners down who are acting impulsively so staff can support them in a positive and proactive rather than reactive manner
- Digital pad door locks – to ensure no unauthorised access, usually for safety reasons (pool, kitchen, medicines, and chemical stores)
- Gates and fences give structure to the environment and make it easier for learners to access and interpret
- Reins and walking belts – only to be used with parental consent to keep learners safe out of school

Three Way Mat

- It may be used as a guide to direct and clarity of space
- Used to preserve a learner's dignity especially during times of anxiety and if a student has removed their clothing
- Used as a protection for staff and other learners if a learner is attempting to kick or hit, for example Incident Reports will include details of when and how a three-way mat is used and the impact it had on behaviour

Training

- Teachers and teaching assistants receive training in positive handling techniques, with regular and frequent refresher courses •
- New staff do not engage in positive handling
- Staff training needs are identified through the performance management programme and the scrutiny of behaviour records and incidents and development opportunities are provided accordingly

17. Home / School Partnership

Parents and carers (e.g. in respite or other residential care establishments) are consulted about the strategies used in academy to manage the child's behaviour

- Openness between staff and parents/carers is vital when identifying areas to be addressed
- Behaviour priorities will be agreed and documented (see documentation)
- When there is a range of excessive/more challenging behaviours, these behaviours will be prioritised, and addressed in smaller components
- After initial consultation with parents/carers, other agencies involved with the child should also be consulted e.g. key workers at respite care establishments, social workers
- The Behaviour Lead will support with behaviour at home where appropriate

18. Documentation and monitoring progress and change

It is important that we provide appropriate document information for learners that have challenging behaviour. This should convey clear detailed essential guidance necessary for successful behaviour management and the development of positive/appropriate behaviours

Documentation will take a uniform format throughout the academy so that information is easily accessed and adjusted by staff and parents as the child moves through school

Two levels of documentation will be provided

Behaviour Management Plan (Appendix 1)

- This will be produced for learners displaying significant behaviours
- Identifies behaviours, triggers, priorities, and an action plan. It identifies the date the plan is written and by whom. It also requires confirmation that parents/carers have been consulted. It ensures a review of the success of the plan. Approaches should be formally reviewed.

Staff will be constantly and informally adjusting their responses □ Behaviour plans should be available for all staff to read

Incident Report Form (Appendix 2)

- Support and record post incident support
- Incident forms will be used to record and monitor incidents and potential incidents
- This information will be shared with all relevant staff and other key carers and professionals
- Monitor learner behaviours
- Support changes to manage behaviours
- Reduce risk
- A simple data base is maintained to monitor the frequency of incidents among students with more complex needs and related challenging behaviours
- Learner Record Chart is used to record patterns when behaviours are particularly challenging and it is not clear whether progress is being made. Staff can monitor frequency and times of behaviours. This will sometimes also show additional unidentified triggers. The use of the class timetable with a simple key of behaviour will be used, record in black and uses of safe space record in red.
- Any changes in behaviour should be communicated to all those working with the learner
- Incident forms are completed by all class staff to ensure a consistent approach and the most appropriate way forward

Date regarding behaviour incidents is collated by the Behaviour Lead on a monthly basis and presented to the Senior Principal/Principal for analysis. Patterns and frequency of behaviour are identified, and actions are challenged if they are inappropriate. Learning walks are also undertaken to ensure the quality of behaviour practice across school and look at the impact of challenging behaviour on classes. This date is scrutinised and reported to the Governors in CSI reports and discussed at CSI meetings. The Principal will challenge any actions that are not consistent with practice in the Behaviour Policy.

Safe Space Recording – (Appendix 3)

- Complete when a learner has been directed to a safe space
- Record completed by staff members involved
- Inform parents/carers
- Inform Principal

19. Keeping Classrooms Safe for Teaching and Learning

Minimising the Need to Use Reasonable Force

We will only use force as a last resort and strongly believe in de-escalating any incidents as they arise to prevent them from reaching a crisis point

Staff will only use reasonable force when the risks involved in doing so are outweighed by the risks involved by not using force

Teachers and Teaching Assistants are trained using CRB (Coping with Risky Behaviours) which uses the latest ideas about the psychology of behaviour management, de-escalation, and safe systems of behaviour management. Supply staff will not be expected to use CRB but will always be supported by a member of staff trained in CRB.

Staff Authorised to use Reasonable Force

Under Section 93 of the Education and Inspection Act (2006) the Senior Principal/Principal is empowered to authorise those members of his/her staff who are enabled to use reasonable force. Here at Yeoman Park, the Senior Principal/Principal has empowered the following members of staff to use reasonable force:

- Teachers and any member of staff who has control or charge of learners in each lesson or circumstance have permanent authorisation
- Other members of staff such as site management and administrative teams also have the power to use reasonable force if a circumstance should arise in which immediate action should be taken

Deciding Whether to Use Reasonable Force

Under English law, members of staff are empowered to use reasonable force to prevent a learner from or stop them continuing:

- Committing any offence
- Causing personal injury to, or damage to the property of any person (including the learner himself)

- Prejudicing the maintenance of good order and discipline at the academy or among any learners receiving education at the academy, whether during a teaching session or otherwise All members of staff will make decisions about when, how and why to use reasonable force. To help staff in making decisions about using reasonable force, the following considerations may be useful:
- Whether the consequence of not intervening would have seriously endangered the wellbeing of a person
- Whether the consequences of not intervening would have caused serious and significant damage to property
- Whether the chance of achieving the desired outcome in a non-physical way was low
- The age, gender, developmental maturity of the persons involved

Staff are also expected to remember that reasonable force is only one option and for behaviours involving extreme levels of risk, it may be more appropriate to gain support from other agencies, such as the police.

Staff will be kept informed and have a duty to inform others about the plans around specific learners who can present risks to themselves and others. This may include information about SEN, personal circumstances, and temporary upset.

Using Reasonable Force

When using force, members of staff should only use the minimum amount of force required in achieving the required outcome. Staff should, where possible, avoid any type of intervention that is likely to injure a learner, unless the most extreme of circumstance where there was no viable alternative. Also, staff should avoid using force unless or until another member of staff is present to support, observe or call for assistance.

20. Staff training

Staff at Yeoman Park, who have been identified as needing training in this area, will access Physical Intervention and CRB training through the Nottinghamshire County Council Coordinator who delivers nationally accredited courses.

These courses provide participants with an insight into recent legislation and guidance that could impact on policy and practice, as well as a range of physical and non-physical strategies to help manage the risks posed by learner and young people's behaviour

Nottinghamshire County Council has adopted the CRB training model, and as such is an 'Approved Training Centre for Positive Options Ltd which is BILD (British Institute of Learning Disability) accredited training programme

These training programmes will be delivered to staff via whole academy inset or by accessing specialist training events

Staff who receive this training will be accredited to use the physical elements of CRB for a defined period as stated on their certificate. Staff will be expected to attend a refresher course to update their skills and renew their certification every 12 months.

21. Recording and reporting incidents

The governing body will ensure that a procedure is in place, and is followed by staff, for recording and reporting, significant incidents where a member of staff has used force on a learner. The record must be made as soon as practicable after the incident.

While ultimately only a court of law could decide what is 'significant' in a case, in deciding whether an incident must be reported, staff should consider:

- An incident where unreasonable use of force is used on a learner would always be a significant incident
- Any incident where substantial force has been used (e.g. physically pushing a learner out of a room) would be significant
- The use of a restraint technique is significant
- An incident where a child was very distressed (though clearly not overreacting) would be significant

In determining whether incidents are significant, the academy should consider:

The learner's behaviour and the level of risk presented at the time

- The degree of force used and whether it was proportionate in relation to the behaviour
- The effect on the learner or member of staff

Staff should also bear in mind the age of the child; any special education need or disability or other social factors which might be relevant

Sometimes an incident might not be considered significant, but forms part of a pattern of repeated behaviour. In this case, although there is no legal requirement to record such incidents, schools are advised to let parents know about them.

Records are important in providing evidence of defensible decision making in case of a subsequent complaint or investigation. Staff may find it helpful to seek the advice of a senior colleague or a representative of their trade union when compiling a report.

Yeoman Park will use the Nottinghamshire County Council electronic health and safety recording system 'Well Worker'. This system enables members of staff to report, using a standardised format, any significant incident where force has been used, or any incident where violence to staff has occurred or been threatened. Staff can access well worker via support from office-based staff.

Post Incident Support

Following the use of physical intervention, staff and learners will be supported, the immediate physical needs of all parties will be met, and staff will ensure that positive relationships are maintained.

22. The Base

The Base was set up in September 2012 and the lodge in 2020 as it was evident that a small number of students struggle to access classrooms and lessons on a full-time basis due to their high anxiety levels and extreme challenging behaviours. We identified that these students often arrived at school in an anxious state and this would often result in incidents. These students needed one to one support to ensure that students and staff were being kept safe.

There were a large number of incident reports that showed a pattern of behaviours. The impact these students were having on the rest of the class was noticeable. Students would become nervous around these learner who were presenting with extreme challenging behaviours and this would impact upon their learning and mental wellbeing.

The Base has a large enclosed safe outside area that is known as The Green. This has a wooden lodge building that allows students to either, sit alone or with a member of staff. The rest of The Green has a limited amount of distraction. There is equipment to support with sensory modulation, large balls to bounce on etc.

The Base has a number of rooms that allow students to access a low stimuli environment that during times of anxiety and stress can retreat to a place of safety with staff who have an in-depth knowledge of behaviour management. Some students will access The Base for longer periods of time than others. The focus of The Base is to get students ready for learning and also help them get back to their baseline during times of high anxiety so that they can access learning in their classes. Student's moods and anxiety levels will be monitored at all times. All students will have an up to date behaviour management plan that will be followed. Daily recording for each child accessing in The Base will be kept and constant monitoring to see if any changes in behaviours occur.

23. Review of the policy

This policy appendix is reviewed annually by the academy in the summer term in time for the next academic year; we will monitor the application and outcomes of the policy to ensure it is being applied effectively.

Appendix 1: Behaviour Management Plan



Learner Name:	Date:
Review Date:	Agreed by:
Behaviours:	
Triggers:	
Main Priorities:	
Action Plan:	
Parent Signatures	

Class discussion and actions	
Description of Incident	
SLT Investigation and actions agreed	
Bullying Incident	Yes / No

Appendix 3: Safe Space Recording Form following an incident

(Completed form to be attached to relevant incident form)



Student Name:	Date:
Staff Involved:	Length of time:
Outcomes:	
Parents/Carers informed:	
SLT informed and actions agreed:	
Signature:	Date:

Appendix 4: Self-harm form

Student Name: Staff member:	Date:
Details of harm:	
Actions:	
Is this in the behaviour plan? Yes/No	
Class discussion:	
Senior Leadership Comments:	